

# LaSalle-Peru High School

## Perkins Indicators Measurement Report

As required by the Perkins V legislation, the following information relates to the performance of LaSalle-Peru High School in the areas of CTE and Agriculture Education. The nine performance measures are described below, and the numerical measurement of each category is shown on the subsequent page. Note: Because of the impact of the Covid epidemic, categories that rate mathematical, science, and English language attainment have no measure due to the impact of the pandemic on SAT testing.



### PERKINS MEASURES

HELP

**1S1: Four-Year Graduation Rate:** The percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).

**1S2: Extended Graduation Rate:** The percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101 (within six years of entering high school).

**2S1: Academic Proficiency in Reading:** CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.

**2S2: Academic Proficiency in Mathematics:** CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.

**2S3: Academic Proficiency in Science:** CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.

**3S1: Post-Program Placement:** The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in post secondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed (these data are not yet available)

**4S1: Nontraditional Program:** The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.

**5S2: Program Quality – Attained Post secondary Credits:** The percentage of CTE concentrators graduating from high school having attained post secondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

**5S3: Program Quality – Work-Based Learning:** The percentage of CTE concentrators graduating from high school having participated in work-based learning.



# PERKINS MEASURES 2021

District

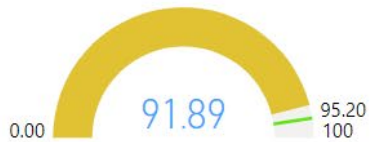
HELP

\*Indicators 2S1, 2S2 and 2S3 are blank due to incomplete data. There was no state testing in 2020

District

La Salle-Peru Twp HSD 120

**1S1: Four-Year Graduation Rate**



**1S2: Extended Graduation Rate**



**2S1: Academic Proficiency in Reading**



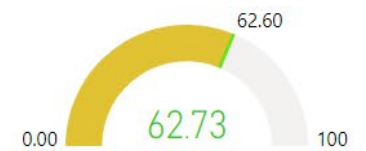
**2S2: Academic Proficiency in Mathematics**



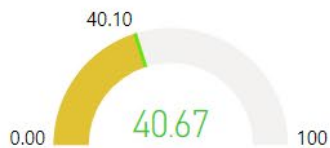
**2S3: Academic Proficiency in Science**



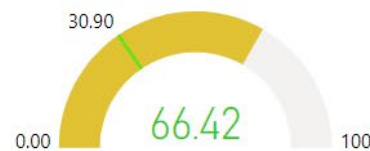
**3S1: Post-Program Placement**



**4S1: Nontraditional Program**



**5S2: Program Quality Attained Postsecondary Credits**



**5S3: Program Quality – Work-Based Learning**

