

**NEVADA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION ACCOUNTABILITY REPORT**

STATE OF NEVADA SECONDARY

PROGRAM YEAR: 2015 - 2016

SUB-INDICATOR 1S1: SECONDARY ACADEMIC ATTAINMENT - READING / LANGUAGE ARTS

POPULATION	NUMERATOR: Number of eligible CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessments administered by the State under Section 1111(b)(3) of the ESEA as amended by NCLB Act based on scores that were included in the Nevada School Performance Framework.	DENOMINATOR: Number of eligible CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the Nevada School Performance Framework.	State Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance*
GRAND TOTAL			85.00%		n/a
Male			85.00%		n/a
Female			85.00%		n/a
American Indian or Alaska Native	[No Data Reported for 2015-16]*		85.00%		n/a
Asian			85.00%		n/a
Black or African American			85.00%		n/a
Hispanic/Latino			85.00%		n/a
Native Hawaiian or Other Pacific Islander			85.00%		n/a
White			85.00%		n/a
Two or More Races			85.00%		n/a
Disabled			85.00%		n/a
Economically Disadvantaged			85.00%		n/a
Limited English Proficient			85.00%		n/a
Nontraditional Enrollees			85.00%		n/a

*The NDE received approval for a long-term renewal of the State's ESEA Flexibility Waiver through the 2017-2018 school year. The waiver permits flexibility with required student assessment reporting while the state transfers into a new Math/ELA evaluation system. The Office of Career, Technical, and Adult Education (OCTAE) U.S. Department of Education has permitted Nevada flexibility in aligning the 1S1 and 1S2 secondary attainment of academic skills for reading/language arts and mathematics while this transition occurs. This process will require new definitions of the core indicator numerator and denominator and negotiated target levels.

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SUB-INDICATOR 1S2: SECONDARY ACADEMIC ATTAINMENT - MATH

POPULATION	NUMERATOR: Number of eligible CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessments administered by the State under Section 1111(b)(3) of the ESEA as amended by NCLB Act based on scores that were included in the Nevada School Performance Framework.	DENOMINATOR: Number of eligible CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the Nevada School Performance Framework.	State Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance*
GRAND TOTAL			84.50%		n/a
Male			84.50%		n/a
Female			84.50%		n/a
American Indian or Alaska Native	[No Data Reported for 2015-16]*		84.50%		n/a
Asian			84.50%		n/a
Black or African American			84.50%		n/a
Hispanic/Latino			84.50%		n/a
Native Hawaiian or Other Pacific Islander			84.50%		n/a
White			84.50%		n/a
Two or More Races			84.50%		n/a
Disabled			84.50%		n/a
Economically Disadvantaged			84.50%		n/a
Limited English Proficient			84.50%		n/a
Nontraditional Enrollees			84.50%		n/a

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This process will require new definitions of the core indicator numerator and denominator and negotiated target levels.

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PROGRAM YEAR: 2015 - 2016

SUB-INDICATOR 2S1: TECHNICAL SKILL ATTAINMENT

POPULATION	NUMERATOR: Number of CTE concentrators who have completed a CTE program and have passed a state approved end-of-program technical assessment.	DENOMINATOR: Number of CTE concentrators completing a CTE program and taking a state approved end-of-program technical assessment.	State Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance
GRAND TOTAL	3,724	6,271	48.00%	59.38%	E
Male	1,964	3,360	48.00%	58.45%	E
Female	1,760	2,911	48.00%	60.46%	E
American Indian or Alaska Native	21	45	48.00%	46.67%	D
Asian	425	647	48.00%	65.69%	E
Black or African American	159	394	48.00%	40.36%	D
Hispanic/Latino	1,226	2,348	48.00%	52.21%	E
Native Hawaiian or Other Pacific Islander	35	71	48.00%	49.30%	E
White	1,668	2,463	48.00%	67.72%	E
Two or More Races	190	152	48.00%	125.00%	E
Disabled	57	221	48.00%	25.79%	D
Economically Disadvantaged	1,407	2,629	48.00%	53.52%	E
Limited English Proficient	2,239	3,750	48.00%	59.71%	E
Nontraditional Enrollees	16	105	48.00%	15.24%	D

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STATE OF NEVADA SECONDARY

PROGRAM YEAR: 2015 - 2016

SUB-INDICATOR 3S1: SECONDARY DIPLOMA

POPULATION	NUMERATOR: Number of Senior CTE concentrators completing a CTE program who earn an advanced, standard, or adult diploma, earn a GED through a secondary program run by the secondary LEA, earn a high school diploma with a CTE endorsement during the reporting year.	DENOMINATOR: Number of 12th grade CTE concentrators completing a CTE program in secondary education or in a GED program run by the secondary LEA during the reporting year.	State Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance
GRAND TOTAL	2,872	2,964	92.50%	96.90%	E
Male	1,374	1,428	92.50%	96.22%	E
Female	1,498	1,536	92.50%	97.53%	E
American Indian or Alaska Native	26	28	92.50%	92.86%	E
Asian	323	333	92.50%	97.00%	E
Black or African American	170	178	92.50%	95.51%	E
Hispanic/Latino	1,100	1,131	92.50%	97.26%	E
Native Hawaiian or Other Pacific Islander	39	39	92.50%	100.00%	E
White	1,069	1,106	92.50%	96.65%	E
Two or More Races	145	152	92.50%	95.39%	E
Disabled	72	78	92.50%	92.31%	D
Economically Disadvantaged	1,284	1,326	92.50%	96.83%	E
Limited English Proficient	32	39	92.50%	82.05%	D
Nontraditional Enrollees	1,651	1,715	92.50%	96.27%	E

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CAREER AND TECHNICAL EDUCATION ACCOUNTABILITY REPORT**

STATE OF NEVADA SECONDARY

PROGRAM YEAR: 2015 - 2016

SUB-INDICATOR 4S1: GRADUATION RATES

POPULATION	NUMERATOR: Number of CTE concentrators completing a CTE program who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(C)(vi) of the ESEA.	DENOMINATOR: Number of CTE concentrators completing a program who, in the reporting year, were included in the computation of graduation rate as defined in the State's Consolidated Accountability Plan	State Adjusted Level of Performance	Actual Level of Performance	Performance Status
GRAND TOTAL	9,874	11,556	72.00%	85.44%	E
Male	5,215	6,297	72.00%	82.82%	E
Female	4,659	5,259	72.00%	88.59%	E
American Indian or Alaska Native	95	121	72.00%	78.51%	E
Asian	777	839	72.00%	92.61%	E
Black or African American	733	1,016	72.00%	72.15%	E
Hispanic/Latino	3,851	4,593	72.00%	83.84%	E
Native Hawaiian or Other Pacific Islander	141	158	72.00%	89.24%	E
White	3,779	4,253	72.00%	88.85%	E
Two or More Races	498	152	72.00%	327.63%	E
Disabled	378	865	72.00%	43.70%	D
Economically Disadvantaged	5,905	7,258	72.00%	81.36%	E
Limited English Proficient	451	766	72.00%	58.88%	D
Nontraditional Enrollees	7,249	8,321	72.00%	87.12%	E

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STATE OF NEVADA SECONDARY**

PROGRAM YEAR: 2015 - 2016

SUB-INDICATOR 5S1: SECONDARY POSITIVE PLACEMENT

(6 month follow-up regarding placement of 2014 - 2015 CTE completers who earned a standard, advanced or adult diploma)

POPULATION	NUMERATOR: Number of CTE concentrators completing a CTE program who graduated and were placed in postsecondary education or advanced training, in the military service, or employment in the 2nd quarter following the program year in which they left secondary education.	DENOMINATOR: Number of CTE concentrators who graduated secondary education during the reporting year responding to follow-up survey or identified in follow-up with Unemployment Insurance, Department of Defense, and the Nevada System of Higher Education	State Adjusted Level of Performance	Actual Level of Performance	Performance Status *
GRAND TOTAL	1,531	1,597	95.50%	95.87%	E
Male	858	906	95.50%	94.70%	D
Female	673	691	95.50%	97.40%	E
American Indian or Alaska Native	24	24	95.50%	100.00%	E
Asian	135	141	95.50%	95.74%	E
Black or African American	87	87	95.50%	100.00%	E
Hispanic/Latino	409	428	95.50%	95.56%	E
Native Hawaiian or Other Pacific Islander	20	21	95.50%	95.24%	D
White	786	152	95.50%	517.11%	E
Two or More Races	70	75	95.50%	93.33%	D
Disabled	40	46	95.50%	86.96%	D
Economically Disadvantaged	426	444	95.50%	95.95%	E
Limited English Proficient	4	4	95.50%	100.00%	E
Nontraditional Enrollees	879	924	95.50%	95.13%	D

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PROGRAM YEAR: 2015 - 2016

SUB-INDICATOR 6S1: PARTICIPATION IN SECONDARY PROGRAMS LEADING TO NONTRADITIONAL TRAINING AND EMPLOYMENT

POPULATION	NUMERATOR: Number of CTE participants from underrepresented gender groups who enrolled in courses from a program that leads to employment in nontraditional fields during the reporting year.	DENOMINATOR: Number of CTE participants who enrolled in courses from a program that leads to employment in nontraditional fields during the reporting year.	State Adjusted Level of Performance (Target)	Actual Level of Performance	Performance Status *
GRAND TOTAL	11,700	30,317	33.50%	38.59%	E
Male	3,666	17,861	33.50%	20.53%	D
Female	8,034	12,456	33.50%	64.50%	E
American Indian or Alaska Native	139	348	33.50%	39.94%	E
Asian	819	1,968	33.50%	41.62%	E
Black or African American	1,330	2,930	33.50%	45.39%	E
Hispanic/Latino	4,679	12,325	33.50%	37.96%	E
Native Hawaiian or Other Pacific Islander	163	378	33.50%	43.12%	E
White	3,982	10,936	33.50%	36.41%	E
Two or More Races	588	152	33.50%	386.84%	E
Disabled	947	2,619	33.50%	36.16%	E
Economically Disadvantaged	5,878	14,848	33.50%	39.59%	E
Limited English Proficient	825	2,231	33.50%	36.98%	E

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PROGRAM YEAR: 2015 - 2016

SUB-INDICATOR 6S2: COMPLETION OF SECONDARY PROGRAMS LEADING TO NONTRADITIONAL TRAINING AND EMPLOYMENT

POPULATION	NUMERATOR: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	DENOMINATOR: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	State Adjusted Level of Performance (Target)	Actual Level of Performance	Performance Status *
GRAND TOTAL	1,087	3,540	25.00%	30.71%	E
Male	73	2,048	25.00%	3.56%	D
Female	1,014	1,492	25.00%	67.96%	E
American Indian or Alaska Native	12	45	25.00%	26.67%	E
Asian	97	320	25.00%	30.31%	E
Black or African American	75	209	25.00%	35.89%	E
Hispanic/Latino	449	1,409	25.00%	31.87%	E
Native Hawaiian or Other Pacific Islander	14	42	25.00%	33.33%	E
White	391	1,363	25.00%	28.69%	E
Two or More Races	49	152	25.00%	32.24%	E
Disabled	40	149	25.00%	26.85%	E
Economically Disadvantaged	491	1,557	25.00%	31.54%	E
Limited English Proficient	13	66	25.00%	19.70%	D