



## CAR REVIEW

### REVIEWER OPTIONS

#### Review Tips:

- Does the state provide complete and accurate performance data for this indicator?
- When compared to previous year performance data, does the data reflect similar characteristics, trends and patterns?
- Are the same categories of students reported this year, as compared to last year?
- Can you detect any significant discrepancies in the numbers reported? For instance, are some of the numbers excessive or extremely small compared to what has been reported in the previous year?

### REPORT REVIEW

#### 7a. Performance Data -

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Target Level of Performance	D Actual Level of Performance	E Difference Between State Actual & Target in Percentage	F Met 90% of Adjusted Level of Performance (Y,N)
1	Grand Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
2	GENDER						
3	Male	<input type="text"/>	<input type="text"/>		<input type="text"/>		
4	Female	<input type="text"/>	<input type="text"/>		<input type="text"/>		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	<input type="text"/>	<input type="text"/>		<input type="text"/>		
7	Asian	<input type="text"/>	<input type="text"/>		<input type="text"/>		
8	Black or African American	<input type="text"/>	<input type="text"/>		<input type="text"/>		
9	Hispanic/Latino	<input type="text"/>	<input type="text"/>		<input type="text"/>		
10	Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>		<input type="text"/>		
11	White	<input type="text"/>	<input type="text"/>		<input type="text"/>		
12	Two or More Races	<input type="text"/>	<input type="text"/>		<input type="text"/>		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	<input type="text"/>	<input type="text"/>		<input type="text"/>		
15	Disability Status (ESEA/IDEA)	<input type="text"/>	<input type="text"/>		<input type="text"/>		
16	Economically Disadvantaged	<input type="text"/>	<input type="text"/>		<input type="text"/>		
17	Single Parents	<input type="text"/>	<input type="text"/>		<input type="text"/>		

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18	Displaced Homemakers	<input type="text"/>	<input type="text"/>		<input type="text"/>		
19	Limited English Proficient	<input type="text"/>	<input type="text"/>		<input type="text"/>		
20	Migrant Status	<input type="text"/>	<input type="text"/>		<input type="text"/>		
21	Nontraditional Enrollees	<input type="text"/>	<input type="text"/>		<input type="text"/>		

Additional Information:

**Public Burden Statement:**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1830-0569. Public reporting burden for this collection of information is estimated to average 174 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) (20 U.S. C. 2301 et seq. as amended by P.L. 109-270). If you have comments or concerns regarding the status of your individual submission of this APR, please contact (Office of Career, Technical and Adult Education; Director, Division of Academic and Technical Education; 550 12<sup>th</sup> Street, SW; Washington, D.C. 20202 directly. [Note: Please do not return the completed report to this address.]