2014-15 Ten-Year Charter Review Report

YouthBuild Public Charter School

June 15, 2015

DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpcsb.org

TABLE OF CONTENTS

BOARD VOTE AND KEY FINDINGS 1
CHARTER REVIEW STANDARD..... 4
BACKGROUND INFORMATION ABOUT SCHOOL 4
SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS 7
SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS 20
SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY 24

BOARD VOTE AND KEY FINDINGS

The District of Columbia Public Charter School Board ("PCSB") staff conducted a charter review of the Latin American Youth Center YouthBuild Public Charter School, Inc. ("YouthBuild PCS") according to the standard required by the School Reform Act ("SRA"), D.C. Code §§ 38-1802 *et seq*.[1] Based on the findings detailed in this report, the PCSB Board voted 5-0 to continue the school's charter on the conditions that the school:

(1) implement the Corrective Action Plan it developed,[2] and pursue as part of that plan the targets recommended below by PCSB staff;

(2) improve special education compliance by

(a) conducting a Qualitative Assurance Review of its special education programming in fall 2015 and developing an action plan based on identified areas of concern, and achieving 100% on all applicable indicators on the QAR after one year of QAR Action Plan implementation; and

(b) developing and implementing a plan with deliverables and dates to ensure a smooth transition by school year 2016-17 to operating as an independent LEA for special education compliance; and

(3) obtain accreditation by the end of school year 2015-16.

PCSB staff's analysis of the school's goals and academic achievement expectations ("academic expectations") concludes that of YouthBuild PCS's 20 goals, it met three goals, substantially met four goals, partially met one goal, and did not meet four goals. Eight of its 20 goals have not been historically measured by the school or PCSB.

YouthBuild PCS has met several important goals, including those related to literacy growth and students earning trade certifications. However, the school failed to meet several key goals, including those related to students passing the General Education Development assessment ("GED"), attendance, and the literacy growth of English Language Learners ("ELLs"). As a result, if YouthBuild PCS were now in its fifteenth year in operation, the school would not meet the SRA's standard for renewal based on the school not meeting its goals and academic expectations. Instead, the school is undergoing its tenth-year charter review, and the PCSB Board has discretion to continue or revoke the charter of a school that has not met its goals.

---

[1] D.C. Code § 38-1802.12(a)(3).

[2] See YouthBuild PCS School Improvement Plan, attached to this report as Appendix S. Pursuant to YouthBuild PCS's charter agreement, attached to this report as Appendix A, "[i]n connection with [PCSB's] review of the School's performance, if [PCSB] determines that…the quality of the School's educational program is not satisfactory, then [PCSB], in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan." PCSB requested that YouthBuild PCS develop a corrective action plan upon delivering to the school a preliminary draft of this charter review report.

In addition to the unmet and partially met goals, PCSB staff is concerned about the school's in-seat attendance rate, which has declined from 77.2% in 2010-11 to 67.6% in 2013-14. During an on-site review, PCSB reviewers observed attendance to be generally low, and students regularly entering classes late.[3] The school's decline in attendance may in part relate to an operational issue as revealed in a self-study that YouthBuild PCS prepared as part of the Middle States accreditation process. There, it was noted that in 2012-13, the school had neither a "system and internal process to track daily attendance and monthly/trimester/yearly attendance rates," nor an "attendance accountability protocol" in place.[4]

The school met its goal related to employment outcomes. However, this goal only considers between 12-25% of YouthBuild PCS students (those who graduate from the program with a GED) – historically, YouthBuild PCS's accountability plans only included employment targets for this subset of students.[5] Of the graduates that gain employment, only a handful work in the construction field, which is troubling considering that construction training is the focus of YouthBuild PCS's programming.

Regarding compliance, PCSB staff finds that YouthBuild PCS did not commit a material violation of the law or its charter. However, PCSB staff has concerns about the school's special education compliance. YouthBuild PCS is dependent on DC Public Schools ("DCPS") to ensure it complies with all special education laws. As such, disaggregated compliance data specific to YouthBuild PCS students is limited. However, the available compliance data is troubling – the school had low compliance rates for timely completing student evaluations, reevaluations, and creating Individualized Education Plans ("IEPs"). In addition, while the school began the accreditation process in 2010-11, it remains unaccredited as of the time of this report's publication, with the school reporting that it will not be accredited by fall 2015, as required by PCSB policy.[6] As a condition of this review, the school must obtain accreditation by the end of the 2015-16 school year.[7]

YouthBuild PCS met the fiscal standard of the charter review – it has not engaged in a pattern of fiscal mismanagement nor a pattern of nonadherance to generally accepted accounting principles. While YouthBuild PCS is economically viable, the school ran a deficit in FY2014, as well as having lower days of cash on hand than recommended. Otherwise, the school's financial performance has been satisfactory, and the school has zero debt.

Based on this review, the PCSB Board voted to continue the school's charter based on the following conditions. First, the school must implement the Corrective Action Plan it submitted to PCSB,[8] and as part of this plan that YouthBuild PCS pursue the target outcomes detailed in the table below. It should

---

[3] See YouthBuild PCS QSR Report, attached to this report as Appendix B.
[4] See p. 4 of Middle States Commissions on Elementary and Secondary Schools Technical Review of Objectives, dated April 11, 2014, attached to this report as Appendix C.
[5] As of 2013-14, as part of PCSB's Adult PMF, YouthBuild PCS reports on the employment outcomes of all students who received 12 or more hours of service at the school.
[6] See 2010-11 YouthBuild Annual Report, p. 16, attached to this report as Appendix D.
[7] See PCSB Accreditation policy, attached to this report as Appendix E.
[8] See Appendix S.

be noted that YouthBuild PCS submitted a request that its 2014-15 targets for each measure be set at "Tier 2."[9] However, the targets are set to the rates in the following table, which are in line with the school's 2013-14 base line performance. The school also requested a lower attendance target, citing that other schools serving similar populations have not achieved an in-seat attendance rate of 70.0%. Given that the school's 2013-14 in-seat attendance rate was 67.8%, and because increasing student attendance is a focus of the school's Corrective Action Plan, the PCSB Board voted to set the attendance target at 70.0%.

PCSB staff will monitor the school's attainment of its Corrective Action Plan targets over the coming school years and may opt to conduct another charter review prior to the school's fifteenth year if the school does not meet these targets.

	School Year and Proposed Target						
Measure	**13-14 Baseline**	**14-15 Year 10**	**15-16 Year 11**	**16-17 Year 12**	**17-18 Year 13**	**18-19 Year 14**	**19-20 Year 15**
Percentage of points earned on the PMF student progress indicator (ABE or ESL)	58.8%	58.8%	60%	65%	65%	65%	65%
Student Achievement (GED Passage Rate)	91.7%	N/A. New format of test – this will be baseline data	Meet or exceed state average or show at minimum 5% improvement over the previous year	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average
Entered Employment or Entered Post-Secondary	65%	65%	65%	70%	70%	70%	70%
Retained Employment or Entered Post-Secondary	83%	83%	83%	85%	85%	85%	85%
In-Seat Attendance Rate	67.6%	67.6%	70%	70%	70%	70%	70%
Retention Rate	60.2%	60%	65%	65%	70%	72%	75%

Given the school's issues with special education compliance, the PCSB Board voted that the school's continuance be conditioned on it conducting a Qualitative Assurance Review of its special education programming in the fall of 2015, developing an action plan based on the identified areas of concern, and achieving 100% on all applicable indicators on the QAR after one year of implementing its QAR Action Plan. Additionally, the school must develop and implement a plan with deliverables and dates to ensure

[9] See Memorandum from Mark Jordan, YouthBuild PCS Board Chair, to Darren Woodruff, PCSB Board Chair, dated June 4, 2015, attached to this report as Appendix T.

a smooth transition by school year 2016-17 to operating as an independent LEA for special education compliance. Finally, the school's continuance is conditioned on it obtaining accreditation by the end of school year 2015-16.

YouthBuild PCS should note that it must meet all of its goals and academic expectations at its 15-year renewal to for its charter to be renewed. As such, the school should promptly either amend its charter to remove the goals it did not historically pursue, or begin to collect evidence on them and report on the outcomes of these goals in its annual report.

CHARTER REVIEW STANDARD

The SRA provides that PCSB "shall review [a school's] charter at least once every [five] years."[10] As part of this review, PCSB must determine whether:

(1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[11]

If PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance, or revoke the school's charter. Additionally, there is a fiscal component to the charter review. PCSB is required by the SRA to revoke a school's charter if PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

YouthBuild PCS began operation in 2005 under authorization from the District of Columbia Public Charter School Board ("PCSB") and serves students ages 16 to 24 who have dropped out of, been expelled from, or aged-out of other area high schools. Its mission is as follows:

> YouthBuild PCS will transform the lives of out-of-school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability

[10] D.C. Code § 38-1802.12(a)(3).
[11] D.C. Code § 38-1802.12(c).

> skill-building, and community service—a program designed to prepare young people for college or the workplace while they work to create housing for the city's low-income residents.[12]

The school grew out of a YouthBuild program operated by the Latin American Youth Center (from which it now operates independently), and is based on a national model with a network of over 200 YouthBuild schools and programs around the country. YouthBuild USA is a federal program managed by the U.S. Department of Labor, through which local YouthBuild programs, including YouthBuild PCS, compete biannually for federal funding for their programming. The school is comprised of four core program areas: academic instruction, workforce training, transition services, and support services.

Through the school's academic program, students prepare to take the GED, receiving instruction in reading, writing, math, science, and social studies. All academic classes are taught in both English and Spanish, and students can take the GED in English or Spanish.

YouthBuild PCS's workforce training program is comprised of both on-site construction training and vocational education classes. Students work on actual construction sites under the supervision of skilled construction trainers and can obtain construction certifications for use in the workforce. Each year, YouthBuild PCS selects its construction sites in partnership with local non-profit organizations, often renovating the home of a DC resident in need of assistance. Since 2013, the school has partnered with other non-profit organizations to build new affordable condominiums in DC's Ivy City neighborhood as part of the city's development project in that neighborhood.

YouthBuild PCS's transition program includes job readiness training classes; internships; and career development activities such as job fairs, college fairs, college tours and presentations, job shadowing, and employer presentations. Its support services program includes substance abuse counseling; individual/group counseling; and assistance with obtaining housing, daycare, and medical insurance. The school provides students a stipend of $8.25 per hour for time at the construction site and $15.00 per day spent in classes.[13]

Students are "promoted" at YouthBuild PCS when they fulfill seven criteria, including maintaining an 80% attendance rate, attaining three construction certificates, registering to vote (if eligible), and increasing their reading and/or math proficiency by two grade levels, as measured by the Test of Adult Basic Education ("TABE"). "Completers" are students who attend for the duration of the school year, but do not pass the GED. To graduate from the school, students must fulfill several of the same criteria, and in addition must pass the GED and present proof of job employment, leads, or acceptance into a post-secondary program.[14] The following table details the number of graduates and completers from 2010-11 through 2013-14.

---

[12] See Appendix A.
[13] See YouthBuild 2012-13 Annual Report, attached to this report as Appendix F.
[14] See YouthBuild PCS Graduation and Promotion Requirements, attached to this report as Appendix G.

	2010-11	2011-12	2012-13	2013-14
# of Completers	71	65	68	56
# of Graduates	20	13	28	17
# of Students Enrolled	116	105	116	115

Information about the school and an overview of its performance data are summarized in this table:

Grade Levels	**Ward**	**Year Opened**	**2010-11 Accountability Plan**	**2011-12 Accountability Plan**	**2012-13 Accountability Plan**	**2013-14 Adult PMF**
Adult	1	2005-06	4 of 7 targets	6 of 8 targets	6 of 8 targets	Exceeded 7 of 7 indicator floors

Previous Charter Review

In 2010-11, PCSB conducted a five-year review of YouthBuild PCS, finding that the school had not materially violated applicable law or its charter, and had met the review's fiscal standard.[15] It was noted that at the time of the review the school was a candidate for accreditation by Middle States. PCSB found the school met its goals and academic expectations, having met its academic targets regarding raising student reading levels and increasing ELL English proficiency.[16] However, it was noted that in the prior school year the school had not met its GED passage rate target, because of poor attendance in part. It was also noted that the school's vocational education program was strong, with 93% of students completing the school year earning NCCER core curriculum certifications.[17] Based on these findings, the PCSB Board granted YouthBuild PCS full charter continuance on February 28, 2011.[18]

[15] PCSB YouthBuild PCS Charter Review Analysis, attached as Appendix H.
[16] While PCSB noted the school had met the goals and academic expectations from its charter based on an analysis of the school's performance on its adult accountability plan.
[17] See Appendix H.
[18] See PCSB Meeting Minutes from February 28, 2011, attached to this report as Appendix I.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are only considered as part of the renewal analysis if they were included in a school's charter, charter amendment, or accountability plans approved by the PCSB Board (collectively, the "Charter").

The chart below summarizes PCSB's determinations of whether each academic program met their respective goals and academic expectations. These determinations, which are further detailed in the body of this report, are based on the school's performance in the 2010-11, 2011-12, 2012-13, and 2013-14 school year. YouthBuild PCS met three goals, substantially met four goals, partially met one goal, and did not meet four goals. Eight goals have not been historically measured by the school.

	Goals and Academic Expectations	Met?
1	65% of the students who enter the school year with at least an eighth grade reading level as measured by the TABE and complete the school year will pass the official GED exam.[19]	**No**
2	85% of the students that enter the school with less than an eighth grade reading level and complete the school year will progress at least two grade levels in reading.[20]	**Substantially**
3	90% of students who complete the school year will progress at least one grade level in mathematics.	**Substantially**
4	12% of the students who enter the school year with a reading level between 4 and 7.9 as measured by the TABE and complete the school year will pass the official GED exam.[21]	**Substantially**
5	65% of ELL students will progress at least 20% in English proficiency.[22]	**No**
6	95% of students who complete the school year will earn at least one of the following certifications: NCCER; RBI; MOS; or HVAC.[23]	**Yes**
7	Students will learn to interact respectfully with peers and authority figures and develop conflict management skills.[24]	**No**

[19] This goal was originally drafted in the school's charter application as "Enable out-of-school youth to complete their high school education by attaining a diploma or GED." In the school's 2005-10 accountability plan, attached to this report as Appendix I, the goal was updated to state, "Students that enter the school with at least an eighth grade reading level and who complete the school year will complete their high school education by attaining a GED." Since then, the goal has been further updated through other accountability plans. The most recent iteration of the goal, as published in the school's 2013 accountability plan, attached to this report as Appendix J, is assessed in this review.

[20] See Appendix J; this goal is updated from the charter application goal to "raise literacy levels among low-functioning students."

[21] This goal was implemented as an update to the charter application goal to "raise literacy levels among low-functioning students."

[22] See Appendix J; this goal is an update to the charter application goal to "help English Language Learner students gain confidence and proficiency in their English communication skills" is updated to the current goal language.

[23] See Appendix J; this goal is an updated of the charter application goal that "students will receive vocational training that reinforces classroom instruction and can lead to gainful employment."

[24] See Appendix A, p. 13.

	Goals and Academic Expectations	Met?
8	75% of students who graduate will be successfully placed either into the workforce or a postsecondary institution within three months of completing the school year.[25]	**Yes**
9	50% of students who take the pre- and post-assessment for EQ-I will advance at least 10 points in the effective range in at least two of the three identified low subscale areas according to the Five Areas of interest from the initial Student Summary Report.[26]	**Partially**
10	Demonstrate sound financial practices and management and a stable foundation for the school.[27]	**Substantially**
11	Develop partnerships with real estate agents, local developers, and other nonprofits to locate and secure construction projects.[28]	**Yes**
12	Students who complete the school year will complete all the work requirements for our housing related community service project each year.[29]	**Not historically measured**
13	The school will have an excellent attendance rate that demonstrates that students want to come to school and have had success in overcoming barriers that have kept them away from school.[30]	**No**
14	Equip students with basic skills in business-related computer technology.	**Not historically measured**[31]
15	Help students learn to communicate effectively by organizing their thoughts and expressing themselves in a clear and concise manner in both written and oral formats.	
16	Students will take advantage of leadership opportunities to build their skill levels along with a sense of ownership of the school.	
17	Provide instruction from highly qualified teachers and staff who embrace the school's philosophy and are committed to its mission.	
18	Develop and sustain a diverse and expert board of trustees to set school policy and oversee accountability.	
19	Match each student with a mentor who will regularly spend time with the student and serve as a caring adult and friend.	
20	Employ a social worker who will work individually with students to assess needs for services and referrals (in areas such as counseling, substance abuse treatment, assistance with child care, and housing).	

[25] See Appendix J; this goal is an update of the charter application goal that "students will be prepared to seek employment or further training upon completion of the program."
[26] See Appendix J; this goal is an update from the charter application goal that "students will have an educational foundation that will enable them to gain admission to post-secondary education, advanced training, the military, or employment."
[27] See Appendix A.
[28] See Appendix A.
[29] See Appendix J; this goal is an update of two charter application goals: (a) "Students will provide service to their communities by building or renovating housing for low income residents"; and (b) "Engage youth in service to the community by applying their knowledge and skills to build or renovate existing housing for low-income residents."
[30] See Appendix I.
[31] The goals that are considered "not historically measured" are those that were not included on the school's accountability plans.

1. **65% of the students who enter the school year with at least an eighth grade reading level as measured by the "TABE and complete the school year will pass the official GED exam.**[32]

Assessment: **YouthBuild PCS did not meet this goal.** The school did not meet this goal in two of the past three years.

Year	Target	Target Met?
2011-12	65% of students who enter the school year with at least an eighth grade reading level as measured by the TABE and complete the school year will pass the GED.	**No.** 42.1% of students (8 of 19) passed
2012-13	65% of students who enter the school year with at least an eighth grade reading level as measured by the TABE and complete the school year will pass the official GED.	**Yes.** 65.4% of students (17 of 26) passed.
2013-14	65% of students who enter the school year with at least an eighth grade reading level as measured by the TABE and complete the school year will pass the official GED.	**No.** 50.0% of students (9 of 18 students) passed.

Qualitative Evidence

In February 2014, PCSB conducted a QSR of YouthBuild PCS. The QSR team scored only 43% of observations as proficient or exemplary in the Instructional Delivery domain of the QSR framework.[33] The following are selected QSR observations about instruction at YouthBuild PCS.

- "Observations included…multiple teachers asking students to go to the board to explain problems to the class, [and] teachers reinforcing the correct parts and effectively explaining misconceptions to the class using real-life examples..."[34]
- Only 36% of observations were proficient or exemplary in the domain "Using Questioning and Discussion techniques…Teachers in about two-thirds of the observations did not ask open-ended questions. Teachers instead tended to ask questions that required recall or yes/no answers. When a teacher did ask an open-ended question, there was very little participation from the class in answering the question."[35]
- "The majority of observations in using assessments were below proficient. Teachers frequently asked, "Are there any questions?" to the whole class as the only check for understanding. Few teachers gave individual feedback to students despite the very small class sizes."[36]

[32] In 2010-11, an earlier iteration of this goal was in place that included the passage rate of all test takers, regardless of their reading level: "70% of eligible students will pass the official GED exam. The school did not meet this goal because only 39% of students passed the exam.
[33] See Appendix B, p. 4.
[34] See Appendix B, p. 11.
[35] See Appendix B, p.12.
[36] See Appendix B, p. 13.

2. **85% of the students that enter the school with less than an eighth grade reading level and complete the school year will progress at least two grade levels in reading.**[37]

Assessment: **YouthBuild PCS substantially met this goal**, with 85% of these students progressing at least two grade levels in three of the four past years. However, this rate dropped from 88.6% in 2012-13 to 70.0% 2013-14.

Year	Target	Target Met?
2010-11	85% of students enrolling below an eighth-grade reading level and completing the school year will demonstrate growth of at least 2 grade levels in reading on the TABE.	**Yes** 85.7% of students (42 of 47) advanced at least two grade levels.
2011-12	85% of students that enter the school with less than an 8th grade reading level and complete the school year will progress at least 2 grade levels in reading on the TABE.	**Yes.** 85% of students (38 of 45) advanced at least two grade levels.
2012-13	85% of students that enter the school with less than an eighth grade reading level and complete the school year will progress at least two grade levels in reading on the TABE.	**Yes.** 88.6% of the students (39 of 44) advanced at least two grade levels.
2013-14	85% of students that enter the school with less than an eighth grade reading level and complete the school year will progress at least two grade levels in reading on the TABE.	**No.** 70.0% of the students advanced at least two grade levels.[38]

3. 90% of students who complete the school year will progress at least one grade level in mathematics.

Assessment: **YouthBuild PCS substantially met this goal**, meeting this target three of the past four years.

Year	Target	Target Met?
2010-11	90% of students who complete the school year will progress at least one grade level in mathematics on the TABE.	**Yes.** 95% of students progressed one grade level or more.[39]
2011-12	90% of students who complete the school year will progress at least one grade level in mathematics on the TABE.	**Yes.** 92% of students progressed one grade level or more.[40]
2012-13	90% of students who complete the school year will progress at least one grade level in mathematics on the TABE.	**No.** 73.5% of students progressed one grade level or more.
2013-14	90% of students who complete the school year will progress at least one grade level in mathematics on the TABE.	**Yes.** 90.0% of students progressed one grade level or more.

[37] See Appendix J, which updates the charter application goal to "raise literacy levels among low-functioning students."
[38] N-size unavailable.
[39] N-size unavailable.
[40] In a document provided by the school, it is noted that 4 of 32 students (12.5%) met this target – this is different than what was published in the school's official Accountability Plan scorecard.

4. **12% of the students who enter the school year with a reading level between 4 and 7.9 as measured by the TABE and complete the school year will pass the official GED exam.**[41]

Assessment: **YouthBuild PCS substantially met this goal**, with 12% of these students passing the GED. The school exceeded this target by 16 or more percentage points in 2012-13 and 2013-14.

Year	Target	Target Met?
2010-11	12% of students who enter the school year with a reading grade level between 4 and 7.9 as measured by the TABE and complete the school year will pass the official GED.	**Yes.** 14% of students passed.[42]
2011-12	12% of students who enter the school year with a reading grade level between 4 and 7.9 as measured by the TABE and complete the school year will pass the official GED.	**No.** 8% of students passed.[43]
2012-13	12% of students who enter the school year with a reading level between 4 and 7.9 as measured by the TABE and complete the school year will pass the official GED.	**Yes.** 28.1% of students (9 of 32) passed.
2013-14	12% of students who enter the school year with a reading level between 4 and 7.9 as measured by the TABE and complete the school year will pass the official GED.	**Yes.** 33.0% of students (7 of 21) passed.

5. **65% of ELL students will progress at least 20% in English proficiency.**[44]

Assessment: **YouthBuild PCS did not meet this goal.** The school failed to meet targets related to this goal in three of the past four years. Increased proficiency is measured by an increase in a student's scale score on the literacy assessment.

Year	Target	Target Met?
2010-11	65% of English language learners will increase their English proficiency by 20% on the World-Class Instructional Design and Assessments-Assessing Comprehension and Communication in English State-to-State ("WIDA-ACCESS").	**No.** 59.5% of students (25 of 42) increased proficiency by 20%.
2011-12	65% of English language learners will progress at least 20% in their English proficiency as measured by ACCESS for ELL.	**Yes.** 71.4% of students (30 of 42) increased proficiency by 20%.
2012-13	65% of English language learners will progress at least 20% in their English proficiency as measured by ACCESS for ELL.	**No.** School did not provide data.
2013-14	65% of ELLs will progress at least 20% in English proficiency as measured by TABE CLASS-E.	**No.** 50% of students (14 of 28) increased proficiency by 20%.

[41] This goal was implemented as an update to the goal in the school's charter application to "raise literacy levels among low-functioning students."
[42] N-size unavailable.
[43] In a document provided by the school, it is noted that 4 of 32 students (12.5%) met this target – this is different than what was published in the school's official Accountability Plan scorecard.
[44] See Appendix J; this goal is an update to the charter application goal to "help English Language Learner students gain confidence and proficiency in their English communication skills."

6. **95% of students who complete the school year will earn at least one of the following certifications: National Center for Construction Education and Research ("NCCER"); Home Builder's Institute ("HBI"); Microsoft Office Specialist ("MOS"); Heating, Ventilation, and air condition ("HVAC"); or Internet and Computing Core Certification – Global Standard 4 ("IC3 – GS4").**[45]

Assessment: **YouthBuild PCS met this goal.** Each year since 2010-11, over 95% of students earned one of these certifications. All YouthBuild PCS students pursue NCCER or HBI certifications. Repeaters who have earned both these can pursue other certifications described below.

Type of Certification	Additional Information	Time Requirements
NCCER Core Curriculum	"Core curriculum" is an industry term for prerequisite subjects (including safety and communication, among other subjects), necessary to pursue any construction trade.	8 modules over the course of 125 hours of instruction; students must pass exam at the end of each module.
HBI	This certification demonstrates the student has "the skills required of an entry level employee in the home building industry."[46]	125 hours of instruction and exam
IC3 –GS4	This certifies a student's digital literacy, including how to operate various digital devices, social media, and cloud computing.[47] First offered at YouthBuild PCS in 2013-14.	48 hours of instruction
MS Office Specialist	Students can earn certifications in Word, PowerPoint, and Excel.	Self-paced
OSHA-10	A training program designed for entry-level workers regarding safety and health hazards in workplaces, along with information about workers' rights and employer responsibilities.	10 hours of training

[45] This goal was implemented as an update to the goal in the school's charter application that "students will receive vocational training that reinforces classroom instruction and can lead to gainful employment."
[46] See http://www.hbi.org/PROGRAMS/CareerCertificationServices/StudentCertification.aspx.
[47] See http://www.certiport.com/Portal/desktopdefault.aspx?page=common/pagelibrary/IC3_Certifications_GS4.html.

Year	Target	Target Met?
2010-11	95% of students who complete the school year will earn at least one of the following certifications: NCCER; HBI; MOS; or HVAC.	**Yes** (99% of students earned one or more certification)
2011-12	95% of students who complete the school year will earn at least one of the following certifications: NCCER; HBI; MOS; or HVAC.	**Yes** (98% of students earned one or more certification)
2012-13	95% of students who complete the school year will earn at least one of the following certifications: NCCER; HBI; MOS; or HVAC.	**Yes** (97.1% of students earned one or more certification)
2013-14	95% of students completing the school year will earn an NCCER, HBI, OSHA, or IC3 – GS4 certification.	**Yes** (97.0% of students earned one or more certification)

The breakdown of certifications earned over the past four years is detailed in the below table. The number of NCCER and HBI certifications earned has decreased from 2011-12 to 2013-14.

	2010-11		2011-12		2012-13		2013-14	
	Enrolled	Earned	Enrolled	Earned	Enrolled	Earned	Enrolled	Earned
NCCER Core Curriculum	Data unavailable		65	61	41	36	36	25
HBI			65	63	46	42	46	43
MOS	-	-	17	14	-	-	-	-

7. **Students will learn to interact respectfully with peers and authority figures and develop conflict management skills.**[48]

Assessment: **YouthBuild PCS did not meet this goal.** The school's suspension and expulsion rate has been above the adult charter sector rate over the past two years. Its expulsion rate in 2010-11 and 2011-12 was 15.5%, and 28.6%, respectively. YouthBuild PCS notes that in 2010-11 and 2011-12, students were classified as expelled if they dropped out of the school.

Out-of-School Suspensions				
	2010-11[49]	2011-12	2012-13	2013-14
YouthBuild PCS	3.5% (4 students)	9.5% (10 students)	9.5% (11 students)	0.9% (1 student)
Adult Charter Sector Rate (schools serving ages 16-24)	-	-	4.5%	0.6%

[48] See Appendix A.
[49] 2010-11 discipline rates are sourced from YouthBuild PCS' 2010-11 annual reports; see Appendix D.

Long-Term Suspensions (11+ Days)				
	2010-11	2011-12	2012-13	2013-14
YouthBuild PCS	None	None	None	None
Adult Charter Sector Rate (schools serving ages 16-24)	-	-	0.0%	0.0%

Expulsions				
	2010-11	2011-12	2012-13	2013-14
YouthBuild PCS	15.5% (18 students)	28.6% (30 students)	4.3% (5 students)	0.9% (1 student)
Adult Charter Sector Rate (schools serving ages 16-24)	-	-	3.4%	0.7%

6. **75% of students who graduate will be successfully placed either into the workforce or a postsecondary institution within three months of completing the school year.**[50]

Assessment: **YouthBuild PCS met this goal.** The school met this goal from 2010-11 through 2012-13. However, this goal only considers between 12-25% of YouthBuild PCS students – those who graduate with a GED. Starting in 2013-14, PCSB requires adult charter schools to report on employment outcomes for all students enrolled for twelve hours or more.

Gateway Targets		
Year	**Target**	**Target Met?**
2010-11	75% of graduates will be successfully placed into the workforce or a post-secondary education institution within three months of completion.	**Yes.** 82% of graduates were successfully placed.
2011-12	75% of graduates will be successfully placed into the workforce or a post-secondary education institution within three months of completion.	**Yes.** 83% of graduates were successfully placed.
2012-13	75% of graduates will be successfully placed into the workforce or a post-secondary education institution within three months of completion.	**Yes.** 80% of graduates were successfully placed.
2013-14	Rate of students who attended the school twelve hours or more successfully placed into the workforce or a post-secondary education institution within three months of completion.	65.0% of students attending the school twelve hours or more were successfully placed. *Note: 71.4% of 2013-14 graduates responded to this survey.*

[50] See Appendix J; this goal updates charter application goal that "students will be prepared to seek employment or further training upon completion of the program."

While the school met this goal, few of YouthBuild PCS's graduates entered the construction field. This figure is relevant given the school focus on construction training.

Year	Number of Graduates Entering Construction	Employer
2010-11	2	One graduated reported working as a construction contractor, and the other student reported working in construction but did not specify a company.
2011-12	0	-
2012-13	1	On graduate was awarded a carpentry apprenticeship with Manna Inc., one of the school's partners
2013-14	2	One graduated report working with Trojan Labor, and another reported working construction with the Wells Association.

7. **50% of students who take the pre- and post-assessment for EQ-I will advance at least 10 points in the effective range in at least two of the three identified low subscale areas according to the Five Areas of interest from the initial Student Summary Report.**[51]

Assessment: **YouthBuild PCS partially met this goal.** The school met the target in two of three years. This goal was not measured as part of the school's PMF in 2013-14. The Emotional Quotient Inventory ("EQ-I"), based on student self-reporting, assesses students' emotional intelligence in the five following "Composite Scales" and their respective "Subscales."

Self-Perception
Self-Regard
Self-Actualization
Emotional Self-Awareness

Self-Expression
Emotional Expression
Assertiveness
Independence

Interpersonal
Interpersonal Relationships
Empathy
Social Responsibility

Decision-Making
Problem Solving
Reality Testing
Impulse Control

Stress Management
Flexibility
Stress Tolerance
Optimism

[51] See Appendix J; this goal updates the charter application goal that "students will have an educational foundation that will enable them to gain admission to post-secondary education, advanced training, the military, or employment."

Mission-Specific Targets		
Year	**Target**	**Target Met?**
2010-11	75% of eligible students will advance at least 10 points in the effective range for at least two of their low subscale composite scores on the Emotional Quotient Inventory ("EQ-I").	**No.** 35% of students advanced 10 points.[52]
2011-12	50% of Students who take the pre- and post-assessment for EQ-I will advance at least two out of the three identified low subscale areas according to the Five Areas of Interest from the initial Student Summary Report.	**Yes.** 88% of students (29 of 33) advanced 10 points.
2012-13	50% of Students who take the pre- and post-assessment for EQ-I will advance at least two out of the three identified low subscale areas according to the Five Areas of Interest from the initial Student Summary Report.	**Yes.** 68.4% of students (13 of 19) advanced 10 points.

8. **Demonstrate sound financial practices and management and a stable foundation for the school.[53]**

Assessment: **YouthBuild PCS substantially met this goal.** As discussed in more detail in the below fiscal analysis, the school has no pattern of non-adherence to GAAP, nor are there indications that it engaged in a pattern of fiscal mismanagement. The school has had clean audits in each of the last three years. The school's net assets[54] and primary reserve ratio[55] are also indictors of its financial sustainability. However, while enrollment has been consistent, its financial performance has been slightly volatile, with the school running a deficit in FY2014, as well as having low days of cash on hand. Otherwise, the school's financial performance has been satisfactory, and the school has zero debt.

9. **Develop partnerships with real estate agents, local developers, and other nonprofits to locate and secure construction projects.[56]**

Assessment: **YouthBuild PCS met this goal.** For the past five years, the school has partnered with a community organization to renovate buildings housing low-income DC residents. Through these partnerships, the non-profit organizations provide supplies, equipment, and other project management

[52] N-size unavailable.
[53] See Appendix A.
[54] Net Assets equals total assets minus total liabilities.
[55] Primary Reserve Ratio equals total net assets divided by total annual expenses.
[56] See Appendix A.

for the renovation, while YouthBuild PCS students perform on-the-job learning through construction work, as well as fulfill their community service requirements.

Starting in 2013, the school partnered with two local nonprofit organizations, Manna, Inc., and Mi Casa, Inc., to construct new affordable condominiums, which were then sold at prices from $95,000 to $130,000.[57] These projects were part of the District of Columbia's development project of the Ivy City neighborhood (located in northeast DC and bordered by New York Avenue, West Virginia Avenue, and Mt. Olivet Road).

Along with the Ivy City project, the school entered into the following partnerships with local non-profit organizations over the past four years:

- In February 2014, the school partnered with Yachad to renovate a single-family residence that was damaged after a fire;[58]
- In the 2012-13 school year, the school partnered with Temporary Emergency Residential Resource Institute for Families in Crisis ("TERRIFIC") to improve apartments operated by TERRIFIC;
- In February 2013, the school partnered with Behrend Builders to renovate an elderly woman's single-family residence that had fallen to disrepair;
- In November 2010, the school partnered with Mi Casa, Inc. to renovate a co-operative building;
- In September 2010, the school partnered with Building Futures to develop 6 multi-family units.

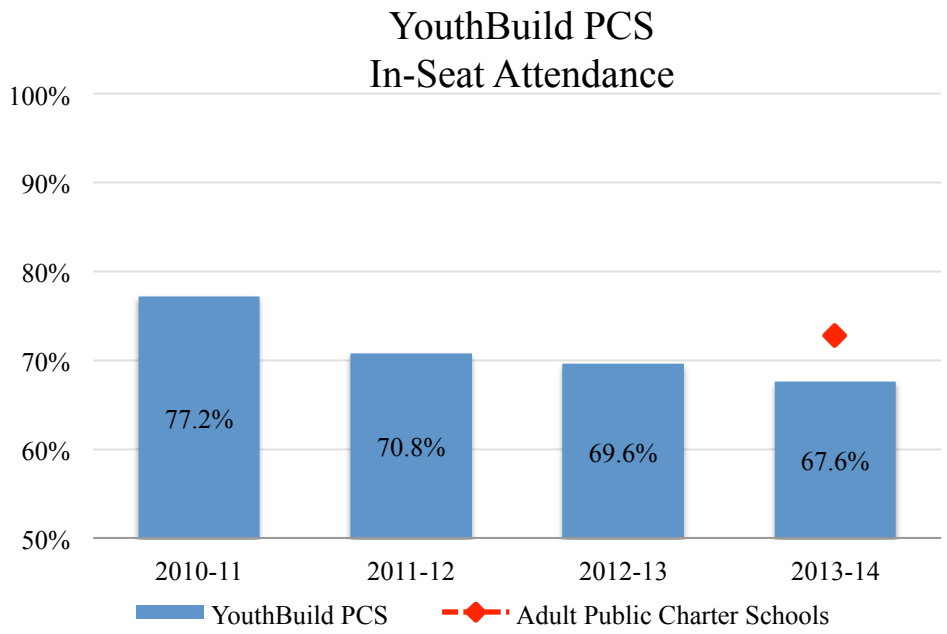
10. **Students who complete the school year will complete all the work requirements for our housing related community service project each year.[59]**

Assessment: **This goal was not historically measured.** YouthBuild PCS historically measured its outcomes in this area based on whether the school, as a whole, satisfactorily completed the scope of services outlined in the construction memorandum of understanding entered into with the partner organizations. The school does not require students to work a minimum number of hours on the housing community service project. Upon PCSB's request, the school submitted data detailing the amount of hours students spent at the construction site over the past four years. Based on a submission from the school, in 2013-14 the number of hours students spent at the community service project worksite varied widely – from two to over 200 hours (although the school did not indicate in its submission which students had completed the program and which had stopped attending mid-year.).

[57] See Memorandum of Understanding between YouthBuild PCS and Manna Inc., executed September 24, 2013, attached to this report as Appendix L.
[58] See Memorandum of Understanding between YouthBuild PCS and Yachad, dated February 25, 2014, attached to this report as Appendix M.
[59] See Appendix J; this goal updates two charter application goals: (a) "Students will provide service to their communities by building or renovating housing for low income residents"; and (b) "Engage youth in service to the community by applying their knowledge and skills to build or renovate existing housing for low-income residents."

11. **The school will have an excellent attendance rate that demonstrates that students want to come to school and have had success in overcoming barriers that have kept them away from school.**[60]

Assessment: **YouthBuild PCS did not meet this goal.** The school's in-seat attendance has declined each year since 2010-11. In 2013-14, the school's in-seat attendance was 67.6%, below the adult charter school sector rate of 72.8%.[61]



Qualitative Evidence

During the February 2014 QSR, PCSB observers noted the following regarding the school's attendance:

> The QSR team saw no evidence that the school is prioritizing excellent attendance. In all of the observations, the average class size was about seven students. The school reports average class sizes of about 14 and notes that some students have alternative schedules. Students entered class late in more than half of the observations; some entered more than 20 minutes late. Teachers and students made reference to absences in several observations. In one instance a teacher did not respond to a student's question about making up missed work. At the Morning Meeting, faculty and staff appeared to outnumber students due to absences and tardies.[62]

[60] See Appendix I.
[61] Historical sector attendance rates are not included because the business rules, submission processes, and validation of adult school attendance were not standardized at that time.
[62] See Appendix B, p. 5.

13. **Equip students with basic skills in business-related computer technology.**

Assessment: **This goal was not historically measured.**

14. **Help students learn to communicate effectively by organizing their thoughts and expressing themselves in a clear and concise manner in both written and oral formats.**

Assessment: **This goal was not historically measured.**

15. **Students will take advantage of leadership opportunities to build their skill levels along with a sense of ownership of the school.**

Assessment: **This goal was not historically measured.**

16. **Provide instruction from highly qualified teachers and staff who embrace the school's philosophy and are committed to its mission.**

Assessment: **This goal was not historically measured.**

17. **Develop and sustain a diverse and expert board of trustees to set school policy and oversee accountability.**

Assessment: **This goal was not historically measured.**

18. **Match each student with a mentor who will regularly spend time with the student and serve as a caring adult and friend.**

Assessment: **This goal was not historically measured.**

19. **Employ a social worker who will work individually with students to assess needs for services and referrals (in areas such as counseling, substance abuse treatment, assistance with child care, and housing).**

Assessment: **This goal was not historically measured.**

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires PCSB to determine at least every five years whether a school has "committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[63] The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. The below table discusses the school's compliance with various requirements from 2010-11 to the time of this report's publication.

Compliance Item	Description	School's Compliance Status 2010-11 to present[64]
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2010-11
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process[65] and the school must distribute such policies to students and parents.	Compliant since 2010-11
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students.[66] To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.	Compliant since 2010-11

[63] D.C. Code § 38.1802.12(c).
[64] See YouthBuild PCS 2010-11 – 2014-15 Compliance Reports, attached to this report as Appendix N.
[65] See *Goss v. Lopez*, 419 U.S. 565 (1975).
[66] D.C. Code § 38.1802.04 (c)(4)(A).

Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2010-11
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2010-11
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2010-11
Highly Qualified Teachers Elementary and Secondary Education Act ("ESEA")	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	N/A[67]
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	In 2013-14, PCSB noted that no parent or alumnae were listed on the board roster. The school's staff indicated that three new members would be nominated in January 2014, including an alumna. PCSB stated it would allow a current adult student to serve on the board if no parent or alumnus was available to serve.[68] The school's board is now in compliance.[69]
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	The school was accepted as a candidate for accreditation by Middle States in 2010-11, but remains unaccredited as of the date of this report.[70]

[67] The ESEA does not apply to YouthBuild PCS because the act only applies to elementary and secondary institutions.
[68] See 2013-14 YouthBuild PCS Compliance Report in Appendix N.
[69] See YouthBuild PCS 2014-15 board roster, attached to this report as Appendix O.
[70] See Appendices C and D.

June 2012 Notice of Concern

In June 2012, the PCSB Board issued a Notice of Concern to the school for not submitting attendance and discipline data in a timely manner.[71]

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at $25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

In FY2010 and FY2011, the school's auditor issued findings to the school for not complying with the SRA's requirements regarding qualifying procurement contracts. In 2011-12 and 2012-13, the school did not enter into any qualifying contracts.

Year	Qualifying contracts executed by YouthBuild PCS	Corresponding documentation submitted to PCSB
2010-11	Data Unavailable	N/A
2011-12	0	N/A
2012-13	0	N/A
2013-14	0	N/A

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act[72] ("IDEA") and the Rehabilitation Act of 1973.[73] As permitted by the SRA,[74] YouthBuild PCS elected to operate as a "dependent charter" for federal special education purposes, meaning that DC Public Schools works with YouthBuild PCS as it would a traditional DCPS school to service the school's special education students.

Because of its dependent charter status, the school's special education compliance performance is, for the most part, reported by OSSE as part of DCPS' overall compliance performance. OSSE did not compile a report on YouthBuild PCS's compliance because of the small number of special education students.

[71] See June 22, 2012 Notice of Concern Issued to YouthBuild PCS, attached as Appendix P.
[72] 20 U.S.C. § 1413(a)(5).
[73] 20 U.S. § 794.
[74] D.C. Code § 38-1802.10(c).

Blackman Jones Implementation Review

With compliance requirements pursuant to IDEA and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEA's timely implementation of Hearing Officer Determinations ("HODs") and Settlement Agreements ("SAs"). The school has no HODs or SAs at this time.

Blackman Jones Accuracy Audit

During the 2012-13 school year, OSSE conducted compliance audits regarding the accuracy of a sample of special education data from OSSE's special education database system ("SEDS"). This audit was used to diagnose and identify appropriate special education training and technical assistance to best support each LEA. While dependent charters' data was included in DCPS' overall compliance performance in this audit report, OSSE produced YouthBuild PCS's disaggregated audit data for this renewal analysis. The audit revealed that YouthBuild PCS was fully compliant in the following areas:

- Number of overdue student records for initial evaluations.
- Number of overdue HODs.

However, YouthBuild PCS was found to have not completed and/or implemented 11 students' reevaluations in a timely manner.[75] OSSE determined this to be a "compliance flag."[75]

DCPS assessment of timely special education evaluations and reevaluations

The following table details the timely completion rate of YouthBuild PCS in (a) conducting eligibility determinations; and (2) creating and implementing Individualized Education Programs ("IEPs").

Year	% of Eligibility Determinations Conducted in Timely Manner	% of IEPs Created and Implemented in Timely Manner
2011-12	20%	56%
2012-13	33%	0%
2013-14	23%	9%

[75] See YouthBuild PCS OSSE Attachment B: LEA Performance Rubric, attached to this report as Appendix Q.

SECTION THREE:
FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

The SRA requires PCSB to revoke a school's charter if PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP");
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.[76]

As part of the charter review process, PCSB reviewed YouthBuild PCS's financial record regarding these areas. PCSB finds that the school's financial performance was satisfactory, and that there are no grounds to revoke its charter based on this standard.

SUMMARY OF FINDINGS

YouthBuild PCS's financials[77] reveal neither a pattern of non-adherence to GAAP, nor indications that it engaged in a pattern of fiscal mismanagement. The school has had clean audits in each of the last three years. While enrollment has been consistent, its financial performance has been slightly volatile, with the school running a deficit in FY2014, as well as having low days of cash on hand. Otherwise, the school's financial performance has been satisfactory, and the school has zero debt.

FINANCIAL OVERVIEW

Enrollment, and therefore revenue, has been consistent for the last four years. YouthBuild PCS has been classified as an alternative program by OSSE and thus receives a baseline payment of $10,888 per student. However, the school's expenses per student are also among the top ten highest for DC charter schools. In FY2014, expenses rose 14% resulting in a negative change in assets of $250K. This in turn reduced the school's net asset position to $755K. The following table provides an overview of YouthBuild PCS's financial information over the past four fiscal years.

[76] See D.C. Code § 38-1802.13(b).
[77] See YouthBuild PCS 2010-11 – 2013-14 audits, attached to this report as Appendix R.

	Audit Year			
	2011	2012	2013	2014
Audited Enrollment	116	105	116	115
Total DC Funding Allocation	$1,803,639	$1,763,019	$1,947,824	$ 1,821,801
Total Federal Entitlements and Funding	$840,157	$654,791	$639,420	$ 665,069
Unrestricted Cash and Cash Equivalents on 6/30/14	$565,676	$685,025	$591,808	$ 253,115
Total Assets	$1,161,101	$1,038,053	$1,107,160	$ 848,772
Total Current Assets	$964,035	$880,819	$983,692	$ 751,017
Total Liabilities	$231,131	$82,525	$102,201	$ 94,024
Total Current Liabilities	$231,131	$82,525	$102,201	$ 94,024
Net Asset Position	$929,970	$955,528	$1,004,959	$ 754,748
Total Revenues	$2,785,561	$2,585,313	$2,701,260	$ 2,776,869
Total Expenses	$3,038,055	$2,559,755	$2,651,829	$ 3,027,080
Change in Net Assets	($252,494)	$25,558	$49,431	$ (250,211)

SPENDING DECISIONS

The following table provides an overview of the school's spending decisions over the past four years. YouthBuild PCS's spending as a percentage of revenue has been fairly consistent over the last four years. However, personnel and office expenses each increased significantly in FY2014, causing an operating deficit after two years of surpluses. While office expenses increased to $247,748 in FY2014, YouthBuild PCS notes that $171,000 of this amount was a non-cash transaction, in which a strategic consulting group donated in-kind services to the school. In FY2011, the school had an operating deficit of $252,494. YouthBuild PCS notes this deficit was due to it writing off costs related to the development of a second campus, a project that did not proceed after the DC Council did not approve a lease with the school for a facility to house this expansion.

	Audit Year			
	2011	2012	2013	2014
Total Personnel Salaries and Benefits	$ 1,526,229	$ 1,456,935	$ 1,565,299	$ 1,778,696
Total Direct Student Costs	624,884	$ 552,586	$ 530,653	$ 513,238
Total Occupancy Expenses	$ 331,738	$ 345,302	$ 354,026	$ 363,962
Total Office Expenses	76,361	$ 77,977	$ 77,451	$ 247,748
Total General Expenses	$ 479,843	$ 126,955	$ 124,400	$ 123,436
Operating Surplus/(Deficit)	$ (252,494)	$ 25,558	$ 49,431	$ (250,211)
	as a percent of revenue			
Total Personnel Salaries and Benefits	55%	56%	58%	64%
Total Direct Student Costs	22%	21%	20%	18%
Total Occupancy Expenses	12%	13%	13%	13%
Total Office Expenses	3%	3%	3%	9%
Total General Expenses	17%	5%	5%	4%
Operating Surplus/(Deficit)	-9%	1%	2%	-9%

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of YouthBuild PCS establish that the school has adhered to GAAP. The auditor expressed unqualified/unmodified opinions on the financial statements in each of the past four years. Additionally, YouthBuild PCS has not had any findings in the last three years. In both FY2010 and FY2011, the school had a finding for not adhering to the SRA's requirements regarding qualifying procurement contracts. The following table provides a summary of audit results for each of the past four fiscal years.

	FY2011	FY2012	FY2013	FY2014
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unqualified	Unmodified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	Yes	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives $500K+ in federal funds.	Unqualified	Unqualified	Unqualified	Unmodified
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	No	No
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	1	0	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	1	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	N/A	No	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliamce issue may prelude insolvency.	N/A	No	No	No

FISCAL MANAGEMENT

YouthBuild PCS has not engaged in a pattern of fiscal mismanagement. The school has had consistently clean audits for the last three years.

ECONOMIC VIABILITY

YouthBuild PCS is economically viable. Audited enrollment has remained steady at approximately 115 students, and the school has no debt. The following tables provide a summary of financial results for the past four fiscal years. Areas of concern (where the school falls outside the norm among DC charter schools) are highlighted where applicable.

Financial Performance

PCSB assesses a school's financial performance with two key indicators. The first indicator is a school's "operating result" – how much its total annual revenues exceed its total annual expenditures. In general, positive operating results supports a finding of satisfactory financial performance. Another indicator of a

school's financial performance is its earnings before depreciation[78], a financial performance measure of profitability. Based on these measures, **the school's financial performance was weak in FY 2011 and FY2014**. Due to operating deficits in both of these years, the School's aggregated 3-year margin has been negative 2.2% for two straight years.

	Indicator of Concern	Audit Year 2011	2012	2013	2014
Operating Surplus/(Deficit)	< 0	($252,494)	$25,558	$49,431	($250,211)
Earnings Before Depreciation	< 0	($208,358)	$70,287	$87,471	($217,331)
Aggregated 3-Year Total Margin	< -1.5	3.8%	0.4%	-2.2%	-2.2%

Liquidity

Two indicators of a school's short-term economic viability are its current ratio[79] and its days of cash on hand.[80] A current ratio greater than one indicates a school's ability to satisfy its immediate financial obligations. YouthBuild PCS's current ratio has been well above 1.0 in each of the past four years. In FY2013, the school had the fourth highest current ratio among DC charter schools and the ratio remains quite strong at 8.0 in FY2014.

Days of cash on hand reflects whether a school can withstand unexpected cash delays and still satisfy its financial obligations. Typically, 90 days or more of cash on hand is recommended. Less than 30 days of cash on hand is a liquidity concern. YouthBuild PCS had 30 days of cash on hand at the end of FY2014, declining from 80 days at the prior fiscal year. **The school's decreasing days of cash on hand is concerning.** The school's cash flow from operations has been volatile over the last four years with a $231K deficit in the most recent fiscal year.

	Indicator of Concern	Audit Year 2011	2012	2013	2014
Current Ratio	< 0.5	4.2	10.7	9.6	8
Days of Cash On Hand	< 30	67	96	80	30
Cash Flow from Operations	< 0	$159,077	($162,919)	$185,190	($231,608)
Multi-Year Cumulative Cash Flow	< 0	($357,736)	$500	$26,132	($107,170)

[78] EBAD is the change in net assets plus amortization and depreciation.
[79] A school's current ratio is its current assets divided by current liabilities.
[80] "Cash on hand" equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school's ability to pay debts and claims as they come due.

Debt Burden

A school's debt ratio[81] indicates the extent to which a school relies on borrowed funds to finance its operations; a ratio in excess of 0.92 is a concern to PCSB. YouthBuild PCS has no debt so its debt service ratio has been zero over the past four years. The school's debt ratio is also low, at 0.11 in FY2014. **Therefore, YouthBuild PCS's debt burden does not pose a concern to its economic viability.**

	Indicator of Concern	Audit Year 2011	2012	2013	2014
Debt Ratio	> 0.92	0.20	0.08	0.09	0.11
Debt Service Ratio	> 10.0%	0.0%	0.0%	0.0%	0.0%

Sustainability

A school's net assets[82] and primary reserve ratio[83] are indictors of its sustainability. PCSB recommends that schools accrue net asset reserves equal to three to six months of operating expenditures; PCSB would be concerned with net assets reserves below zero. **Based on an analysis of these indicators, PCSB finds the school to be sustainable.** While the school's net asset position declined to ~$755K in FY2014, its net assets equal approximately three months of operating expenditures. The school's primary reserve ratio is also positive.

	Indicator of Concern	Audit Year 2011	2012	2013	2014
Net Asset Position	< 0	$929,970	$955,528	$1,004,959	$754,748
Primary Reserve Ratio	< 0.00	0.31	0.37	0.38	0.25

[81] Debt ratio equals total liabilities divided by total assets.
[82] Net Assets equals total assets minus total liabilities.
[83] Primary Reserve Ratio equals total net assets divided by total annual expenses.

Appendix A

CHARTER SCHOOL AGREEMENT

DATED AS OF 25th DAY OF May 2005

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

THE LATIN AMERICAN YOUTH CENTER'S

YOUTHBUILD PUBLIC CHARTER SCHOOL

TABLE OF CONTENTS

		Page
SECTION 1.	ESTABLISHMENT OF SCHOOL	1
1.1	Charter	1
1.2	Term; Renewal	1
1.3	Location; Permits	2
SECTION 2.	EDUCATIONAL PROGRAM	3
2.1	Mission Statement	3
2.2	Age; Grade	3
2.3	Enrollment	3
2.4	Curriculum	4
2.5	Standards	5
2.6	Students with Disabilities	5
2.7	Student Policies; Expulsion and Suspension	5
SECTION 3.	EVALUATION	5
3.1	Accountability Plan	5
3.2	Corrective Action	6
3.3	Standardized Testing	6
SECTION 4.	CONTRACTS	6
4.1	Contracts	6
4.2	Contracts for School Management	7
4.3	Insurance Coverage	7
4.4	Insurance Certificates	9
4.5	Transactions with Affiliates	9
4.6	Costs	10
4.7	No Agency	10
4.8	Inventory	10
SECTION 5.	REPORTS	10
5.1	Reporting Requirements	10
5.2	Reports Required by the Act	13

TABLE OF CONTENTS
(continued)

Page

SECTION 6.	ORGANIZATION	13
6.1	Organization	13
6.2	Tax-Exempt Status	13
6.3	Powers	13
6.4	Accreditation	14
6.5	Nonsectarian	14
6.6	Financial Management	14
6.7	Board of Trustees	14
6.8	Hiring	14
6.9	Employee Handbook	14
6.10	Complaint Process	14
SECTION 7.	TERMINATION	14
7.1	Termination	14
7.2	Actions Upon Expiration or Termination	15
SECTION 8.	COMPLIANCE	16
8.1	Laws	16
8.2	Cooperation	16
8.3	Access	16
8.4	School Emergency	17
SECTION 9.	MISCELLANEOUS	17
9.1	Administrative Fee	17
9.2	Assignment	17
9.3	Definitional Provisions	17
9.4	Entire Agreement; Amendments	17
9.5	Dispute Resolution	18
9.6	Notices	18
9.7	Failure or Indulgence Not Waiver; Remedies Cumulative	18
9.8	Severability	19

TABLE OF CONTENTS
(continued)

Page

9.9 Applicable Law 19

9.10 No Third Party Beneficiary 19

9.11 Counterparts; Effectiveness 19

TABLE OF DEFINITIONS

Page

Accountability Plan 6
Act 1
Affiliate 9
Agreement 1
Application 1
Authorizations 2
Board 1
Board of Education 6
Board of Trustees 9
Budget 11
Fiscal Year 11
Implementation Date 4
Interim Period 11
Law 7
Material Contract 7
Person 10
Proceedings 12
School 1
School Corporation 1
School Emergency 17
School Management Contract 7
School Manager 9
School Property 2
Termination Date 15

CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "**Agreement**") is dated as of , 2005 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the "**Board**") and LAYC YOUTHBUILD PUBLIC CHARTER SCHOOL, INC., a District of Columbia nonprofit corporation (the "**School Corporation**").

RECITALS

WHEREAS, pursuant to Section 38-1802.03 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "**Act**"), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (such petition, as amended through the date hereof, the "**Application**"; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subchapter II of the Act and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the "**School**") in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation's charter for purposes of Section 38-1802.03(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board

and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits. The School shall be located at 1419 Columbia Road, NW Washington, D.C. 20009 (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items:

A. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.

B. The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School as true, correct and complete.

C. The School Corporation shall provide the Board the certificates of insurance required by Section 4.4, within the time periods set forth in Section 4.4.

D. The School Corporation shall provide the Board with true, correct and complete copies of any agreements entered into for the provision of food services at the School, or if no such agreements have been entered, a detailed description of how such food services will be provided at the School.

E. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has complied in all respects with Section 38-1802.04(c)(1) of the Act in connection with any procurement contracts entered into by or in the name of the School Corporation.

F. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has in place all health and safety procedures required by law, including a fire evacuation plan.

G. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief

administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer 10 or more hours per week at the School.

H. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.

I. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-I of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students between the ages of 16 and 24 who are preparing for their GED. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades eleven through twelve. The School shall not instruct students of any other grade without the prior written consent of the Board.

2.3 Enrollment. **A.** Enrollment in the School shall be open to any pupil between the ages of 16 and 24 who is preparing for his/her GED set forth in Section 2.2 who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than fifty-five (55) pupils in its first academic year and no more than one hundred (100) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. No later than April 1, 2009 and April 1, 2014, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, (b) the financial

position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

2.4 Curriculum. **A.** The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "**Implementation Date**"). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

(i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or

(ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals

set forth in the Application, as previously amended in accordance with this Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

2.5 Standards. As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

2.7 Student Policies; Expulsion and Suspension. **A.** No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

SECTION 3. EVALUATION

3.1 Accountability Plan. **A.** The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

SECTION 4. CONTRACTS

4.1 Contracts. **A.** The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of $25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

B. Each contract described in clause A above shall be referred to herein as a "**Material Contract**." Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

4.2 Contracts for School Management. **A.** Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a "**School Management Contract**") for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

B. If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

4.3 Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

(i) Workers' compensation insurance as required by applicable Law. "**Law**" shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such insurance shall provide coverage with a $1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum

deductible of $2,500 per occurrence and aggregate limits of liability of at least $2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a $1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a $5,000,000 minimum limit per occurrence and (b) otherwise, a $3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than $2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (a) not include any coinsurance provision, (b) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (c) include debris removals with a sub-limit of not less than $50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a $1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a $1,000,000 minimum limit per occurrence.

B. If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the "**School Manager**") to maintain management professional liability insurance with a $1,000,000 minimum limit per occurrence.

C. The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days' prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

4.4 Insurance Certificates. No later than August 1, 2005 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

4.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the "**Board of Trustees**") or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. "**Affiliate**"

shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by" and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.

4.6 Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

4.7 No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

4.8 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 5. REPORTS

5.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. Annual Reports: no later than November 1 of each year, beginning November 1, 2005, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

B. Audited Financial Statements: as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; "**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

C. Interim Financial Reports: as soon as available and in any event within 30 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2005, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of $500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean monthly, and from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July and August 2005 on October 15, 2005;

D. Budget; Fiscal Year: no later than June 1 of each year starting June 1, 2005, an annual operating budget, an annual capital budget and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's operating budget for the period from July 1, 2005 to June 30, 2007 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2005 a revised operating budget for the period from July 1, 2005 to June 30, 2007; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

E. Enrollment Census: on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special

education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

F. Attendance: no later than 15 days after the end of each month during the academic year, a report listing the average daily attendance for the School during such month;

G. Key Personnel Changes: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;

H. Events of Default, Etc.: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

I. Litigation: (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

J. **Authorizations**: (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2006, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

K. **Board of Trustees Meeting Minutes**: Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

L. **Other Information**: such other reports, financial statements and information as the Board shall reasonably request.

5.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 6. ORGANIZATION

6.1 Organization. **A.** The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

6.2 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

6.3 Powers. The School Corporation shall have the powers set forth in the Act.

6.4 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

6.5 Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

6.6 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

6.7 Board of Trustees. **A.** The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

6.8 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

6.9 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

6.10 Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

SECTION 7. TERMINATION

7.1 Termination. **A.** This Agreement may be terminated and the charter of the School Corporation revoked:

(i) by the Board in accordance with Section 38-1802.13 of the Act; or

(ii) by mutual agreement of the parties hereto; or

(iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety,

health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or

(iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2005; or

(v) by the Board, if the School fails to begin instructing students by December 31, 2005.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

B. This Agreement shall be terminated:

(i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or

(ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

7.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall:

A. if the School ceases operations on the Termination Date,

(i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

B. if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

C. if the Board of Education places the School in a probationary status pursuant to Section 38-1802.12(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

D. if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

SECTION 8. COMPLIANCE

8.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

8.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.

8.3 Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or

otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a "**School Emergency**"), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation's response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

SECTION 9. MISCELLANEOUS

9.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within 5 business days of the School Corporation's receipt of such funding.

9.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

9.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words "hereof", "herein" and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes" or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management

of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

9.5 Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

9.6 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
1436 U Street, NW
Suite 401
Washington, D.C. 20009
Attention: Executive Director
Telephone: (202) 328-2660
Telecopier: (202) 328-2661

If to the School Corporation:

Latin American Youth Center's Youthbuild Public Charter School
1419 Columbia Road, NW
Washington, D.C. 20009
Attention: Patricia Bravo
Telephone: (202) 319-2236
Telecopier: (202) 462-5696

9.7 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege preclude other or further exercise thereof or of any other power, right or privilege. All rights and

remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

9.8 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.

9.9 Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

9.10 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

9.11 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

THE LATIN AMERICAN YOUTH CENTER'S YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.

Lori M. Kaplan 5/24/05
By: LORI M. KAPLAN
Title: Chair, Board of Trustees

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Thomas A. Nida 5/25/05
By: THOMAS A. NIDA
Title: BOARD CHAIR

Executive Summary
THE LAYC YOUTHBUILD PUBLIC CHARTER SCHOOL

The Latin American Youth Center (LAYC) proposes to expand its current YouthBuild program into a public charter school that will serve young people ages 16-24 who have not succeeded in a traditional high school. YouthBuild PCS has a mission: *To transform the lives of out-of-school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability skill-building, and community service — a program designed to prepare young people for college or the workplace while they work to create housing for the city's low-income residents.*

Intrinsic in the mission are some of the critical elements that make this school both necessary and unique. The YouthBuild PCS will fill a niche for young people with few available options. The majority of the students will have dropped out, aged out or been expelled from public school. This school will be bilingual (the only such program for this age group citywide). The YouthBuild PCS will prepare the students both for college and for the workforce by paying them a stipend for the work that they do as they are learning.

YouthBuild PCS will inspire its students to make a fresh start by equipping them with the skills and providing the support they need to change their lives. The school's goals are:

- To provide an opportunity for out-of-school youth to complete their high school education by attaining a diploma or GED
- To help students improve their level of literacy so that they may find a better quality of life, advance in the workplace, and contribute to society
- To help students develop vocational skills that can lead to gainful employment
- To increase students' employability levels by equipping them with life skills, leadership development, and job readiness skills (as they learn good work habits and effective communication strategies)
- To provide students with intensive support services (including counseling, drug treatment groups, assistance with child care and housing, and other case management services) to help them succeed in school and reduce the level of risk in their lives as they work toward becoming responsible adults
- To engage students in community service by applying their knowledge and skills to build new or renovate existing housing for homeless or low-income residents.

The YouthBuild PCS philosophy is that education is the key — the key that enables young people at risk, especially those who have experienced failure, to develop respect for themselves and others, find a sense of community belonging and responsibility, and lead productive lives with dignity. The entire program is designed to emulate "real life" experience and to promote the student's sense of personal responsibility. Unique features of the school include:

- student stipends as an incentive (an established YouthBuild practice, which provides

$6.15 per hour to compensate students for the work they do as part of their vocational training and $10 per day for classroom instruction, an especially important consideration for the many students with families to support)

- a student-designed code of conduct, which fosters personal responsibility, establishes positive group norms, and sets penalties for breaking rules, signed by each student.

It is a proven approach; for the last three years, nearly 100 percent of LAYC YouthBuild graduates have either secured employment or gone on to college or further training. YouthBuild PCS aims to raise the caliber of the existing program and meet the high standards of accountability established by the DC Public Charter School Board in order to strengthen its capacity to serve the needs of youth and help them achieve improved educational and vocational outcomes.

The YouthBuild program has proven to be an effective change agent in the lives of at-risk youth. The LAYC YouthBuild program is part of a 200-member national network using an effective, tested model developed in 1978. Through YouthBuild, more than 25,000 youth nationwide have transformed their lives through education, rebuilt their communities, and created more than 10,000 units of affordable housing. In converting the LAYC YouthBuild program to a charter school, we are joining a nationwide movement that recognizes the effectiveness of joining the YouthBuild model with public school education. To date, 19 YouthBuild programs have already become charter schools and ten more are in the works. YouthBuild USA, the network's headquarters, is supporting these efforts with technical assistance and funding from the Bill and Melinda Gates Foundation Grant for Alternative Secondary Schools.

In addition to the strong national model, the YouthBuild PCS will have the additional support of growing out of a local nonprofit with 30 years of experience in providing services to an underserved community. The Latin American Youth Center (LAYC), which will be YouthBuild PCS's parent organization, is a firmly grounded local nonprofit organization with experience in forming and sustaining charter schools. These include the Latin American Montessori Bilingual PCS and Next Step PCS; the latter recently earned accreditation from the Middle States Association of Colleges and Schools. Since its founding in 1974, LAYC has conducted education, counseling, housing, college preparation, recreation and job placement programs for more than 5,000 youth and families per year. In 2002, LAYC was one of eight nonprofits nationwide that received the Annie E. Casey Foundation's "Families Count: The National Honors Program Award." The organization is a grantee of the DC Children and Youth Investment Trust Corporation, a mayoral initiative aimed at enhancing youth and child services in DC.

One YouthBuild graduate recently stated, "If it weren't for YouthBuild, I'd either be dead or in prison." In a city where roughly half of our young people live in poverty and drop out of high school in alarming numbers, educational intervention is desperately needed. YouthBuild PCS will respond to an urgent need with a high quality program based on a proven model. To the youth for whom prison or a dangerous life on the street seem the only choices, YouthBuild PCS will offer a better option.

A. Educational Plan

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

YouthBuild PCS will be open to all, yet we believe our program is best suited for "hard to reach" youth, i.e., those aged 16-24 who have dropped out or aged out of or been expelled from public school. Unfortunately, there are thousands of potential students. The District of Columbia Public Schools, Summary of Membership Report (October 7, 2003) reported that, based on current trends, more than 1,600 of the 4,431 students enrolled in the ninth grade will **not** receive a DCPS high school diploma within four years (based on a 63% graduation rate as reported in "Quality Counts 2004").

The consequences for these youth and their communities are grave. *Education Week* reports that, in 2000, adults ages 25 to 34 who had dropped out of school or had not acquired a GED earned up to 30 percent less than their peers who had completed high school or had GEDs. The gap widened when comparing the incomes of high school dropouts with those people with bachelor's degrees. In 2000, male and female college graduates earned $42,292 and $32,238 respectively, while male and female high school dropouts earned $19,225 and $11,583 respectively. But the value of a high school education cannot be measured in dollars alone. According to the same report, rates of high-risk behaviors such as teen pregnancy, delinquency, substance abuse, and crime are significantly higher among dropouts. Clearly, when young people do not get a basic education, they suffer along with their families, and the entire community is affected. When viable options are scarce, streets are unsafe and the quality of life diminishes for everyone. The health of a community depends on the ability of its residents to earn a living wage and contribute to civic well being.

As a projection based on current YouthBuild program enrollment, it is likely that all of our students will be minorities residing in low-income households. Approximately half will be African American and half will be Latino. Thirty percent will have had involvement with the criminal justice system and another 30 percent will have substance abuse issues (and will test positive on a drug test for marijuana use at the time of their enrollment in the program, though they will be drug-free by the time they complete the program). Half will be female. Approximately 30 percent will have special learning needs. Twenty-five percent will speak little or no English.

Among our targeted population, the need for educational intervention is clear; "The State of Latino Kids in the District of Columbia" (May 2003) reports that only 35% of Latino and 25% of black students achieved basic 11th grade proficiency on the SAT-9 Math Exam (compared to over 95% for white students). In reading, only 46% of Latino students and 52% of black students achieved basic 11th grade proficiency in the SAT-9 Reading Exam (compared to over 90% for white students).

We will meet students' needs with an innovative approach based on a tested, effective program model that offers:

- GED preparation option
- High school diploma (beginning in Year 3 of the school's operation)
- Bilingual instruction
- ESL classes
- Strong support system for each individual student (including social worker oversight, a personal mentor, substance abuse counseling, child care)
- A stipend to serve as a financial incentive
- Special education services
- Employability training
- Low staff – student ratios
- Hands-on skill-building
- Conflict management assistance
- Leadership development opportunities
- Small school environment
- Personal responsibility
- Community service (which builds self-esteem and a sense of connection to others)

YouthBuild is currently located in Columbia Heights, in Washington's Ward 1 and attracts most of its students from the area. Despite neighborhood development, area youth continue to struggle with gang involvement, street violence, drug dealing, substance abuse, youth unemployment, and other threats to their health and well being.

In its first year of operation, YouthBuild PCS will enroll 55 students into its GED track. At full capacity, it will serve 100 students in either a diploma-granting or GED preparation track of study. Given the high cost of staffing the program and providing incentives, it is difficult to reach an economy of scale with such a limited number of students, however, we believe that it is critical to keep the school small,. The benefits of small schools have been well documented. With a population such as the one YouthBuild PCS will serve, the needs for services are extensive. Intensive intervention is required in order to transform the lives of young people who face multiple challenges such as poverty, illiteracy, addiction, homelessness, teen pregnancy, re-entry from correctional institutions, and the effects of violence. At YouthBuild, everyone knows everyone. Close relationships develop among students and between students and staff members. The close-knit nature of YouthBuild allows students to see themselves as part of a caring community; in fact, graduates often attribute their success to the support they've received from their school "family." Social researchers have pointed out a clear link between a sense of belonging and resiliency in young people at risk.

Given that YouthBuild PCS will primarily recruit out-of-school youth, we don't anticipate that our school will significantly impact other high schools. However, by helping students pass the GED or granting them diplomas, YouthBuild PCS will raise the overall graduation rates for DC public schools. Please refer to the Demographic Analysis Form in the Appendix for more information about neighboring schools.

b. Mission and Philosophy

Our Mission: LAYC YouthBuild PCS will transform the lives of out-of-school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability skill-building, and community service — a program designed to prepare young people for college or the workplace while they work to create housing for the city's low-income residents.

Our Philosophy: The founders of YouthBuild PCS believe that through education, young people at risk, even those who have experienced failure, can learn to respect themselves and others and lead lives with dignity as contributing members of society. The following qualities form the philosophical core and spirit of the YouthBuild program and are the basis for all programming:

- Profound respect for the intelligence of youth
- Youth can take power over their lives
- Students need a safe place to learn
- Students require support to sustain their efforts
- Meaningful work can be transformative
- Genuine caring for youths' development
- Positive values must be taught and modeled
- Youth should be challenged to change self-destructive behavior and negative attitudes
- Adult recognition and positive reinforcement is critical
- High standards and expectations
- Strong role models
- Appreciation for cultural diversity
- Helping students along the path to a better future

c. Educational Focus

The proposed YouthBuild PCS is an alternative, vocational, bilingual senior high school for out-of-school youth aged 16-24. YouthBuild PCS will take a comprehensive approach to transforming lives by engaging youth in:

- **a rigorous academic curriculum** based on innovative, research-proven methods that engage all kinds of learners in order to earn a high school diploma or a GED and prepare for post-secondary school or the workplace
- **vocational training** that will reinforce classroom lessons, provide a practical application for job readiness skills, and equip students with hands-on construction knowledge and experience that will lead to employment
- **employability skill-building** that includes job readiness skills, leadership development, substance abuse counseling, mentoring, interpersonal communications, computer basics, conflict management, and life skills training to improve the quality of students' lives and increase their employability levels

- **community service** to create new or renovate existing housing for low-income residents
- **bilingual instruction** that meets the needs of a diverse community (we project based on current student populations that 50 percent of our students will be Latino; 25 percent with limited or no English) representing the city's only such program

When the diploma track program is phased in, in September 2007, students will be able to choose the program (diploma or GED) that best meets their needs and personal goals. YB PCS educational staff will meet with each student during the first week of school to go over their assessments and personal goals in order to help them choose the track that makes the most sense for them. We envision that students will choose a track based on several factors:

- *Their age and how much time they would like to spend in school (for example, a 24 year old who, based on his/her assessments, would likely need 2 years to complete the high school diploma standards, may opt for the GED track rather than the high school diploma track); conversely, a 16 year old may want to stay in school for 2 years and thus opt for the high school diploma track.*
- *Their assessments and previous school records (for example, a student with 3rd - 5th grade reading levels would likely not be able to keep up with the high school diploma curriculum so would be encouraged to start with the GED track which will include literacy classes for those with extremely low reading levels. After improving his/her literacy, the student could transfer into the diploma track if s/he desired, or choose to stay in the GED track and sit for the GED exam.*

GOALS

YouthBuild's effectiveness in reaching the following goals will be determined by the extent to which the school meets the objectives laid out in the accountability plan. We will conduct an intensive annual review process in collaboration with the DC Public Charter School Board to gauge our progress. We will enlist our students, staff, and board of trustees to make assessments and offer input toward improving school operations. Below are more detailed descriptions of each of the goals.

Academic Performance Goals

- Enable out-of-school youth to complete their high school education by attaining a diploma or GED
- Raise literacy levels among low-functioning students
- Equip students with basic skills in business-related computer technology
- Help students learn to communicate effectively by organizing their thoughts and expressing themselves in a clear and concise manner in both written and oral formats
- Help English Language Learner (ELL) students gain confidence and proficiency in their English communication skills

Note: The diploma granting track will begin in September 2007. We plan to come back to the D.C. Public Charter School Board 16 months before that time (May 1, 2006) to gain approval for the high school diploma track curriculum. The academic goals above will remain in place for the high school diploma track and in addition, there will be more specific goals added which relate to content standards for diploma-seeking students.

Nonacademic Performance Goals

- Students will receive vocational training that reinforces classroom instruction and can lead to gainful employment
- Students will learn to interact respectfully with peers and authority figures and develop conflict management skills
- Students will take advantage of leadership opportunities to build their skill levels along with a sense of ownership in the school
- Students will provide service to their communities by building or renovating housing for low income residents
- Students will be prepared to seek employment or further training upon completion of the program
- Students will have an educational foundation that will enable them to gain admission to post-secondary education, advanced training, the military, or employment

Management Effectiveness Goals

- Provide instruction from highly qualified teachers and staff who embrace the school's philosophy and are committed to its mission
- Develop and sustain a diverse and expert board of trustees to set school policy and oversee accountability
- Demonstrate sound financial practices and management and a stable foundation for the school

Mission-related Goals

- Match each student with a mentor who will regularly spend time with the student and serve as a caring adult and friend
- Employ a social worker who will work individually with students to assess needs for services and referrals (in areas such as counseling, substance abuse treatment, assistance with child care, and housing)
- Develop partnerships with real estate agents, local developers, and other nonprofits to locate and secure construction projects
- Engage youth in service to the community by applying their knowledge and skills to build new or renovate existing housing for low-income residents.

2. Academic Design

a. Student Content and Performance Standards

LAYC YouthBuild has an established, tested set of standards for those who wish to successfully complete the program and thus gain the knowledge and skills they need to enter a postsecondary learning institution or the workplace. For the previous three consecutive years, nearly 100 percent of LAYC YouthBuild graduates have gone on to further education or full-time employment.

The YouthBuild PCS plan features a range of academic and related goals that will enable students to succeed in school and beyond. After a planning process involving YouthBuild staff, consultants, founding board members, local charter schools, YouthBuild USA and members of its charter school network, the following student content and performance standards were developed. They embody the best practices established by YouthBuild programs across the country and respond to local needs, such as the need for bilingual instruction.

In Year 3 of operation, YouthBuild PCS will phase in a diploma track that will be closely aligned with DCPS standards (and will meet or exceed them); until then, the school will offer GED preparation to its students as it currently does in practice.

The curriculum and content standards for diploma-seeking students will be developed during year one of operation to be presented to the Public Charter School Board for approval by May 1st, 2006 for implementation in the 3rd year of operation, school year 07-08. The curriculum and content standards (which will meet or exceed DCPS standards) will be developed under the leadership of the principal with consultation with staff, the board of trustees, and outside educational experts.

Until then, students who successfully complete the requirements for graduation from the GED track of the YouthBuild PCS will meet the following standards:

- Students will complete a course of study that includes the five core academic subjects required by the GED test (writing, literature, mathematics, science, and social studies)
- Students will complete a portfolio that demonstrates their mastery of core subject areas
- Students will sit for and pass the GED examination or advance two grade levels in reading
- Students will demonstrate competency in basic office technology (in Microsoft Word, Excel, PowerPoint, and Access)
- ELL students will demonstrate an ability to communicate in English
- Students will meet all terms of the student contract, including attendance requirements, codes of behavior, and participation in training and community activities
- Students will meet each of the standards articulated in YouthBuild USA's "Working Hands, Working Minds" curriculum that integrates five key areas: teamwork and

leadership; health and safety; construction-related math and measurement; tools and technology; and housing and community

- Students will demonstrate competency in safety practices by earning OSHA certification
- Students will successfully complete American Red Cross certification in CPR training
- Students will complete the financial literacy program provided through a partnership with the Wall Street Institute
- Students will complete all requirements for community service projects involving the development of affordable housing for low-income or homeless city residents
- Students will demonstrate job readiness by submitting a resume, cover letter, and a skills inventory; participating in a simulated interview; and using networking strategies

b. Curriculum

YouthBuild PCS students will master both performance and content standards for the eight subject areas identified by the Curriculum Leadership Team (CLT) (which includes the Principal, Dean of Students, Lead Instructor and the Construction Master Teacher). The eight subject areas are: Language Arts Writing, Language Arts Reading, Mathematics, Science, Social Studies, English as a Second Language, Job Readiness, and Computers. Curricula in all subject areas will align with the mission and philosophy of the school at every level and enable all students to reach high standards of academic achievement in preparation for post-secondary education and/or the workplace. To reach the standards of the American Council on Education's General Education Development test, the major curricular focus for the school's first two years operation (until a diploma-granting track is developed) will be placed on performance standards. When YouthBuild PCS integrates a diploma-granting track in Year 3, the focus will be balanced between content and performance standards. Staff will be closely involved in decisionmaking regarding changes to the curriculum. Before integrating new curricula, the CLT will work to ensure that all staff members who will be teaching new curriculum receive appropriate professional development.

Language Arts Writing: The National Adult Literacy Survey now reports that over 30% of adults in Washington, DC have low literacy skills (source: DC State Education Agency). Given the importance of writing skills for employability, higher education, and the GED test, and given the current low level of literacy in the District of Columbia, writing classes focus on a number of specific, integral objectives and performance standards. During the first two years of operation, the objectives and standards identified in our current school curriculum (see Appendix) and that of the Steck Vaughn GED Book Series will drive the writing curriculum to bring our students to a level of fluency in writing. Curricula within other classes will also relate to and reinforce these objectives. GED preparation classes in Spanish will feature the same objectives and standards. Curriculum for writing within diploma-track classes will be determined by the CLT and will meet or exceed all standards outlined by the DCPS Standard English Curriculum.

WRITING			
Standards:	**Objectives:**	**Content:**	**Performance Indicators:**
Students will understand the basics of grammar and writing a 5-paragraph essay	Organize thoughts on a given topic and document that organization Write using correct grammar and punctuation	Planning your essay Organizing your essay Writing with correct sentence structure Writing with correct usage Writing with correct mechanics Editing your writing Writing in paragraphs Writing the 5-paragraph essay Work based writing (the client and employer)	Students must pass the essay portion of the GED practice exam
Students will understand the basics of grammar and of editing for various types of writing	Edit various types of writing for sentence structure, usage, and mechanics	Rules of Sentence Structure Rules of Usage Rules of Mechanics "Use the Ear" Editing Strategy	Students must pass the writing multiple choice section of the GED practice exam

Language Arts Reading: Given the importance of reading skills in gaining employment, attaining higher education, passing all five sections of the GED exam, and given its power to transform youths' view of themselves and the world, thoughtful selection of reading materials is crucial to the success of our students. Reading objectives and standards must remain targeted to the goal of passing the GED exam as well as to the goal of gaining and retaining employment. Often one of the most feared academic subjects, students must learn how to tackle all types of written work without fear. Objectives and standards within our current curriculum (see Appendix) and that of the Steck Vaughn GED Book Series will drive the reading curriculum throughout the first two years of operation. Curricula within other classes will also relate to and reinforce these objectives. GED preparation classes in Spanish will feature the same objectives and standards, though the content may vary by the literary themes selected. Curriculum for reading within diploma-track classes will be determined by the CLT and will meet or exceed all standards outlined by the DCPS Standard English Curriculum.

READING			
Standards:	**Objectives:**	**Content:**	**Performance Indicators:**
Students will understand the different levels of comprehension in reading, what the different strategies are for comprehension, as well as how to use them	Comprehend different types of readings using various strategies Form inferences and conclusions within various readings as well as within day to day situations Apply what they read in one place to other readings and to their lives	Literary genre - fiction, non-fiction, drama and poetry Figurative language Context clues Root Words Synonyms, Antonyms Tools for Inferences and Conclusions Tools for Application Reading the newspaper Multiple Choice Strategies	Students must pass the reading section of the GED practice exam
Students will understand the connection literature has to their lives	Gain an appreciation for both Latin American and African American Literature Gain an appreciation for poetry	The poetry of Tupac Shakur Selection from Ann Petrie's The Street The Odyssey of the North	Students must be able to create their own original forms of poetry and non-fiction

Mathematics: Good problem solving skills help young people in all aspects of their lives. In the job market, employees with high level problem solving skills are an asset to any employer. Because skills in mathematics are critical in many job industries and an important part of many higher education programs, the objectives and standards of this curriculum must inspire creative content and pedagogy to maximize the number of students achieving high levels of problem solving. The mathematical curriculum at the LAYC YouthBuild PCS will motivate and enable every student to master math concepts, processes, and skills that he or she can use in day to day life and work. Hands-on work in construction class will relate to math class at almost every point within the math curriculum, as will other classes. Objectives and standards within our current curriculum (See Appendix) and that of the Steck Vaughn GED Book Series will drive the math curriculum throughout the first two years of operation. GED preparation classes in Spanish will carry the same objectives and standards. Curriculum for math within diploma-track classes will be determined by the CLT and will meet or exceed all standards outlined by the DCPS Standard Mathematics Curriculum.

MATH			
Standards:	**Objectives:**	**Content:**	**Performance Indicators:**
Students will gather data and recognize the way in which data can be represented graphically	Comprehend and analyze data within bar graphs Comprehend and analyze data within circle graphs Comprehend and analyze data within tables/charts Comprehend and analyze data within line graphs	Bar Graph components and reading Circle Graph components and reading Tables and charts components and reading Line Graph components and reading	Students must be able to gather data and create their own graphs and charts Students must be able to answer 50% of all graphic questions correctly on the Practice GED Exam
Students will compute fluently and make reasonable estimates	Develop and use strategies for whole number computations within all 4 basic operations Develop and use strategies for decimal computations within all 4 basic operations Develop and use strategies for fraction computations within all 4 basic operations	Whole number arithmetic Construction measurement conversions Decimal and Fraction arithmetic	Students must be able to pass drywall and framing exams to receive construction certifications Students must be able to pass the math portion of the GED practice exam
Students will understand measurable attributes of objects and the units and processes of measurement	Identify the appropriate unit and formula for measuring length, width and area Solve measurement and formulas problems	Measurement Formulas Blueprint Reading Lines and Angles Geometry in Real Life	Students must be able to pass drywall and framing exams to receive construction certifications Students must be able to pass the math portion of the GED Practice Exam
Students will represent and analyze mathematical situations and structures using algebraic symbols	Translate words into numbers and symbols Calculate equations	Ratio and Proportion Writing Expressions and Equations Algebra in Real Life	Students must be able to answer correctly at least 50% of all algebra problems on the math portion of the GED Practice Exam
Students will recognize the components and clues within all word problems given to them as well as recognize how to formulate word problems using information around them	Translate words into numbers Identify and exercise the steps necessary to problem solving within various types of math problems Exercise critical thinking to solve mathematical problems that present themselves in day to day life	Key Operation Words Personalizing math problems The Process of Elimination	Students must be able to create their own word problems and answer choices using topics covered in the Math portion of the GED Exam Students must be able to pass the math portion of the GED Practice Exam

Science: The steps of the scientific method constitute a systematic way of thinking critically that can be applied to all aspects of life. Since our goal is to foster lifelong,

independent learning so that youth can take power over their own lives, the objectives, content and standards of our science curriculum are particularly important. Given the underperformance of students in Washington, DC and across the nation in science, our students are particularly fortunate to have the benefit of using the Columbia Heights Community Science Workshop in and out of class. This workshop/laboratory is a hands-on science education center staffed by Smithsonian Institution scientists and educators. In partnership with the Smithsonian National Zoological Park and LAYC, this workshop serves to educate youth in science through clear objectives that we outline. The science lab is equipped with stereo and digital microscopes, small mammal skeletons, museum study skins, gems and minerals from around the world, and more for our students to explore through laboratory experiments and reports. Objectives and standards within our current curriculum (See Appendix) and that of the Steck Vaughn GED Book Series will drive the science curriculum throughout the first two years of operation. GED preparation classes in Spanish will carry the same objectives and standards. Curricula within other classes will also relate to and reinforce these objectives. Curriculum for science within diploma-track classes will be determined by the CLT and will meet or exceed all standards outlined by the DCPS Standard Science Curriculum.

SCIENCE			
Standards:	**Objectives:**	**Content:**	**Performance Indicators:**
Students will be able to use scientific methods to ask and answer questions about the natural world both orally and on paper	Write reports using the outline of the scientific method that demonstrate research, problem solving and high level critical thinking Exercise the steps of the scientific method to run through various laboratory experiments as well as hypothetical experiments in daily life	The scientific method The Lab Report - Intro Lab Alka-Seltzer Lab Phase Change Lab Graphs and Charts Physics and Astronomy Chemistry in the laboratory	Students must be able to complete 3 science labs throughout the year
Students will examine and understand the components and activity within all types of graphics in science	Comprehend and analyze different types of graphs, charts and diagrams	Graphs Charts Diagrams Using Microsoft Excel in science	Students must be able to gather data on a topic and create their own graphs, charts, diagrams and reports on the computer Students must be able to answer 50% of all graphics questions on the GED Practice Exam correctly

Students will understand the different levels of comprehension in reading science, what the different strategies are for comprehension, as well as how to use them	Comprehend different types of readings using various strategies Form inferences and conclusions within various readings as well as within day to day situations Apply what they read in one place to other readings and to their lives	Comprehension Strategies Tools for Inferences and Conclusions Application Strategies	Students must be able to pass the science portion of the GED practice exam

Social Studies: Being located within our nation's capital offers an exceptional opportunity for students' exposure to social studies topics – as a result of the resources within the Smithsonian museums or as a result of our city's current state of socioeconomic disparity. Having access to the Columbia Heights Community Science Workshop also affords our youth opportunities to explore social studies through hands on sociological and geographical research. The GED's focus on charts, maps, and political cartoons will drive this curriculum along with our school's mission to foster diversity and life-long learning. Objectives and standards within our current curriculum (see Appendix) and that of the Steck Vaughn GED Book Series will drive the social studies curriculum throughout the first two years of operation. Curricula within other classes will also relate to and reinforce these objectives. GED preparation classes in Spanish will feature the same objectives and standards. Curricula within other classes will also relate to and reinforce these objectives. Curriculum for social studies within diploma-track classes will be determined by the CLT and will meet or exceed all standards outlined by the DCPS Standard Science Curriculum.

SOCIAL STUDIES			
Standards:	**Objectives:**	**Content:**	**Performance Indicators:**
Students will understand how a picture can express 1000 words	Comprehend and evaluate the message within political cartoons	Basic United States history Major concepts within Economics Political Cartoons	Students must be able to illustrate their own original political cartoons that represent issues in their community
Students will recognize the true meaning of democracy	Articulate why it is important to vote	Civics and Government YouthBuild USA Voter Education Curriculum	Students must register to vote
Students will understand the complexity of defining a cultural or national identity	Articulate their own definition of what it means to be an American	Independence Day Essay Contest	Students must complete a passing essay for the contest using GED grading standards

Students will examine and understand the components and activity within all types of graphics in social studies	Comprehend and analyze different types of graphs, charts and maps Perform demographical research and write reports	Graphs Charts Basic Geography	Students must be able to gather data on a topic and create their own graphs and charts on the computer Students must be able to illustrate a map of their communities using GIS technology Students must be able to answer 50% of all graphics questions on the GED Practice Exam correctly
Students will understand the different levels of comprehension in reading social studies, what the different strategies are for comprehension, as well as how to use them	Comprehend different types of readings using various strategies Form inferences and conclusions within various readings as well as within day to day situations Apply what they read in one place to other readings and to their lives	Comprehension Strategies Tools for Inferences and Conclusions Application Strategies	Students must be able to pass the social studies portion of the GED practice exam

English Language Learners (ELL): For the 25% of our student body who lack proficiency in reading, writing and speaking English, the curriculum in this subject area is essential. ELL students in our program must work simultaneously at receiving their GED or High School Diploma and gaining proficiency in English. The philosophy behind this curriculum embraces the concept of "full immersion;" our students will not only learn English through class time instruction, but they will also learn English through their exposure to English language program. Translation will be offered in all classes at the beginning but will be phased out during the course of the year. Our current curriculum (see Appendix) and that of the Oxford Basic English Language Series will drive the ESOL curriculum throughout the first two years of operation. This curriculum includes derivations from the content of all other classes to assist our ELL students in understanding all English that is spoken in those classes. Additional ESOL instruction, to take place outside of normal school hours, may be an appropriate option for some students. Our standards will mirror those outlined by national TESOL ESOL standards. The following core objectives from the national standards will be used:

- Use English to communicate in social settings
- Use English in socially and culturally appropriate ways

Our curriculum standards and objectives must not only increase the employability of our students but also prepare them for passing the ESL portion of the GED exam.

ESOL			
Standards:	**Objectives:**	**Content:**	**Performance Indicators:**
Students will use English to interact in the classroom and in social settings	Carry out basic daily conversation Fully participate in all school activities	Daily Vocabulary and Expressions On the job expressions Pronunciation On the job formal and informal vocabulary Education and Healthcare Doctors and Police Officers Rules of Grammar and Punctuation	Students must be able to talk to classmates and staff in English by the 2nd trimester Students must be able to participate in cultural celebrations and events in English by the second trimester Students must be able to pass oral tests within ESL class
Students will use appropriate learning strategies to access knowledge	Develop their own vocabulary Conduct job searches in the newspaper and on the internet	Context Clues Using the dictionaries Pronunciation	Students must be able to pass written tests within ESL class Students must be able to pass the ESL portion of the GED Practice Exam by the end of the year
Students will use English to communicate subject matter information in spoken and written form	Fulfill all assignments in English within the Job Readiness Class Curriculum Fulfill 2/3 of all tests and quizzes in Construction in English Present their portfolios in English in the 2nd and 3rd trimesters	Job and Career vocabulary Job Readiness Vocabulary Framing, Asbestos, Lead, Drywall, First Aid/CPR related vocabulary Rules of Grammar and Punctuation	Students must be able to submit a career plan for themselves and an education plan for their children in English Students must be able to receive 4 out of 5 certifications in Construction Class Students must be able to submit a resume and cover letter in English Students must be able to create a career plan, contacts list and budget in English

Job Readiness: Job readiness is the lynchpin of our mission and philosophy. As such we have a dedicated job readiness class with its own curriculum. The curriculum is one we have developed on our own using parts of nationally published curricula, including materials from the APPLE (Applying Practical Principles for a Lifetime of Employment) Resource Guide and the National Council of La Raza's job readiness curriculum. In addition, the entire school will continually reinforce the concepts presented in job readiness classes.

JOB READINESS			
Standards:	**Objectives:**	**Content:**	**Performance Indicators:**
Students will learn how to self-reflect and gain a heightened sense of self-awareness	Find a career path that matches their interests and needs Know personal strengths and weaknesses	Character Decision Making Stress and Anger Management	Students must present a self-reflection 3 times per year during portfolio presentations Maintain a Job Readiness Score over 90% for "social interactions"
Students will understand the importance of communication and expressing themselves clearly, and know how to talk about themselves	Gain and retain a career-related job or attend higher education post-graduation Execute satisfactory interviews	Public Speaking The Interview Verbal and non-verbal communication	Students must pass the interview assessment Students must receive a Portfolio presentation score Over 90% in trimester 3
Students will gain self-sufficiency in goal planning and job searching, and finding higher education	Execute career, education, and goal plans Gain and retain a career-related job or attend higher education post-graduation	Job Searching Education Plan (+College Club) Resume and Cover Letter Goal Setting Career Plan Budgeting	Students must create long-term goal and career plans in Microsoft PowerPoint Students must create a budget in Microsoft Excel Students must create a resume and cover letter in Microsoft Word Students must create a list of contacts in Microsoft Access
Students will understand what it takes to be job ready and will gain superior soft skills	Gain and retain a career-related job or attend higher education post-graduation	Working in a team Attendance and Punctuality Organization and Preparedness Leadership - Daily by Example	Maintain a Job Readiness Training Score of above 90% in the 3rd trimester

Computers: No matter what the industry, technology is crucial to career advancement. As such, the computer curriculum will play a key role in YouthBuild PCS.

Computers			
Standards:	**Objectives:**	**Content:**	**Performance Indicators:**
Students will understand the importance of computers to job readiness and recognize the power of technology	Explain how a computer can apply to daily life to facilitate ease and possibly increase earnings Use computer applications to complete job development preparation	The Resume and Cover Letter MS Word MOUS Projects The Budget The Contact List The Career Plan	Students must complete all Job Readiness Portfolio assignments Students must produce an animated PowerPoint presentation of their career plan

Students will understand what constitutes competency within all Microsoft Office applications and gain proficiency in them	Type at least 35 wpm Fluent in basic computer operation Gain proficiency in 3 of 5 Microsoft Office applications	Mavis Beacon Typing Software Microsoft Word Microsoft PowerPoint Microsoft Access Microsoft Excel	Students must be able to type 35 words per minute by Trimester 3

Vocational Educational Curriculum: YouthBuild PCS will augment academic instruction with the *Working Hands, Working Minds* curriculum developed by YouthBuild USA. The curriculum was designed to be used collaboratively by classroom and vocational education teachers to demonstrate the interrelationship between academics and construction.

Recently, in response to the growing demand to connect the curriculum to standards as new YouthBuild charter schools are developing, YouthBuild USA has developed "The Parallel Pathways" version of the curriculum which provides an academic index that identifies content standards for high school graduation requirements and GED content areas to align with the National GED exam. The curriculum has been redesigned to prepare students to become proficient in what they should *know* (knowledge-based) and in what they should be able to *do* (skills-based) to earn a high school diploma. Following is a description of the curriculum.

WORKING HANDS, WORKING MINDS (a vocational education curriculum developed by YouthBuild USA with funding from the Charles Stewart Mott Foundation, © 2001)

Unit One: Teamwork and Leadership
Students get to know one another and build a sense of teamwork. They explore how to respect differences in a diverse group. They analyze the processes and qualities of good leadership and look for examples of teamwork and leadership in the community.

Unit Two: Health and Safety
Students explore the attitudes and behaviors that keep workers safe. They discuss safety rules, learn how to use safety gear and how operate power tools. They learn what creates a safe work environment, practice communication skills for dealing with crises and the consequences of violence and sexual harassment on the job.

Unit Three: Math and Measurement
Students learn fundamental math concepts, develop an understanding of standard units, and learn how to convert units, read ruler, and find area and perimeter. They are also introduced to geometric concepts.

Unit Four: Tools and Technology

Students explore the use of tools, the history of tool design, and tool safety principles. Students learn to identify and use basic carpentry framing tools, explore the future of tools and technology.

Unit Five: Housing and Community
Students discover the housing issues that concern the community and learn how they can help make a difference. Students examine statistics, conduct oral history interviews, and survey the community to research key housing issues, then plan a project that addresses the particular issue.

c. Methods of Instruction
Instructors at the LAYC YouthBuild PCS will follow the Quantum Learning for Teachers program and philosophy of instruction, developed by the Learning Forum. Using research about how people learn, the underlying idea of Quantum Learning is to manipulate items in the curriculum and the classroom and school environments in order to activate a learner's mind and emotions so as to maximize the efficiency in which learning occurs. Quantum Learning strategies have been proven to increase motivation, improve grades, develop more confidence and increase self-esteem.

According to a 1991 study by Dr. Jeanette Vos-Groenendal, 68% of students receiving instruction based upon the principles of Quantum Learning reported an increase in motivation, 73% reported an improvement in grades, 81% developed more confidence and 84% experienced an increase in self-esteem. The same study found that 100% of teachers using Quantum Learning-based instruction reported that they felt they were better teachers, 94% reported more awareness of students' learning styles and needs, 86% reported more meaningful connections with students and 83% reported raised personal teaching standards.

The five tenets of Quantum Learning for Teachers are as follows:

Everything Speaks: If, in the working world, one's actions and behavior speak for that person, it must be the same in the classroom. This means that every single thing a teacher does speaks loudly as to what kind of teacher and person he or she is. It also means that every single thing a student does paints a picture of what kind of person and student he or she is.

Everything is on Purpose: There must be purpose behind everything a teacher does, and the students should know what that purpose is. School must be a place where staff members maintain only the highest standards in everything they do so that the student can begin to do the same. If a student is expected to hand in work that is done with only the greatest effort, then staff must hold themselves accountable for the quality of every lesson and every handout.

Experience Before Labeling: Recent education research tells us that students retain information best when they learn a concept through experience, discern its meaning, and *then* are taught the name of the concept, e.g. students will remember how to use the

Pythagorean Theorum if they first apply it to solve a construction problem and then are told that they have used a strategy called the Pythagorean Theorem. Teachers will plan lessons that create such learning opportunities for students, lessons that will enable them to make discoveries before they learn to label and categorize concepts. This approach actively engages students in their own learning.

Acknowledge Every Effort: Students of all backgrounds learn best when they feel they have accomplished every day in the classroom. Every effort our students make must be acknowledged, for students' successes lie in their efforts, not simply in their test results. This is especially important for the type of at-risk population the LAYC YB PCS is trying to serve.

If It's Worth Learning, It's Worth Celebrating. Students gain enthusiasm for learning when they celebrate their daily successes in the classroom. New things learned, new notes taken, new activities completed, new discoveries made should all be celebrated as great moments of learning.

Teachers will use those five tenets in classroom instruction to make the learning experience meaningful for their students which in turn will lead to increased motivation, and thus increased learner retention and achievement of academic goals. Instruction at LAYC YB PCS will also utilize the following strategies:

Bilingual Instruction. In addition to ESOL services, YouthBuild PCS will provide bilingual instruction which includes academic as well as vocational and nonacademic instruction in both English and Spanish during the first trimester. Two teachers in the classroom will provide simultaneous translation. (ELL students on the GED track will take the exam in Spanish, since that is their best option for passing the exam.) This model reduces the segregation of classes that would generally be accompanied by steep language barriers. By the second trimester, Spanish language translation will be gradually phased out in order to reinforce lessons taught during ESOL classes as well as to increase verbal interaction between all students.

Creating Buy-In. All too often, students do not see the point in what they are doing and therefore tune out. In our classroom, the context of a lesson will be just as important as the content; non-academic time spent creating buy-in and ownership is not time wasted, but rather time well invested and will foster a greater sense of curiosity and ownership in our students.

Multiple Intelligences. Howard Gardner's research (1983) was an important step in recognizing the strengths that each student can bring to a school; our instructors will be trained in methods of teaching that will allow the maximum number of learners possible to understand information. Instructors will offer differentiated lessons that may include activities for a combination of visual and verbal learners or logical learners and kinesthetic learners. (These are just several examples of Gardner's "Multiple Intelligences" which include: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, intrapersonal and interpersonal.)

Learning by Doing. The old proverb "Tell me and I forget, show me and I remember, involve me and I understand" is at the core of the LAYC YB PCS Learning by Doing method of instruction. While students will be introduced to basic concepts and theories at their seats, they will be encouraged to master the material through hands-on learning. For example, in science class, students will have an opportunity to use the scientific theory through lab work twice a month; in construction, students will incorporate the Pythagorean Theorem as they frame walls.

Explicit Instruction on Learning Strategies. All students need the learning tools necessary to retain academic material. In addition to content-specific instruction, we will also teach our students how to improve their retention of material by means of explicit instruction in learning strategies. Some examples of learning strategies include the creation and use of graphic organizers, note taking skills, reading for specific information, skimming and scanning text to locate the main idea and the use of mnemonic devices to remember important concepts.

d. Students with Disabilities

Learning and emotional disabilities and the challenges that they pose for learning can be a major factor in one's decision to leave school. At the LAYC YouthBuild PCS, we believe all students deserve an opportunity to be challenged, achieve at high levels, and complete their secondary studies. In accordance with that belief, and as required by law, the LAYC YouthBuild PCS will provide the support services needed for students with disabilities to meet the standards established for all students, including those who speak no or little English. *We will do so by contracting with a firm specializing in special education.* We are currently in the process of researching a service delivery package that will meet the needs of YouthBuild PCS students and include bilingual special education services. *If it is anticipated that services will cost in excess of $25,000, a notice of a request for proposals will be published and a contractor will be selected through a competitive process as required by Section 38-1802.04(c)(1) of the D.C. School Reform Act.*

While many seasoned special educators contend that the secret to effective special education is simply good teaching practices, all teachers will receive training in how to serve students with disabilities. Given our fundamental belief that not all students learn in the same way or at the same rate, teachers at the LAYC YouthBuild PCS will be trained in differentiated instruction. Differentiated instruction is a practice that will benefit all students in our classrooms since there are numerous ways that best practices from special education can serve all students (i.e. explicit instruction in learning strategies, the use of graphic organizers, and teaching to learners with multiple intelligences). There will be a full-time teacher certified in special education who will deliver services as well as a full-time social worker on staff. Additional specialists in physical or occupational therapy, counseling, and/or speech and language will be involved in evaluation and service delivery on an as needed basis.

Inclusion. The LAYC YouthBuild PCS will use an inclusion model of special education service delivery whenever possible, provided that it is deemed to be the most appropriate environment for a student with special needs. The special education teacher(s) will team with classroom teachers to design lessons, develop appropriate modifications or accommodations, deliver instruction and provide direct support for students in the classroom.

Since inclusion is a logical extension of differentiated instruction, the special educator(s) will also provide training for all staff on accommodations, modifications and classroom strategies that teachers can use for any student in need (not just those who are identified as needing special education). There will be time set aside weekly for each classroom instructor to consult with the special educator(s) if necessary.

Non-LEA Status for Special Education. The LAYC YouthBuild PCS has elected for non-LEA status for special education purposes. This means that the LAYC YouthBuild PCS will be considered part of the District of Columbia Public School System for purposes of special education.

Student Support Process. Students who are struggling either academically or socially will go through a student support process conducted by a Social Support (SESS) team, comprised of the student's teacher(s), specialist(s), school social worker, special educator and principal. Members of the team will observe the student in a variety of educational situations, will take note of the student's response to interventions, and if needed, will meet with the student's family (when appropriate) to create an individual learning plan (ILP). ILPs will include a range of educational and/or behavioral intervention strategies targeted to support the identified area(s) of need. Strategies may include small group work, one-on-one instruction with subject-specific instructional experts within the classroom, behavior modification plans, or tutoring to ensure that all students reach proficiency in every subject. Teachers will also use assessment tools to monitor the student's progress on an on-going basis so that the SESS team can track progress and monitor the ILP as necessary. If the student does not show progress after the outlined strategies have been implemented over an extended period of time, it may be appropriate for the SESS team to refer the student for evaluation for special education eligibility.

Initial Assessment. Since the LAYC YouthBuild PCS will be a non-LEA for special education purposes, DCPS will be responsible for completion of the students' initial and ongoing assessments to determine special education eligibility. In order to serve students in a timely manner, the LAYC YouthBuild PCS will budget additional funds to pay for student assessments and then invoice DCPS if the District is not able to respond in a timely manner that meets timeline requirements as outlined in IDEA.

Individualized Education Program (IEP). For every student who has been identified as eligible for special education services, the special educator(s) will conduct an eligibility meeting to confirm the student's need for special services and to create an individual plan to serve those needs. This meeting will include the student's parent or guardian (if appropriate), the classroom teacher(s), relevant specialists, a special

educator, a school administrator and when appropriate, the student. For incoming students who already have an IEP, a special educator will set up a meeting with incoming families (when appropriate) and the appropriate LAYC YouthBuild PCS staff as soon after enrollment as possible.

Delivery of Services. If possible, services will be delivered to students in the classroom by a special education teacher, additional specialists and/or classroom teachers.

Monitoring Process. In accordance with the IEP, each student's progress will be monitored by a special educator and the principal. Each professional providing services to students with special needs will be required to document service delivery through activity logs and monthly academic notes to be placed in the student's file. The IEP will be reviewed at least twice per year, at which time changes can be made to the IEP.

Exiting. One strong indicator of success will be that students will transition out of having IEPs. If an IEP team, which will include the student's parent or guardian (when appropriate), classroom teacher(s), specialist(s), a special educator, and the student (when appropriate) determines that a student is on grade level and he or she does not need further accommodations to be successful, then the student will no longer be eligible for or need special education support and will be exited from the special education system.

Anticipated Population and Planning for Year 1 Given that YouthBuild PCS students are those who did not meet with success in traditional school settings, we anticipate that a high number will require special education services. We estimate that 25-30 percent of 55 students in the first year will receive services. *Our estimate is that 11 of those 55 students (20%) will be above the age of 21. Assuming that 25% of those 11 students need special education services, there will be approximately 3 students who need special education services but for whom the school will not receive additional funding for such services. YB PCS will pick up the additional cost of providing services to these students through its extensive fundraising efforts with other public and private sources (further detail on the YB PCS fundraising strategy can be found on p. 50).*

e. Strategies for Providing Intensive Academic Support

Upon enrollment in the LAYC YB PCS, each student's prior academic transcripts (if available) will be analyzed and all students will be required to give a writing sample and take the CASAS test in order to assess a student's academic needs. Those students determined to be deficient in basic reading, writing or mathematical skills will be referred for individual and small group tutoring. The LAYC YB maintains a relationship with Delta Adult Literacy Council, a community non-profit organization that provides an intensive, individualized basic skills tutoring program.

In addition, the LAYC YouthBuild program has historically enrolled a large number of students who are English Language Learners (ELL). The LAYC YB PCS will engage both NEP and LEP students in a variety of methods that will include both instruction in content areas as well as language training.

English for Speakers of Other Languages (ESOL). All ELL students will take language classes from an ESL teacher in order to build their written and spoken English proficiency. Our ESL curriculum will be content-based with a primary focus on construction-related and job skills language. The ultimate goal of the ESL curriculum will be to achieve a level of English proficiency in order to go onto further education or be placed in the construction field or other career path by the end of the program.

Strategies for Spanish Speakers. With our location in the Columbia Heights neighborhood, we have traditionally had a large number of non-English speaking Latino youth. In order to serve this population most effectively, the YouthBuild PCS will develop an academic approach beyond the ESOL services that will be offered to all ELL students. Academic instruction will be offered in Spanish to prepare those youth seeking to take the GED. These students will then take the GED exam in Spanish, since that is their best option for passing the GED. With simultaneous translation in the classroom from two teachers, all instruction in nonacademic areas will be given in both English and Spanish during the first trimester of the academic year. This model reduces the segregation of classes that would generally be accompanied by steep language barriers. By the second trimester, Spanish language translation will be gradually phased out in order to reinforce lessons taught during ESOL classes as well as to increase verbal interaction between all students.

3. Student Performance

a. Student Assessment

Multiple Measures. We recognize that not all students can demonstrate mastery of academic material in the same way and therefore the LAYC YB PCS will incorporate a variety of assessment strategies in order to gauge the progress of each student. These assessment strategies will include portfolios, performance assessments, structured observations and standardized tests. These assessments will be aligned with the curriculum and appropriate learning standards.

- Initial Assessments: In order to gauge a student's academic needs and abilities once they have enrolled in the program, the Comprehensive Adult Student Assessment System (CASAS)* test battery will be administered. The results will help determine student's needs for support and provide information about future academic planning, i.e. areas in which students will need to make major progress in order to go on to college or into the school's diploma-granting track (beginning in Year 3). *Students must be at a minimum reading level (to be determined when the curriculum is finalized) in order to enter what would be comparable to the 11th grade in the diploma track. Students who are not at the required minimum reading level will be able to enter the GED track and receive reading remediation and literacy tutoring until they are at a place where they are able to participate in the rigorous 11-12th grade high school diploma curriculum.*

  * Note about the CASAS test: YouthBuild PCS plans to use the Comprehensive Adult Student Assessment System (CASAS), which provides learner-centered, competency outcome-based assessment, curriculum management, and evaluation

systems to education and training programs in the public and private sector. The system is used to place learners in programs, diagnose learners' needs, monitor progress, and certify mastery of functional basic skills. CASAS assessment instruments are used to measure functional reading, writing, listening, speaking skills, and higher order thinking skills. We will use CASAS to diagnose the reading and math levels of both native and non-native English speaking students. This comprehensive system is designed not only to meet the National Goal for Education of improving adult literacy, but also to address specific needs of adult learners. Since many of our students also work, the real-life relevance of the CASAS testing battery is especially valuable in gauging a more accurate level of our students competency in reading and math, as well as listening skills for our ESOL students. The CASAS has replaced the TABE battery as the industry standard in charting basic skill level competency and grade level progression.

CASAS, in cooperation with the CASAS National Consortium Policy Council, conducted a study to obtain information that would provide guidance to program and instructional staff regarding a student's readiness to take the GED. This study found a strong connection between student performance on CASAS tests and student performance on the GED exam. The state of Iowa produced its own study entitled, Iowa's Adult Literacy ProgramCASAS/GED Predictability Guidelines, that draws the same correlation and supports the use of CASAS Testing for the population of students that require intense skill building.

- Performance Assessments: Student learning will be measured through a series of pre-assessments (informal initial questions, pre-tests), formative assessments (homework, class work, essays, quizzes) and summative assessments (unit exams, presentations).
- Portfolios: *Aside from using content and skill-based tests, student progress will be charted through student maintained portfolios and end-of-the-trimester portfolio presentations. Students must complete and receive a passing grade on culminating projects from each of the 3 YouthBuild components at various points in each trimester, and include them in their portfolio along with the rubrics used for grading. All students must reach the skill level needed to pass such assignments, many of which are interdisciplinary, by the end of each trimester. The portfolio's contents vary each trimester, and assignments that are built upon from trimester to trimester require tougher, more demanding standards as the year goes along. Students are also asked to include hours-based and/or observation-based certifications and evaluations in their portfolio as a record of progress. The presentation of the portfolio (how it is "decorated," how the submissions are explained, and how the students reflect on their work experience) serves as an opportunity for students to express what they believe they've learned in school. Their presentation, or expression, is also graded and standards become more demanding each trimester. Throughout the school year, students receive training throughout all 3 program components on how to increase self-awareness and communicate what they know about themselves both on paper and orally. An evaluation of a successful portfolio, sample requirements for each trimester's portfolio, and a sample portfolio from one trimester can be found in the appendix.*

- Structured Observations: For those students who are demonstrating a particular difficulty with a subject, instructors will keep anecdotal records and follow up with the student and/or the student's mentor.
- Standardized Tests: For students in the GED Track, the GED exam will serve as the culminating standardized test in order to receive a high school equivalency credential. Official GED Practice Tests developed by Steck-Vaughn will be used as an indicator for individual strengths and weaknesses.
- Initial Language Assessment: Due to the nature of our population, we expect the enrollment of a large ELL population. In order to determine the most appropriate placement for instruction in core content-area, we will require that all students complete the home language survey upon enrollment.

Continual Monitoring. Students will meet on a bi-monthly basis with their mentor in order to discuss their academic progress and goals. Academic progress will be monitored through the use of Individual Learning Plans (ILPs) and the results of student assessments will be updated weekly. Beginning in Year 3, student performance on district-wide standardized tests will become a part of the monitoring process.

b. Basis for Promotion and Graduation

In its first two years of operation, YouthBuild PCS will offer GED preparation to its students. In year three, we will begin to offer students two tracks – a diploma track or a GED track.

Diploma Track: Graduation requirements for students on the diploma track will be developed in Year *One*. Following are some preliminary ideas. The diploma track will be a one or two year commitment (time commitment is based upon a student's academic standing when entering the program). Those students who enroll as part of the Two Year Diploma Granting Track will be promoted to the second year of study upon successful completion of all portfolio requirements, and final examinations, as well as meeting minimum attendance standards and earning satisfactory scores on standardized tests. Students will graduate from the LAYC YB PCS with a high school diploma upon achieving passing scores in all required academic coursework, successfully completing all portfolio requirements, meeting minimum attendance requirements, completing all vocational requirements, and completing 20 hours of community service. *A full explanation of the assessments, their use in promotion, and their alignment with the curriculum will be presented to the Charter School Board in May of 2006 for final approval.*

GED Track: The GED Track is a 10-month academic and employability skills program. Students will successfully complete this Track and graduate from the LAYC YB PCS upon passing the GED exam, or advancing 2 grade levels in reading and math, completing all portfolio requirements, meeting minimum attendance requirements and completing 20 hours of community service.

Students who enter mid-year or are unable to keep up with work in either the GED or diploma track: Students who are unable to keep up with the work in the diploma track

will have the option to move to the GED track which is a very individualized program meeting the needs of students at their current levels. In addition, students entering mid year maybe be placed in the GED track until it is determined that they are at a level at which they can keep up with the high school diploma curriculum. These students may also need to attend summer school to complete the requirements for that grade level. Please also review the section on Student Support Process on p. 28. Students who are struggling academically or socially will go through a student support process which will result in an individual learning plan.

Special Education: Those students who are developmentally unable to complete coursework required for a diploma and/or pass the GED exam will receive a Certificate of Completion upon successfully completing all portfolio requirements, meeting minimum attendance standards, and completing 20 hours of community service.

Support & Services upon Graduation/Program Completion. The current LAYC YouthBuild program has well-designed post-graduation strategies and procedures which enable graduates to make a smooth transition to either full-time employment or continuing education. Follow up assistance for all LAYC YB PCS graduates and completers will include:

- ☐ Job Site Visits. Staff will visit graduates' work sites on a quarterly basis for the first year after graduation to reinforce positive work behaviors and to troubleshoot with supervisors if needed.
- ☐ Alumni Association. Staff will support the LAYC YB PCS Alumni Association coordinated by program graduates. The Alumni Coordinator will produce a monthly update and assist Alumni Association officers in coordinating meetings and social events. Alumni will also assist in outreach efforts and serve as mentors.
- ☐ Ongoing Staff Availability. Staff and counselors will be available to assist graduates on issues that may arise such as finding housing, applying for college or apprenticeship programs, purchasing cars, starting a business, or dealing with personal and family issues. LAYC YB PCS staff will also continue their one-on-one mentoring relationships after graduation as requested by youth.

c. Student Intervention

Student progress will be monitored through a variety of formal (homework, essays, quizzes, tests, portfolios) and informal assessment (observations) tools throughout the academic year. In the event that a student begins to show signs that s/he is falling behind, the following steps will be taken to assist students in achieving minimum academic performance standards:

- ☐ monthly reports of student progress
- ☐ mentor meetings
- ☐ meetings with instructors
- ☐ group tutoring
- ☐ one-on-one tutoring

Student Progress Reports. Students will be kept aware of their academic standing through the prompt return of all homework, essays, quizzes, tests and completed projects. In addition, students will receive regular progress reports on a monthly basis.

Mentor Meetings. Students will meet with staff mentors twice a month in order to discuss academic or personal issues. Staff mentors will be given a copy of student progress reports and will have access to each student's progress on portfolio assignments. Mentors are available to schedule additional study time or assist in helping a student prioritize goals. Students have reported that this individual mentoring relationship helps them "grow up" by giving them the internal and external tools necessary to succeed.

Meetings with Instructors. In the event that a student appears to be struggling in any particular subject area, instructors will be made available to offer additional instruction, update ILP goals, and adjust teaching strategies (i.e.: additional use of visual aids or graphic organizers) when appropriate.

Group Tutoring. On occasion, a number of students may experience difficulties within a given subject. Based upon the needs of the students, an instructor may schedule lunchtime or after-school tutoring sessions to help bring a group of students to the same level as their peers.

One-on-One Tutoring. When it has been determined that a student is having difficulties in any given subject area, the student may be referred to tutoring services offered through the Latin American Youth Center on a weekly basis.

Outside Referrals. Those students demonstrating a chronic difficulty with core content materials may be referred to a local non-profit organization offering specialized tutoring services free of charge.

Worst-case Scenario. In the event that a student should decide that he or she cannot complete his or her program of study, LAYC YB PCS and the LAYC will provide a wide range of counseling and support services to dropouts. They will be provided with resource information on programs that provide GED, mentoring, apprenticeship, and English as a Second Language training. They will also be referred to the LAYC Youth Opportunities program or the LAYC's Next Step Charter School. The social worker will refer those dropouts needing social services to the LAYC Social Services Division that offers counseling, drug treatment, and transitional housing for homeless youth. The YouthBuild program also has 56 agencies to which it refers students or former students for legal, child care, housing, health, emergency food, domestic violence, literacy, and substance abuse matters.

4. Support for Learning

a. Parent Involvement

While we anticipate that a number of prospective youth for YouthBuild PCS's student body will be over the age of eighteen and therefore legally considered to be adults, we do

believe that families are integral to student success and that family involvement and support will increase both student satisfaction and achievement as well as enhance the school environment. At the same time, we know from past experience that our students often lack strong family support systems. Our efforts in the realm of parent involvement will be to expand the notion of parent involvement to include extended family, friends, mentors, or other caring adults or peers who serve in supportive roles to our students.

Communication: YouthBuild PCS will provide ongoing information to families about student learning and progress through announcements, report cards, special events, and phone contact. All communication between YouthBuild PCS and families will be written in both English and Spanish in order to engage as many families as possible. When appropriate, communication may also be in other languages upon the enrollment of non-English and non-Spanish speaking students. YouthBuild PCS will also host an Open House as well as several Family Nights throughout the year so that families will have an opportunity to meet faculty and staff as well as see first-hand where and how learning takes place. As with our written correspondence, information will be disseminated in both English and Spanish.

Academics: As part of our student assessment strategy, YouthBuild PCS will conduct three times per year portfolio reviews and presentations in order to monitor student progress. Parents and family members will be encouraged to attend these portfolio reviews in order to demonstrate their support for their children's education as well as play an active role in the assessment of YouthBuild's academic program and student progress. In addition, progress reports will be published at the end of each trimester in order to inform all students and their families of their current academic standing.

Decision-Making: At least two family members or alumni will serve on the Board of Trustees. Families will also be encouraged to participate on major school committees, including the Faculty Hiring and Recruiting Committee, the Community Outreach Committee, and other groups that develop out of the Board of Trustees. In addition, YouthBuild will provide information and continually request feedback about school decisions and planning to all families.

Social Services: We believe that academic achievement cannot flourish unless our students' basic needs are met. We anticipate that 95 percent of our student enrollment will come from a financial background that is classified below federal poverty line standards. *In addition, it is likely that YouthBuild PCS students may face additional issues which hinder their learning, such as homelessness, child care difficulties, or emotional issues such as anger management problems, issues regarding previous abuse and other challenges. As such, YouthBuild PCS will employ a full-time social worker whose role will be to provide counseling and case management services to students. This staff person will take advantage of all the supports available through the LAYC and through community groups with which we have linkages to assist students in securing child care, adequate housing, health care, and counseling to address any issues which may impede their academic success. Other positions at the school which will provide support to students are the Leadership Developer and the Alumni Coordinator. All three*

of these staff will report to the Dean of Students who is ultimately responsible for providing the supports that students need to meet their academic goals (see p. 48 for a description of the responsibilities of the Dean of Students).

Alumni Network: Many YouthBuild alumni continue to stay in touch with faculty and staff after graduation. Other alumni are asked to return to YouthBuild in order to speak with current students about life after the program and the potential that awaits high school and GED graduates. Alumni often help recruit family members and friends for future YouthBuild classes.

b. Community Participation

The Latin American Youth Center has been working in the Columbia Heights community since 1974 and has a 30-year history of successful collaboration with community leaders, organizations and families. The LAYC YB PCS will continue to cultivate and grow relationships with partner organizations that the current YouthBuild program has engaged over the past eight years.

Social Services. Students enrolled in the YouthBuild PCS will have access to all programs and services provided by the LAYC, including individual and group counseling. The LAYC sits on the Steering Committee of the Shaw/Columbia Heights Neighborhood Collaborative, an organization consisting of over 25 community groups aimed at coordinating human service delivery in the area. LAYC is a member of the Consortium for Youth Services and the Consortium for Child Welfare. These organizations are comprised of youth and child service providers in the D.C. Metropolitan area. LAYC is a grantee of the D.C. Children and Youth Investment Trust Corporation, a mayoral initiative aimed at enhancing youth and child service in the District. LAYC is also designated as a Weed and Seed Haven, allowing the LAYC to partner with the Metropolitan Police Department to better protect youth in the neighborhood.

Over the past eight years, LAYC YouthBuild staff have secured child care stipends from the D.C. Office of Early Childhood Development, which are essential for young women with children.

Post-Graduation Educational Services. Through a partnership with the Allen Gould Youth & Family Learning Association, all LAYC YB PCS graduates with a GED are eligible to receive an $8,000 scholarship for college or trade school. Since this partnership began 3 years ago, nine LAYC YouthBuild graduates have received Allan Gould scholarships worth $72,000.

Post-Graduation Employment Services. YouthBuild's current staff includes a full time job developer/leadership developer whose role is to help students find meaningful work. In order to meet post-graduation employment and placement objectives, this person will be retained as the program transitions to a school. Those graduates who want to be placed directly into construction jobs will be served by YouthBuild's relationship with the following construction companies: Folger-Pratt Construction, Clark Construction,

Monarch Construction, and Double Z Electric Company. Our relationships with these companies are based on their positive experiences with our previous YouthBuild graduates and their need for bilingual employees. Another key component of the YouthBuild job placement strategy is its partnership with the International Union of Operating Engineers to facilitate access to highly desirable apprenticeship slots.

c. School Organization and Culture

Organization: The LAYC YB PCS will be governed by a Board of Trustees and led by an executive director and principal who will have overall responsibility for the operation of the school as well as its educational programming. A Youth Leadership Team made up of student officers will represent students' interests in all school-related matters. YouthBuild PCS will exercise shared leadership through the Youth Leadership Team, leadership roles for teachers and staff, a diverse and broad-based Board of Trustees (that includes community stakeholders), and a school environment that encourages open, honest communication.

Students at the LAYC YB PCS will have their voice heard through a Youth Leadership Team which consists of five officers and two alternates, nominated and elected by the student body as a whole. The team will be responsible for communication with school staff and administration in areas such as student activities, policy concerns and discipline.

Culture: The Centers for Disease Control and Prevention's 1999 Youth Risk Behavior Surveillance of students in grades 9-12 found 20.8% of District youth had carried a weapon in the past thirty days (17.3% nationally) and 19.4% of D.C. students felt too unsafe to go to school in the past 30 days, nearly four times the national figure (5.2%). The risks are great for our students. They need and deserve a safe place to learn. YouthBuild PCS will promote a school culture that reflects our belief that every student deserves an opportunity to complete his or her education, that every young person can learn and reach high levels of academic achievement, that every young person can make a significant contribution to the school and community, that every young person can overcome adversity and create a positive life for him or herself, that all of us grow when we embrace diversity, and that academic instruction supplemented with real-world experience in a safe and supportive environment is critical for future educational and economic opportunities. YouthBuild PCS will provide ongoing, consistent support to students through mentors and social worker oversight.

YouthBuild PCS culture is focused on student achievement. Teachers and staff will constantly be collecting and analyzing qualitative and quantitative data to ensure that the needs of every student are met. Our professional development plan will be based on student performance results, and the school's resources will be used prudently in order to serve our students effectively.

YouthBuild PCS will be a learning community not only for students but also for teachers, staff and families. Students will learn in respectful, safe classrooms that will be organized to promote applying effective effort in a collaborative environment. Faculty and staff will lead by example and embody life-long learning through participation in

weekly, monthly, quarterly and annual professional development opportunities. Families will be engaged in a variety of ways in the school, such as an annual Open House as well as periodic Family Nights, community meetings and workshops.

d. Extracurricular Activities

With our focus on job readiness and employability skills, many extracurricular activities at the LAYC YB PCS will revolve around employment preparation. As students will receive a stipend, LAYC YB PCS students will have access to Individual Development Accounts (IDAs), where every dollar deposited by a student will be matched with $4 in additional funds. We anticipate that this program will continue; it is a long-standing grant that LAYC has received from Capital Area Asset Building.

In order to meet the strong student demand for athletic competition, the LAYC YouthBuild program has been involved with a community basketball league for the past two years. The LAYC, along with other community teams sponsored by local non-profit organizations, compete weekly throughout the spring in games and tournaments.

Additional extracurricular activities will include committees and activities happening within the school day, such as yearbook committee and several family day picnics. Because we anticipate that many of our students will be working or caring for their children after school hours, we have purposefully limited the number of extracurricular activities occurring after school hours.

e. Safety, Order and Student Discipline

To maximize time for student learning and development, the LAYC YB PCS will be a safe, orderly and organized school. School-wide expectations for student and staff behavior will be clear and actions taken will be consistent, respectful and in line with our underlying principles of youth development.

Setting and maintaining high standards for behavior will begin with the students themselves. As part of the first week of school, students will develop a Code of Conduct during sessions facilitated by school faculty and staff.

Each teacher at the beginning of class will take attendance and records of student attendance will be given to each student and staff mentor on a weekly basis. Absent students will be called each day by administrative staff or mentors. In regular meetings with staff mentors, student attendance will be reviewed and discussed. Students who exceed the maximum number of absences will face disciplinary action and a hearing in front of the Youth Leadership Team.

In order to promote a healthy lifestyle and drug-free workplace, students will undergo random drug testing periodically throughout the year. Those students testing positive for illegal substances will be referred for mandatory drug counseling by a licensed member of the Latin American Youth Center staff. Due to the dangerous nature of construction work, those students testing positive for illegal substances stronger than marijuana will be suspended from on-site construction projects as well as construction laboratory activities.

Students involved in an action that is interpreted as putting themselves or other students or staff in danger will face expulsion from the school.

f. Professional Development for Teachers, Administrators and Other School Staff
YouthBuild PCS is committed to providing high quality, ongoing professional development to its teachers, administrators, and other school staff that will enable them to help students achieve positive outcomes. Prospective staff members have already participated in a number of conferences, site visits, and other experiences that have informed the plan for the school. (Please see "YouthBuild Staff Training" in the Appendix.) The school's founders have begun to identify opportunities for further professional development, and our plans include the following:

- participation in all conferences and workshops offered through the YouthBuild USA-Gates Foundation initiative to establish high quality charter schools
- continued participation in the annual conference of the Association of Experiential Education
- site visits to other YouthBuild charter schools
- site visits to other local charter schools
- participation in seminars offered by the DC Charter School Board, FOCUS, and DCPS
- participation in a national demonstration project in partnership with YouthBuild USA and the National Center on Education and the Economy called "Ramp Up the Literacy" which provides teacher training on reading and writing
- provide training to all staff about working with students with disabilities
- consultation with the Center for Artistry in Teaching to identify and respond to needs for professional development
- work with board of trustees and staff to identify needs and opportunities for professional development

All staff members will participate in weekly in-service professional development sessions. In addition, each staff member will be asked to set professional development goals which will made a part of his or her contract with the school. YouthBuild PCS will support these individual professional development initiatives as the budget allows and requests will be considered on a case-by-case basis.

g. Structure of the School Day and Year
The initial program cycle for the LAYC YB PCS will be 9 of construction and life skills/job readiness training and intensive GED preparation followed by a 10- month graduate support cycle. Students' time will be divided equally between educational classes and the construction site. Each week, students will attend educational and life skills/leadership development classes (33 hours per week) or will work at the construction site (28.5 hours per week).

Upon adding the Diploma Granting Track in Year 3, students wishing to obtain a high school diploma will be enrolled for one or two years, based upon transcripts, age, initial assessment scores and a writing sample. The school year will continue to run along a 9-month program cycle, which will include assessment and orientation followed by an academic, vocational and employability skills curriculum. Students enrolled in the 2-year Diploma Track will return for a second year of study before entering into the 10-month graduate support cycle.

YouthBuild PCS plans to continue its current practice of operating on a trimester basis. Experience has demonstrated that breaking a 9-month school year into three parts works better with our students than a semester system. The trimester system offers an optimal period of time for students to get excited about the program, put forth a strong effort, see their progress when they present their portfolios and review progress reports. They have an opportunity to enjoy the recognition that comes with their achievement. This is followed by a short respite. Then they greet the new trimester with enthusiasm. The trimester system more effectively keeps motivation levels high, which is particularly important for this student population. Each new trimester brings a fresh, new focus – youth development, leadership, or job readiness. These are areas of emphasis during the regular day, e.g., in morning meeting, life skills classes, and discussion on the topic is woven throughout instruction, displayed on motivational posters, and noted in awards and recognition events.

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

YB PCS has developed a strong founding board that is diverse and representative of the school community as well as the neighborhood beyond. Each member is uniquely qualified to help lead the transformation of YouthBuild into a charter school. The board features individuals from key areas who bring rich experience and expertise to the process. They include alumni, parents, educators, charter school experts, financial managers, construction professionals, local developers, and community activists.

Members of the founding board have played critical roles in the development of the school plan and of this application. They have worked together to design an educational and business plan, they have identified and visited potential facilities, written and refined the budget, and provided ongoing insight and feedback regarding plans for the school. This application represents a genuine team effort. Brief resumes of each of the founding board members follow.

Keith Hines is a graduate of the LAYC YouthBuild program and a student at the University of the District of Columbia pursuing a degree in special education. He is currently employed by LAYC as an educational aide. Before his involvement with YouthBuild, Keith held jobs in dishwashing and maintenance work. He brings to the planning process real life experience as a program participant, strong communication

skills, and the ability to work as part of a team. His commitment to improving the community is clear; he has prepared hot meals for DC Central Kitchen, participated in a beautification project at a DC public school, and assisted with a national community service project renovating homes for the elderly.

Lori Kaplan initiated and continues to provide oversight and support to the charter school planning effort for YouthBuild PCS. She has served as executive director of the Latin American Youth Center for the last 17 years. She oversees and coordinates the organization's fund development, programming, financial management, personnel, public relations and external affairs. She manages the Center's $8,000,000 budget and 100 full and part time staff and over 100 volunteers. She also oversees LAYC enterprises including Ben & Jerry's PartnerShops at Eastern Market and next to the Avalon Theater in Chevy Chase (entrepreneurial endeavors with philanthropic missions). Lori is also executive director of The Next Step PCS where she has served since 1996 to provide education to teen parents, recent immigrants and other youth. She was a founder of the LAYC Bilingual Montessori PCS, which opened in September, 2003. She has held a number of other positions related to youth and education. She serves on a number of boards including the Roundtable for Non-Profit Excellence, the Workforce Investment Board, Leadership Washington, the Consortium on Child Welfare, Youth Radio, and the Council of Latino Agencies.

Patricia Bravo, Director, Work Skills Cluster for the Latin American Youth Center, has taken primary responsibility for leading the design and development of YouthBuild PCS. As part of LAYC's management team, she manages several employment and training programs including YouthBuild. She ensures that each of the programs reaches performance objectives and manages budgets and grants. She supervises 20 staff members. During her tenure with LAYC, she guided the Youth Opportunities program through its start-up phase, including recruitment and hiring of staff, developing policies and operational practices for effective program implementation. She has served in a variety of capacities to help youth and families with organizations including the Children's Defense Fund, Physicians for Social Responsibility, the Harvard Project on Effective Services, as an aide to Senator Bob Kerrey, the US Department of Health and Human Services, and as director of Intergovernmental affairs at the Administration for Children and Families. She holds a master's degree in public policy from Harvard University's Kennedy School of Government. Volunteer work includes tutoring college-bound students at Cesar Chavez Public Charter School.

Andrea Carlson is serving as a consultant in the planning process for YouthBuild PCS and is assisting with the development of this application. She is a founder of Capital City PCS and serves on its advisory board. Andrea consults with local and national nonprofit organizations involved in education, community building, crime prevention and related issues. Among the services she provides are fund development, strategic planning, and publications. She has conducted research and written widely on youth and crime prevention. Recent publications include: *Youth as Resources in Public Housing, People of Faith Mentoring Children of Promise*; *Responding to Methamphetamine: Washington State's Promising Example; Converging Concerns – Criminal Justice and Health*

Partnerships; Standing in the Gap: Family Strengthening Initiatives for Safer, Better Communities, and Teens, Crime, and the Community: Education and Action for Safer Schools and Neighborhoods. She has also assisted with various national initiatives including 5 Goals 4 Kids, a nonprofit coalition effort aimed at improving outcomes for children.

Nolan Smith brings a unique combination of expertise and experience to the planning process for YouthBuild PCS. He is currently balancing a dual career as an educator at Maya Angelou PCS and as a construction manager for Manna, Inc., a local nonprofit housing developer. He is familiar with the YouthBuild program and has worked in partnership with program participants to renovate affordable housing. During his tenure with Manna, he supervised a Skill Builders program, which was modeled after YouthBuild. He teaches social studies at Maya Angelou PCS, a school that serves students who have not succeeded in traditional public school settings. The school offers vocational training and opportunities for earning to its students. Nolan holds a master's degree in teaching as well as a bachelor's degree in political science and peace studies. Nolan is working with the founding board to ensure that the school design is based on best practices in pedagogy and construction and will provide the support students need to succeed.

Adrian Washington is a founder and vice chair of the board of trustees for Capital City PCS as well as a real estate developer with a focus on affordable housing. As President and CEO of the Neighborhood Development Company, Adrian has developed over 200,000 square feet of real estate, focusing on the emerging neighborhoods of Washington, DC. He served as Vice President and General Manager of the National Housing Partnership, where he managed a 150-employee division that covered operations, marketing, finance, information systems, legal and human resources. He is experienced in strategic planning and all aspects of business operations including accounting. He holds an MBA from Harvard Business School with a concentration in finance and marketing and a BA from Stanford University. He is president of the African American Real Estate Professionals of Washington, DC and former chair of the board of trustees for the Canterbury School in Accokeek, MD. He intends to assist YouthBuild PCS in the strategic and financial planning as well as in locating, evaluating, securing, financing and constructing a facility.

Eugenio Arene is executive director of the Council of Latino Agencies, a nonprofit membership organization of 40 multicultural agencies that provide education, health, housing, legal assistance, job training, and cultural preservation for the Latino community and low-income residents. The Council conducts activities related to research, policy analysis, advocacy, and organizational strengthening. The Council has released two reports that inform the work of YouthBuild PCS – *The State of Latinos in the District of Columbia: Trends, Consequences and Recommendations* along with *The State of Latin Kids*. Eugenio has served in both the public and private nonprofit sectors. He has served as Deputy Director of the Mayor's Office on Latino Affairs and is former executive director of Shirlington Employment and Education Center, a day labor program serving Latino immigrants in Arlington, VA. Eugenio will support the YouthBuild PCS mission and act as a liaison between the school and community agencies.

Kristi Cunningham is president and CEO of Jubilee Enterprises, a developer of affordable housing and provider of community services. She first learned of YouthBuild while she was in graduate school at MIT in Boston and served the program as a tutor. Kristi understands the school's mission and supports its philosophy and is a strong believer in education as a means of transforming lives. She has worked as a professional educator. In her current position, Kristi oversees the design and implementation of all housing, community service, and operational activities for a well-established nonprofit organization. Previously, she served as the Enterprise Foundation's Director of Field Operations, where she evaluated the intersection of program goals and the budget and was responsible for aligning intentions with available resources. As a member of YouthBuild PCS' founding board, Kristi participated in planning, reviewed the application to ensure that the school's design was a plan rooted in fiscal reality; she plans to continue to provide a similar service to the board of trustees if a charter is granted.

Andrea Morton is currently Team Leader for the YouthBuild Program and oversees all aspects of the program's operation. She has experience in creating and implementing programs for youth and has first-hand knowledge of the challenges facing urban youth at risk. She has led training and educational programs for a variety of institutions and organizations including Wellesley College, Prince George's County Public Schools, and Hope, Inc. She also served as a child care licensing specialist for the Landover, MD Department of Human Resources. She is a graduate of Washington's Benjamin Banneker High School, holds a BA in psychology from the University of Maryland and is currently working toward an MA in counseling psychology from Bowie State University. Affiliations include the National Institute on Out-of School Time, National School Age Care Alliance, and National Association for the Education of Young Children, among others. Andrea has contributed valuable insight and experience throughout the planning process and will continue to do so throughout the school's development.

Paul Diego Holzer has served as a YouthBuild instructor and education coordinator. He teaches GED preparation courses in math, writing and social studies, coaches men's basketball team, provides individual mentoring to several students, and assists youth in education and/or career planning (e.g., by helping them apply for college scholarships). As education coordinator, he is responsible for overseeing the delivery of instruction in GED, ESL, computers, life skills, and construction classes. He conducts assessments of students, maintains IEP records for all students, and issues report cards and sets formats for student portfolios. He has native fluency in Spanish, a BA in English from Dartmouth College, and teacher certification in English from New Hampshire. He served as school principal and teacher at Orphanage Outreach, Inc. in Monte Crisi, Dominican Republic, where he developed a school structure and curriculum for 200 barrio youth, led a group of 50 volunteers in meetings and class planning, and taught ESL to children aged 6-17. He has also served as a manager of special projects for Common Ground Ventures in NY, NY. Paul brings his classroom experience to the school planning process and has contributed significantly to the design.

Ligia Arreaga brings 20 years of experience working with at risk youth, including three years as a YouthBuild instructor. She understands the challenges many of the program

participants face – language difficulties, poverty, cultural disorientation – because she herself immigrated to the U.S. from Guatemala four years ago and found herself working at menial, low-paying jobs. She is passionate about her vocation as an educator, and feels strongly that the YouthBuild model is an effective one. She has taught all subjects related to the GED as well as Spanish. She has helped organize the YouthBuild curriculum, worked closely with staff, and provided quality control to ensure the program meets high standards. She is a strong advocate of the YouthBuild model and is well-steeped in the culture. Ligia is eager to see the program transition into a school and plans to continue to contribute to a thoughtful and effective school design.

Ted Loza was born in Ecuador and immigrated to the U.S. in 1979. He is currently an advisor and Multicultural Affairs to DC Councilmember Jim Graham. He is current vice chair of Reaching Out to Others Together (ROOT), a city-wide program designed to bring Latino, African-American, and other members of the community together to solve homicides and educate the community about crime prevention strategies. In January 2003, Ted was appointed to serve as a member of the State Advisory Committee of the District to the U.S. Commission on Civil Rights. He is a member of the Mayor's Youth Substance Abuse Task Force and serves on various advisory boards and committees. He has actively engaged in community efforts to reduce crime, maintain affordable housing, foster unity among diverse groups, and for improved health care for the underinsured. Ted facilitated reintegration of inmates back to the community when he led bilingual programs for the DC Department of Corrections. He is a former member of the Salvadoran-American Chamber of Commerce. Ted has received recognition for his service from Mayor Anthony Williams, George Washington University, and DC Agenda in 2002 and 2003 by being awarded the Morris and Gwendolyn Cafritz Foundation Award for Distinguished DC Government Employee. He received the Outstanding Hispanic Outreach Award from La Nationn, USA. Ted currently is participating in the DC Agenda Leadership Neighborhood College. Ted is working to ensure that the YouthBuild PCS is based on meeting genuine needs in the community and solid relations with community stakeholders.

Brian Washburn is currently working at Kemp Mill Elementary School as a long-term substitute teacher. He is former education Coordinator for the Work Skills Division of the Latin American Youth Center, where he helped plan and implement the Youth Opportunities program, supervised instructors, oversaw curriculum development and program policy, provided direct instruction, provided monthly progress reports for each student, and coached the basketball team. Previously, he worked as a math instructor for the Saturday Health Academy at the LAYC and actively helped improve the curriculum. Before joining the LAYC, Brian served the US Peace Corps as a Cooperative Promotion Volunteer. There, he managed all aspects of a 37-member agricultural cooperative, which included budget management, facilitation speeches and training sessions. Brian has completed coursework toward an MA in Curriculum and Instruction and BA in Political Science from George Washington University. Brian is contributing his experience with the YouthBuild program and assisted with the initial draft of the educational plan for YouthBuild PCS.

Gilma Galinda is the parent of a YouthBuild alumnus and a community member. She sells fruits and vegetables on Columbia Road and describes herself as "the eyes and ears on the street." She knows many of the young people YouthBuild PCS hopes to reach – "those with little to do, too much time, and plenty of anger -- those who get involved in violence," she explains. She has seen what a difference YouthBuild can make in a young person's life because she has seen it in her own daughter. Before, her daughter, a high school dropout, "had nothing," she says, "no job, no money, no happiness." Now she is employed and doing well. Gilma wants to do everything she can to help bring the opportunity to more young people. She is well positioned to aid the school with recruitment through one-on-one contact with youth on the street who come to buy her food.

b. Planning Process

The YouthBuild PCS planning effort began with the LAYC's executive director, Lori Kaplan, who started the program and increasingly believed that its future would best be secured by becoming a charter school. She had seen what could be accomplished in a charter school setting through her work with Next Step PCS (founded in 1996 for teen parents and youth aged 13-21 to offer GED, ESL and other courses) and Latin American Montessori Bilingual PCS (which provides bilingual education and fosters a love of learning among younger children). She felt that the accountability that comes with charter school status would serve the students well. She initiated an exploratory process with LAYC's board of directors and staff. The Monitor Group, consultants in strategic planning, led an investigation that would determine the feasibility of transforming the program into a school, weighed organizational costs and benefits, and explored different options to assess which would make most sense. Results indicated that a YouthBuild PCS would indeed best serve the needs of the students and improve the effectiveness of service delivery to DC's youth.

Patricia Bravo, our prospective executive director, was asked to serve as the lead person in a YouthBuild charter school development effort and she accepted. One of her first steps in the process was to attend the YouthBuild USA charter school technical assistance conference sponsored by the Gates Foundation. She began to consult with school staff to gauge the level of interest in, and concerns about pursuing a charter school initiative. Patricia and other staff members began to conduct first-hand research by exploring other YouthBuild schools, including site visits to three of the existing 23 YouthBuild charter schools, interviews with principals, and with YouthBuild USA.

LAYC engaged the services of Andrea Carlson, a founder of Capital City PCS to assist with the planning process and development of this application. Patricia, Andrea, and other staff members met with charter school and education experts including Robert Cane at FOCUS, Nelson Smith at New American Schools, Beth Giovenetti from End to End Special Education Solutions, and leaders at other local charter schools. We also engaged the services of Josh Marks of GoldStar Business Services for Charter Schools to assist in the development of a school budget. The purpose of these meetings was to determine the feasibility of transforming LAYC YouthBuild into a charter school, to identify best practices, and to shape the school's design.

A founding board was recruited that included key members who would contribute experience and expertise to the process. Through their work and service to the community, each of these individuals has already demonstrated a commitment to support YouthBuild PCS's mission; by agreeing to serve as founders, they have agreed that the school offers the means to make an important difference in the lives of youth.

To secure funding to support the planning process, grant applications were submitted to the National Council of LaRaza and the DC SEO for Title V Part B funding. Additional technical assistance was sought from YouthBuild USA charter school experts. We will continue to draw on the wisdom of this community throughout the planning and implementation process through regular communication.

Founding board members began the process of identifying a possible facility for the school.

c. Corporate Structure and Nonprofit Status of the School

YouthBuild is currently a program that operates under the LAYC, a 501(c)(3) nonprofit organization. YouthBuild will continue to have a close relationship with LAYC and will consider LAYC to be its parent organization. We have initiated the process for YouthBuild PCS to become its own nonprofit with pro bono legal assistance from Covington and Burling. We have begun the process of drafting bylaws by reviewing examples of bylaws for other charter schools and anticipate that we will have met all requirements of the DC School Reform Act, receive the articles of incorporation and submit bylaws by the time of first stage clearance. Please see the draft bylaws, draft articles of incorporation, and organizational chart included in the appendix.

2. Governance and Management

a. Board of Trustees

As noted, we have recruited a diverse group of experts with a range of resources to serve as a founding board. Provided that founding board members meet all requirements (submit letter of interest, resumé, and conflict of interest form; demonstrate a commitment to the mission of YouthBuild PCS; contribute significantly to the planning process) and are willing to consent to background checks, they will be invited to serve as members of our board of trustees (except in the case of staff members). We will continue to seek out parents or alumni, educators, youth development specialists, fundraisers, and legal experts to round out the board and add strength to the core group we have already begun to establish in our founding board.

YouthBuild PCS serves older teens and young adults who often lack supportive relationships with parents or guardians. We have worked to identify parents who could serve as founding board members and potential members of a board of trustees; to date, we have secured commitment from one parent. We expect to have more success in identifying alumni who are willing to support the school's mission and contribute the time and energy that is required. Founding board member Keith Hines is one such outstanding individual who we anticipate will make an active and valuable member of the

board of trustees. If we are unable to secure a commitment from two parents, we request that one parent and one alumnus may fill the slots allotted for parents according to the law. Please note, under many circumstances, our students are legally considered adults. They may enroll themselves in the school, they may be tried as adults in court, and those over 18 may vote.

Members of the board of trustees will be nominated and appointed by the LAYC group. Vacancies will be filled in accordance with the bylaws. For at least a five-year period, one seat will be filled by a member of the founding group or its designate. Board members will be appointed to renewable two-year terms. Members of the initial board may specify whether they wish to serve a two-year term or a one-year term, which would be renewable for an additional two-year period. This will help provide for continuity of governance given that terms will expire at varying times.

The board will be composed of a chair, vice chair, treasurer, and secretary along with other members. Committees will be formed to deal with particular issues or accomplish specific objectives as needed. The board will meet on a quarterly basis. Its responsibilities include:

- Support the school's mission and work to meet its goals and objectives as specified in the accountability plan (in concert with the executive director);
- Establish policy with input from the school community;
- Provide programmatic and fiscal oversight of school operations to ensure compliance with charter school law and other laws, approve the annual budget, and approve leases, major contracts, and large purchases;
- Recruit, hire, and evaluate the executive director;
- Establish and sustain a cooperative working relationship with the executive director;
- Support fund development, public relations, and community outreach for the school;
- Hear appeals involving members of the school community (related to personnel, discipline, graduation, and grievance issues) according to a process to be developed by the board of trustees and the executive director;
- Recruit and provide orientation for new board members to ensure continuity of governance
- Strategic planning, including long-term expansion and facilities issues.

The Board is not involved in day-to-day administrative or operational issues related to the school, except at the specific request of the executive director.

b. Rules and Policies

The founding group is in the process of assessing current YouthBuild program rules and LAYC policies that relate to YouthBuild to determine how and whether they will apply or should be modified once charter school status is achieved in order to meet the requirements of the law and to meet school goals. In addition, we are gathering information from other YouthBuild schools as well as other charter schools and charter school resource centers (e.g., FOCUS, New American Schools) regarding rules and policies that will need to be in place before school operations begin. During the next

several months, founding board members will draft proposed policies and rules which will be submitted to the board of trustees for review, revision if necessary, and adoption in accordance with Section 2202(7), DC School Reform Act. We anticipate devising policies and rules that will address employment, personnel, financial procedures, grievance processes, admissions, dismissal, suspension, and expulsion.

c. Administrative Structure

(Please see organization chart in Appendix.)

Executive Director (shared 50% time)

- Take responsibility for ensuring that the school fulfills its obligation to carry out its accountability plan
- Hire, supervise and evaluate Principal
- Work closely with the school's board of trustees to ensure their support and understanding of the school's operations
- Identify and procure sites for low-income housing creation and/or rehabilitation
- Coordinate financing for housing projects
- Build and maintain relationships with housing and community organizations, city, and federal agencies, as well as real estate agents and local developers
- Raise funds for the school from public and private funding sources; maintain relations with funders
- Draft the school's annual report
- Coordinate the annual school review

Note: Based on prior experience with managing the YouthBuild program, we believe the Executive Director can accomplish these responsibilities on a ½ time basis with the other 50% of the time spent managing a related program at the Latin American Youth Center. However, if it becomes apparent that the responsibilities of directing the charter school cannot be accomplished in this manner, there is immediate flexibility for her to drop the other responsibilities and spend 100% of her time as the YB PCS staff person.

Principal

- Work with the Executive Director to establish and sustain a school environment that is consistent with the school's mission and philosophy
- Oversee the day-to-day functioning of the school
- Recruit and hire new staff members with input from existing staff members
- Supervise and evaluate staff
- Ensure compliance with all requirements of the charter, charter school regulations and grantee guidelines
- Coordinate efforts to reach the goals outlined in the accountability plan
- Work with the charter school staff and consultants to continually improve the GED curriculum and develop a secondary school curriculum
- Identify needs for professional development among staff, locate resources and coordinate training

- Plan and develop a six-week summer program
- Work with the Executive Director to develop a budget for the school and monitor the budget
- Ensure safety and security of students, staff, visitors, and school facility
- Communicate effectively, positively and regularly with students and staff
- Meet regularly with the Youth Leadership Team, address their concerns, and relate their concerns to the board if necessary
- Supervise and assist with the evaluation of classroom teachers
- Supervise vocational educator(s) and assist with evaluation
- Ensure that staff members use prescribed methods to reach goals stated in the accountability plan

Lead teacher

- Serve as curriculum leader and head instructor
- Teach a full time schedule
- Provide leadership in teachers' efforts to reach the academic goals outlined in the accountability plan
- Review weekly lesson plans
- Work in close collaboration with special education contractors to ensure a consistency of approach and clear communication in order to meet students' needs

Dean of Students

YouthBuild PCS students come to the school with a host of issues – 30 percent have been convicted of crimes, 30 percent are substance abusers, and virtually all have either been expelled from or dropped out of school. Their needs are many and they run deep. In order to help youth focus on getting an education and learning new skills, it is often necessary to address some of the problems that can disrupt their lives. Sometimes the needs are urgent; others are long-standing troubles that continue to interfere. The YouthBuild program has demonstrated that a strong support system and extensive services can help youth overcome the challenges they face (related to poverty, homelessness, teen pregnancy, substance abuse, criminal victimization, parental neglect or abuse). It isn't easy to break a cycle of poverty – most graduates need a hand finding meaningful work. At YouthBuild PCS, a dean of students will work to see that the school does everything possible to help youth achieve success at school and in their lives. Responsibilities include:

- Oversee mentoring program
- Coordinate all student support services
- Refer students to the school social worker when the need for services is indicated (either by students or teachers)
- Oversee social worker to see that students receive the services they need
- Supervise and assist in the evaluation of all student services staff
- Coordinate efforts to reach nonacademic goals in accountability plan

- Establish and maintain partnerships with colleges, community organizations and other schools to provide educational and enrichment services for students and staff

The Youth Leadership Team
Students will elect five officers to serve as members of a youth leadership team. The group will meet weekly and is responsible for:

- Representing students' interests in matters of school policies, procedures, and operations
- Communicating students' concerns to the staff
- Meeting monthly with the Principal
- Acting as liaisons between the students and the school staff and administration
- Working in collaboration with staff to improve the school
- Hearing complaints from students wishing to appeal disciplinary action
- Making recommendations to staff for improved student services, e.g., recently, students requested that a 5-minute morning break be extended to 10 minutes; the request was granted.

Comptroller (shared 30% time)

- Maintain general ledger
- Prepare periodic financial statements
- Disseminate financial statements as needed
- Prepare annual budget
- Manage semi-monthly employee payroll
- Prepare and remit retirement plan contributions
- Prepare lease agreements

Office Manager

- Keep records related to student enrollment and attendance
- Serve as school receptionist
- Handle facilities-related concerns
- Maintain student payroll service
- Enter all data required by DCPS and other funding authorities

YouthBuild PCS will continue its current practice of holding regular daily meetings with staff and students to discuss concerns, recognize achievement, gather input from students about changes that will affect them, and inform students about necessary changes in plans and how those changes will impact them. Issues that are not resolved in these meetings may be brought to the attention of the board of trustees for further discussion if deemed necessary.

d. School Management Contracts
We do not intend to enter into a contract with a school management firm.

3. Finance

a. Anticipated Sources of Funds

It is neither cheap nor easy to meet the educational needs of YouthBuild's target population; it is a staff-intensive proposition. But when we consider the cost of ignoring uneducated, unemployed youth, it makes economic sense to spend on prevention. (Rather than on law enforcement, the criminal justice system, emergency medical care, and paying the price of a diminished quality of community life.) YouthBuild PCS accepts the challenge of working to raise the necessary funds to provide a quality education to young people who have the desire to turn their lives around. As it is written, approximately half of our annual budget will be generated by per pupil funding. However, the founding board of YouthBuild PCS believes that all of its students, even those over 18, should receive full per pupil funding as senior high school students. Our school is not an adult education program; our students attend full-time, they do not have high school diplomas; and, one could argue that they did not receive a high school education from the local school system. If this were the case, our budget scenario would improve significantly – with approximately $100,000 more in revenues.

Raising funds is not new to YouthBuild. We anticipate that we will continue to receive additional funds from the U.S. Department of Housing and Urban Development to make up the remainder of the budget. We have applied for funding to help cover the costs of planning and start-up from the U.S. Department of Education (Title V Part B, $10,000), and from the National Council of La Raza ($50,000). We anticipate applying in the fall of 2004 for additional start-up funds from YouthBuild USA, which is administering a Gates Foundation grant to develop new charter schools using the YouthBuild model (amount to be determined). In addition, YouthBuild PCS expects to receive in-kind donations of goods and services from local developers and construction companies. If the per pupil amount is late or lower than expected, we anticipate that the school would have sufficient reserves to cover the shortfall.

YouthBuild PCS's financial goals and objectives for the projected five-year budget include the following:

- Secure and renovate a school facility that will provide a safe space that is conducive to student learning and will support the school's unique mission
- Engage students in the renovation of the school facility and thus save costs of hiring contractors
- Solicit donations of materials from local vendors to save costs of buildout
- Secure funding to gain access to buildings to renovate for low-income residents
- Purchase and/or lease tools and equipment that will facilitate students' hands-on learning experiences
- Purchase and/or lease computer equipment and software that will enable students to reach academic goals
- Generate increasing funds to cover the costs of growth related to student stipends, staffing and instructional costs

b. Planned Fundraising Efforts

To supplement the per pupil allocation for operating expenses and raise capital to meet the school's financial goals, YouthBuild PSC will seek funding from various public and private sources, including the following:

- Home Depot** (in kind)
- The Gates Foundation*
- National Council of LaRaza*
- US Dept. of Education* (federal entitlements including Title V, Part B)
- US Dept. of Housing and Urban Development**
- DC Dept. of Employment Services**
- DC Office on Early Childhood Development (stipends to cover students' childcare costs)**
- The Mayor's Office on Latino Affairs**
- The Children and Youth Investment Trust Corporation**
- Smithsonian Institution (in-kind)**
- Wall Street Institute (in-kind)**
- Mary's Center for Maternal and Child Care (in-kind)**
- MayCroft, LLC** (in-kind)
- DC Workforce Investment Board**
- The Annie E. Casey Foundation
- The Fannie Mae Foundation

* indicates efforts to raise planning, development, and start-up funds
** indicates continuation funding

c. Financial Management and Accounting

YouthBuild PCS will establish and maintain its financial records on an accrual basis in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants). The school will establish financial management and internal accounting procedures with strong fiscal controls with assistance from the LAYC. LAYC's accounting department includes two Certified Public Accountants who have established and maintained similar systems for Next Step and LAMB PCSs. The system and procedures are subject to review from financial experts on the founding board. Regular bookkeeping and accounting work will be conducted by our comptroller.

We anticipate that we will be able to develop cash reserves that will enable the school to cover any gaps in cash flow. However, the school's cash flow management plan includes a provision to ensure availability of funds throughout the year by working with a local bank to establish a line of credit to draw upon if necessary to meet expenses.

YouthBuild PCS is an outgrowth of an existing program operating under the LAYC and its finances will continue to be managed by LAYC, though its resources will be separated

from the affiliate organization through the use of accounting software that is designed to segregate resources and costs by project to ensure accurate reporting.

d. Civil Liability and Insurance

The YouthBuild program has conducted an evaluation of insurance needs and will secure coverage as follows:

Following is a preliminary plan:

Health	
General Liability	$1,000 per occurrence, $2,000 aggregate
Property/Lease Insurance	100 percent of replacement cost
Directors and Officers Liability	$1,000
Educators Legal Liability	$1,000
Umbrella Coverage	$3,000; $5,000 if providing transportation
Boiler and Machinery Insurance	Actual loss sustained
Auto Liability Insurance	$1,000
Workers Compensation	As required by law

e. Provision for Audit

The firm of Gellman, Rosenberg & Freedman conducts an independent annual audit of LAYC and also ensures that the organization adheres to all A122 and A133 guidelines issued by OMB.

4. Facilities

a. Identification of a Site and b. Site Renovation

Please note that this part of the planning process is moving forth at a rapid pace and is subject to change at a moment's notice. This is one of the most exciting aspects of the planning and design work for YouthBuild PCS. We propose an innovative and programmatically sound strategy for securing an appropriate facility for our school. Founders have launched an exploratory process with the Neighborhood Development Company to determine the feasibility of creating a partnership in which we lease space in a building owned and occupied in part by the developer. YouthBuild PCS would use the space as a learning lab for students in which they themselves will do the build-out to create their own school under the supervision of professional construction tradesman employed by the Neighborhood Development Company. We anticipate that the project would create real opportunities for mentoring relationships to develop among students and construction experts and generate a strong sense of ownership among students with its practical application to their lives.

The building is located at 4110 Kansas Avenue, NW, just 13 blocks from LAYC headquarters and the program's current location, and five blocks from the Georgia Avenue metro stop as well as numerous bus routes (it is also around the corner from DC Habitat for Humanity, an organization with which we hope to partner). We engaged the pro bono services of Milton Shinberg, an architect experienced with codes and

regulations regarding charter schools, who conducted an initial assessment of the space. We have initiated discussion with the developer about the terms of a lease and have begun to develop a plan to engage students in the planning, design, and renovation of their own school facility. The developer has agreed to hold the space until we receive approval for the charter.

This arrangement represents a rich opportunity for YouthBuild PCS students to learn from working side-by-side with construction professionals and to work under the supervision of a developer. The developer's president, Adrian Washington, is serving on the school's founding board and is deeply committed to the school's mission. He has established a business with a long-standing priority to improve the quality of life for residents near the Georgia Avenue corridor and, as founder and vice chair of Capital City PCS, a commitment to provide a quality education to youth through entrepreneurial charter school efforts. As a developer, he understands the importance of education for construction professionals – he has said that too often, he encounters construction employees who lack sufficient skills in mathematics to meet the demands of the trade, e.g., to perform measurements, plan projects, etc. He looks forward to employing YouthBuild PCS graduates.

This appears to be a cost-effective means of securing a good space. The cost of leasing the space is within our budget. Also, given the reduction in costs achieved by employing students to complete the buildout and the strong potential for generating donations of materials, the buildout will be cost-effective. We have been in touch with DCRA regarding the facility and have engaged Mike Hickock of Hickock, Warner, and Cole to do a preliminary feasibility study of the building and develop some preliminary drawings. As it stands, the estimated completion date for the buildout is June 1, 2005; we anticipate moving in by the end of that month. *Please see the appendix for initial floor plans and a photo of the building.*

Members of the founding board feel that it is important to secure an appealing space that will inspire students to learn and give them a sense of pride in their accomplishments. Most YouthBuild PCS students will have grown up in poverty, in substandard housing, in unsafe neighborhoods. Our aim is to provide them with a school environment that offers a refuge from the streets -- a safe, clean, and inviting place that is conducive to learning. We believe that the Kansas Avenue property will help achieve that goal.

Until the build-out is complete, or if this option should fall through, we will lease classroom space currently leased by LAYC for its YO! Program at 14th St. and Columbia Rd. and continue to use the space at 15th and Columbia as a construction lab. The building is suitable for the initial two-year period of the school's operation. We have also looked at classroom space at Anthony Bowen YMCA, which is another possibility.

Note regarding facilities (updated 9/30/04): Because of the possibility of a perceived or real conflict of interest, Adrian Washington, the landlord of the facility we are preparing to lease, and one of our founding board members, will not become a member of the Board of Trustees.

c. Financing Plans for Facilities
We have allotted for $184,000 per year to cover the lease of the facility. The price per square foot of the facility is $20. We have checked with other charter schools and a commercial real estate broker to assure ourselves that this price is comparable to what many other charter schools are paying, and in fact some charter schools are paying more per square foot. We expect to meet this obligation with funds from the facilities allowance along with anticipated funding from HUD. The developer will work with the school to provide project supervision. We plan to solicit additional donations of materials from merchants including Home Depot.

d. Building Maintenance
The Student Services Manager for YouthBuild PCS will oversee building maintenance and ensure that all applicable codes and standards are continuously met. Students themselves will be enlisted to help keep their school clean and well-organized on a daily basis. In addition, an annual clean-up day will be held and students and their families will be encouraged to give the school a thorough cleaning. As an incentive, refreshments will be served.

5. Recruiting and Marketing

a. Outreach to the Community
YouthBuild already has an established identity and respected reputation in the community. To spread the word about the program's transition into a charter school, we will launch a public information campaign that will include the following:

- Media outreach to Spanish and English outlets
- Flyers sent to social service agencies, youth-serving organizations, juvenile justice centers, probation officers, faith institutions, training programs, community-based organizations, and substance abuse treatment programs
- Street outreach by current students, parents, and alumni
- Information sessions at community centers

b. Recruitment of Students
The public awareness campaign will be instrumental in attracting students to the program. We don't anticipate difficulty in recruiting students to the school, given that the program routinely finds itself unable to accommodate the demand. YouthBuild PCS will continue its practice of getting in-house referrals from LAYC (which provides a variety of social services to our target populations). We will continue to work with public agencies including DC Public Schools, the Department of Employment Services, the DC Housing Authority; the Department of Community and Economic Development; the DC Superior Court Drug Treatment Program, the Public Defender's office, and the Youth Services Administration. Mary's Center, a local nonprofit, will also assist in recruitment, as it has in the past.

Students will be allowed to enroll without parental permission, provided that they submit all required documentation. If more students apply than we can serve, we will conduct a lottery and those who aren't selected will be put on a waiting list. For the 2005-2006 school year, we expect to have conducted our public awareness campaign by February, 2005. Students will be required to submit all necessary documentation by July, 2005 in order to be registered to begin classes in the fall of 2005. If fewer students than expected should enroll, we will step up recruitment efforts by making presentations at juvenile justice facilities, treatment centers, and other venues. While we adhere to the principle of open enrollment, we recognize that we have targeted low-income, out-of-school youth. Our program is geared to meet their needs. However, if a wealthy student with perfect grades were to apply for admittance, he or she would not be turned away. Siblings of current students will get preference.

c. Future Expansion and Improvements

Latin American Youth Center YouthBuild Public Charter School Enrollment Estimates

	Year One	Year Two	Year Three	Year Four	Year Five
Total Number of Students	55	65	80	90	100
Number of GED students	55	65	55	45	50
Number of Diploma Students	--	--	25	45	50
Number of LEP/NEP students	14	16	20	23	25
Number of Special Education Students	14	16	20	23	25
Number of Students between the ages of 19-24 (adult funding level)	33	39	48	54	60

Our planned facility is large enough to accommodate the school as it reaches full capacity at 100 students. We will increase qualified staff as needed to provide the instruction and support services necessary to meet student needs via several avenues including professional and trade association marketing, participating in charter school job fairs, working with Teach for America and Americorps, the YouthBuild USA network, and other youth service networks.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Admitting

See timeline in appendix.

b. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal,

Suspension, and Expulsion of Students

The proposed YouthBuild PCS is a school of choice for older teens and adults who have not met with success in a traditional school setting. Although a strong support system is in place to assist students, self-determination is key to student achievement. Part of our mission is to prepare students for the workplace or further education; students must be prepared to put forth the effort needed to complete the requirements of a demanding program. To succeed at our school, students must express a willingness to participate in a rigorous academic and vocational setting, a setting that emulates a workplace environment.

Our enrollment process and policies reflect the YouthBuild mission and philosophy – students can change their lives for the better, provided that they take primary responsibility for doing so. The process for applying for, enrolling in, and completing the program emphasizes the importance of student responsibility to meet all school requirements. Throughout the process, students are asked to demonstrate the following:

- A commitment to regular attendance and punctuality
- An interest in the school's academic and vocational programs
- A willingness to actively participate in their own learning
- A genuine effort to work as part of a team
- A willingness to follow directions
- A commitment to meet all requirements of the program
- The motivation to complete their education and to learn construction skills

Enrollment in YouthBuild PCS is open to students 16-24 throughout the city. Students may apply at any time. From May-July, students who have applied will be asked to attend at least one of several YouthBuild information sessions to learn more about the school. Packets containing information about the school will be given to each student (or made available to pick up) in May; these packets will lay out the timetable and requirements for admission.

To be admitted, students must submit the following documentation:

- Proof of DC residency (photo ID)
- Social Security card
- Proof of Birth (birth certificate or passport)
- Police Clearance Report
- Selective Service Card (for males 18 years and older)
- Health Insurance Card (if available)
- School transcript(s) (if available)
- IEP (if applicable)
- Family income information (for Title 1 and free/reduced lunch purposes; TANF, pay stubs, Social Security Benefits, current year tax forms, housing authority verification, court award letter, letter from your group home or shelter)
- Language survey

- Writing and math samples (to help us assess special education needs; students will not be accepted or rejected on this basis)
- Signed agreement that states their willingness to participate in a personal interview (so that YouthBuild may gather background information to gauge support services needed), take a drug test, attend a week-long orientation, and help create and abide by a personal responsibility contract that includes a student code of conduct
- If a student has children and will seek assistance with child care, child's birth certificate, social security card, document of public assistance, and proof of food stamps

Provided that applicants complete the admission requirements, they will be invited to participate in a week-long orientation that is designed to help students determine whether the school is right for them. We feel that it is important for students to make an informed decision about enrolling; again, they are taking the responsibility of making a choice. The orientation provides students with a trial run of the program. During the orientation, they are expected to observe clearly articulated rules regarding attendance, punctuality, participation, and respectful communication. Those who complete the orientation satisfactorily and wish to enroll will be allowed to do so. As a way of recognizing the significant effort students have made to reach this point in the process, to foster a spirit of camaraderie among students, and to motivate students to complete the program, YouthBuild PCS will hold a special ceremony at the end of orientation week in which students' unique contributions are acknowledged.

If there are more students meeting the enrollment criteria than there are slots available, a lottery will be conducted. Those who are selected through the lottery may enroll; those who remain will be placed on a waiting list. Students who do not complete the orientation satisfactorily will be given feedback, offered an opportunity to participate in a future orientation session and referred to other charter schools and/or youth or social service programs that may help meet their needs.

Prior to enrollment, students will participate in a personal interview with school staff. The purpose of the interview is to get to know the student better, build rapport between students and staff members, and gather information about students in order to serve their needs. For example, during an interview, we may learn that a student is a single parent with young children at home and we can begin the process of assisting that student with childcare arrangements.

The school's founders are currently working with legal counsel and consulting with other YouthBuild schools to assess our current policy regarding drug testing; we will make any needed or desired changes with input from and approval of the board of trustees. Currently, in order to remain enrolled in the program, students must take random drug tests. If the test indicates that a student is using marijuana, he or she may remain in the program but will be required to participate in a substance abuse treatment program provided by the school. If a student is using stronger drugs than marijuana, he or she would be expelled. Our current thinking for YouthBuild PCS is that, if a student refuses to take the drug test, he or she may withdraw from the school. Students who withdraw

may choose to be placed on a waiting list for the next cycle. Those who do not complete the withdrawal procedure (signing a statement that explains they choose to withdraw and the reason for doing so) will be expelled from the program. However, the YouthBuild PCS social worker and/or mentor will attempt to provide placement or referrals to students as appropriate.

Other reasons a student may be suspended or expelled are for serious violations of school policy and breaches of the student code of conduct. The student code of conduct is an important document created by students during the first week of school. It contains clear statements of policies regarding treatment of others (including staff), attendance, late arrival, and hygiene. Consequences for violating policies are clearly spelled out. Some policies are non-negotiable, e.g., students who commit violence against one another or a staff member are immediately expelled; others are negotiated by students, e.g., students may determine the number of allowed absences before a student will be asked to withdraw in order to create an opportunity for a new student to take his or her place. The code of conduct also outlines an appeal process for students who have complaints about peers, staff, school policies, or disciplinary actions. Each student will be asked to sign the student contract containing the code of conduct to indicate that they understand and will abide by school policy.

A second cycle mid-year may be initiated if the school experiences high levels of attrition in order to create opportunities for more motivated young people.

Please refer to the Appendix for the most recent YouthBuild code of conduct.

2. Human Resource Information

a. Key Leadership Roles

Patricia Bravo, Executive Director, 50% Patricia Bravo is well qualified to serve in this capacity, given her professional credentials and her experience with the YouthBuild program. As a founder, she took the lead role in designing a plan for the school and took chief responsibility for developing this application. An experienced administrator with a deep commitment to the school's mission and philosophy, Patricia is the obvious candidate for the job. She has served in a variety of capacities to help youth and families with organizations including the Children's Defense Fund, Physicians for Social Responsibility, the Harvard Project on Effective Services, as an aide to Senator Bob Kerrey, the US Department of Health and Human Services, and as director of Intergovernmental affairs at the Administration for Children and Families. She holds a master's degree in public policy from Harvard University's Kennedy School of Government. Volunteer work includes tutoring college-bound students at Cesar Chavez Public Charter School.

Principal 100% To Be Identified. We plan to recruit someone to fill this role with assistance from New Leaders for New Schools as well as other educational organizations.

Paul Diego Holzer Lead teacher, 100% Paul Diego Holzer currently serves as the Education Coordinator/Lead GED Instructor for the LAYC YouthBuild program. He has been an active member of the planning team, ensuring that the current YB curriculum meets the standards expected by the public charter school board. His commitment to the school's mission is augmented by his energy, enthusiasm and knowledge of the GED standards, excellent teaching practices, and understanding of the youth served by the YouthBuild program. In addition to his 3 years of teaching experience at the YouthBuild program, he has served as a teacher in several varied settings, including a prison, inner New York city, and the Dominican Republic. In the Dominican Republic he was the School Principal for Orphanage Outreach. He has extensive professional development training, including training in Quantum education methods. He holds a Bachelor's degree from Dartmouth College in English and a New Hampshire State Secondary Teacher Certification in English.

Andrea Morton, Dean of Students, 100% Andrea has played an active role in the charter school planning effort from the onset. She has worked with others on the planning team to design a school that will meet student's needs, improve student outcomes, and achieve high standards of school quality. Her commitment to the school's mission is clear; she is now serving as a founding board member. Andrea is currently Team Leader for the YouthBuild program and oversees all aspects of the program's operation. She has significant experience in creating and implementing programs for youth along with an understanding of the challenges facing urban youth at risk. She has led training and educational programs for a variety of institutions and organizations including Wellesley College, Prince George's County Public Schools, and Hope, Inc. She also served as a child care licensing specialist for the Landover, MD Department of Human Resources. She holds a BA in psychology from the University of Maryland and is currently working toward an MA in counseling psychology from Bowie State University.

Arthur Hoene, Comptroller, 30% Arthur Hoene has served as an accountant to LAYC since 1997. In this capacity, he currently fills the role of comptroller to two public charter schools – the Latin American Montessori Bilingual PCS and Next Step PCS. Previously, Arthur served the U.S. Department of Justice for 4 years. In addition to his credentials in accounting, he holds a law degree from New York University and practiced law for 5 years. He returned to the accounting field and has been in public and private for a total of nearly twenty years. We are pleased to have the benefit of his experience and expertise in the development and future operations of YouthBuild PCS. He has worked with the charter school development team on budgetary planning.

Covington and Burling, Legal Council, as needed Covington and Burling currently provides pro bono legal advice to the LAYC and its YouthBuild program. We have a letter confirming that this relationship will extend to YouthBuild PCS. The firm is well acquainted with the school's parent organization and has worked with founders to resolve legal questions that have arisen during the charter school planning process. Members of the firm are knowledgeable about charter school law; they have served other LAYC charter schools including Next Step and LAMB PCSs. Attorneys Simone Manigo-Truell and Lauren R. Soroka will be the principal lawyers handling our legal issues under the

supervision of Robert Gage. The firm has agreed to assist us in incorporating the school and obtaining 501(c)(3) status. In addition, they are helping us evaluate current program practices to determine any potential legal issues as we transition into a charter school. The firm has agreed to act as legal counsel for the school should the application be approved.

b. Qualifications of School Staff

YouthBuild PCS will recruit teachers and other staff who:

- Can demonstrate a clear commitment to the school's mission and shared belief in its philosophy (through professional or volunteer experience)
- Have the capacity to be instrumental in helping the school reach its goals (as articulated in the accountability plan)
- Have at least two years' experience in their given field
- Have significant experience in working with urban youth at risk
- Have earned the appropriate academic credentials for the given role (minimum BA for teachers, appropriate education and/or experience required for other positions)
- Possess the qualifications to meet or exceed the requirements of the No Child Left Behind Act

It is critical for YouthBuild PCS staff to subscribe to the idea that even youth who have failed in school, who have been convicted of crimes, who have abused illicit substances and/or who have grown up in poverty, can turn their lives around, complete their education, and move on to college or a career. The staff must understand that the students YouthBuild PCS will serve will require a great deal of support to accomplish their goals and that it is incumbent on staff members to expend considerable time, energy, and patience to provide that support. It isn't easy to work with this particular student population; staff members must be mature, authoritative yet respectful of youth. Staff members need to acknowledge their responsibility as role models for students and to conduct themselves in a manner that they wish students to emulate. Each YouthBuild staff member must be willing to work closely with students, develop personal relationships with them, and serve as their mentors.

Once staff or volunteer candidates have been selected, YouthBuild PCS's business manager will conduct background checks to ensure that these individuals have no prior arrest records. They will have no contact with students until they have successfully passed the background check.

As we develop the school's diploma track, we will determine how the school will respond to the issue of certification and requirements of the No Child Left Behind legislation.

c. Staffing Plan

The YouthBuild model is staff-heavy by necessity. Again, the students we serve have many needs and will not be able to fulfill their own academic and life goals (that correspond to school goals) without ongoing support and intervention as needed.

Anticipated number of staff members: 13, increasing with growth to 17

Positions:
Executive Director (50%)
Principal
Comptroller (30%)
Office Manager
Lead teacher
Dean of Students
Construction Master Teacher
Construction Trainer
Classroom Teachers (2, including ESL and Spanish GED)
Special Education Teacher
Computer Instructor (50%)
Social Worker
Job & Leadership Developer (half time in class, half time in field or with individual students)
Alumni Coordinator/Program Assistant

Staffing growth:

Year 2:	*same staffing plan as above*
Year 3:	*add 2 FTEs: 1 construction teacher FTE; 1 English/Social Studies teacher ½ time; 1 special education teacher ½ time*
Year 4:	*add 2 FTEs: 1 social worker and above ½ time teachers convert to full-time equivalents for 1 added FTE*
Year 5:	*add 1 FTE: Construction teaching assistant*

Pupil-teacher ratio: 8:1

Staff members will continue to work as a team to meet school goals. If a charter is awarded, all staff members will participate in an orientation program designed to acquaint them with the changes resulting from the program's transition into a school. They will continue to meet on a weekly basis for professional development purposes – to ensure that all members understand and embrace the school's accountability plan (which is particularly important, given that their role in meeting those goals is directly tied to their own evaluations). Each staff member will be asked to review the accountability plan and to draft a statement explaining how they will help meet school goals. This statement will be part of their employment contract. In weekly staff meetings, all members will discuss issues related to school goals, strategies will be developed to address those issues, and they will be followed from week to week until they are resolved. All staff members will participate in the annual school review process, which keeps them informed about school progress and holds them accountable for outcomes related to their area of expertise as well as overall school goals.

d. Employment Policies
In order to attract high quality staff, YouthBuild PCS will offer a competitive salary and benefits package to its employees. Founders have begun to conduct research regarding local compensation packages and have begun to develop policies for salaries, contracts, hiring and dismissal, staff evaluation, benefit plans (including pensions, and related issues). Once we have a permanent board of trustees, we will finalize policies related to employment (by March, 2005). YouthBuild PCS will meet all EEOC requirements and will seek to hire a diverse staff. All staff members will be asked to attest to being drug-free and will be asked to consent to taking a drug test, if requested. YouthBuild PCS will offer any DCPS teachers who become our employees a similar salary and benefits package to the one they receive as DCPS employees and will be allowed to remain within their current plan if they choose.

e. Use of Volunteers
We have identified the following opportunities for volunteers to help support the YouthBuild PCS mission. They are:

- Neighborhood Development Co. construction professionals mentoring students
- Members of the board of trustees serve as volunteers
- Volunteer tutors assist students with academic work through partnership with local nonprofit
- Community stakeholders will be asked to assist with fundraising and public relations events

In general, LAYC YouthBuild does not enlist volunteers to work directly with students. We have found that, despite good intentions, volunteers who work directly with students require extensive training and/or supervision. Most people are simply not prepared to deal with older students whose behavior can be extremely challenging. At this time, we are not equipped to provide the training that would be necessary to adequately prepare volunteers to work directly with students. We are open to the idea of expanding volunteer opportunities in the future and may explore that possibility with staff, student, and board input.

3. Arrangements for Meeting District and Federal Requirements
YouthBuild PCS will comply with all District and federal requirements, *including publishing a notice of a request for proposals for any contracts anticipated to be equal to or exceeding $25,000 and selecting a contractor through a competitive process as required by Section 38-1802.04(c)(1) of the D.C. School Reform Act.*
Compliance with laws, codes, and regulations will be the responsibility of our business manager with oversight from the executive director and legal counsel. The Board of Trustees and our legal counsel will examine all requirements and determine whether there is a need to implement additional policies and procedures in order to comply with the law. If so, measures will be taken to put such policies and procedures in place prior to opening as a school. Following is a description of our plans as they currently exist along with information about the steps we have taken thus far to ensure compliance.

a. Health and Safety
Given the unique mission of our school with its vocational component in the construction trades, it will continue to be of paramount importance that YouthBuild PCS observe strict standards to ensure the health and safety of students. We will continue to adhere to OSHA workplace standards and will continue to require that all students earn certification in OSHA procedures. Our facility will be professionally inspected to ensure that it meets health and safety guidelines.

b. Safety
YouthBuild PCS will comply with all ADA laws to ensure that students and staff with disabilities can easily access our facility and will ensure that all possible measures are taken to maximize safety during the buildout phase of facility preparation. We are currently consulting with an architect experienced in dealing with charter schools to identify any possible problems and to explore solutions. Finally, we will have the building inspected on a regular basis to ensure that we continue to operate safely.

c. Transportation
Students will be expected to provide their own transportation to and from school. The stipends they receive will help to defray these costs. LAYC YouthBuild owns a van that is available to transport youth from the school to the learning lab/construction site.

d. Enrollment Data
YouthBuild PCS will routinely gather and carefully maintain all records related to enrollment in accordance with the requirements of the DC School Reform Act.

e. Maintenance and Dissemination of Student Records
Teaching staff will provide data to our office manager, who will take primary responsibility for managing student records and providing reporting information as required by the DC School Reform Act and other applicable laws. *The school will take special care to comply with the Family Educational Rights and Privacy Act (FERPA), especially as it applies to adjudicated youth. In brief, this law gives parents or students age 18 or over the right to inspect the student's education records, request that the school correct records they believe to be misleading, and be assured that the school will not release information from the student's educational record without written permission except to certain parties specified in the law.*

f. Compulsory Attendance Laws
We are in the process of determining how compulsory attendance laws apply to our students and our school. We will obey the law as it applies.

g. Subchapter B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973
YouthBuild PCS will make every effort to accommodate students with disabilities who wish to enroll in the school.

h. Title I of the Improving America's Schools Act

YouthBuild PCS expects that nearly all of its students will come from low-income households and therefore anticipate being eligible to seek Title 1 funding. We will require all entering students submit income information that will confirm their eligibility to receive free and/or reduced fee student lunch. Our office manager will see that all requirements tied to the funding are observed.

i. Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

Our board of trustees and legal counsel will review all policies to ensure that they comply with civil rights statutes and regulations of DC and the federal government. Our principal will be responsible for ensuring that our practices and procedures follow the law.

j. Other

YouthBuild PCS will make sure that the workplace and training site is safe and complies with all OSHA requirements.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

April 28	Founding Board meeting
May 7	Application draft to founding board for review
May 10	Application draft to FOCUS
May 17-21	Mock interview @ FOCUS (need to schedule)
May 14	Founding board comments on application due
May 26	Founding Board meeting; final draft submitted to board
June 1	First stage application due to DC Public Charter School Board
June 22-24	Interviews with DC Public Charter School Board
July	Public hearing
Late August	First stage decisions announced
Aug-Sept.	Feedback session with DC Public Charter School Board
Oct.	Negotiations with DC Public Charter School Board (if application is approved.)
Nov. 23	Second stage application deadline
Jan '05	Second stage decisions announced
	Begin buildout construction on facility
Jan.-Feb.	Feedback session DC Public Charter School Board
March	Negotiations with DC Public Charter School Board (if application is approved.)
	Establish permanent board of trustees, appoint officers
	Approve bylaws
March-May	Begin staff recruitment

	Hold information sessions to community
	Launch student recruitment plan
	Make final hiring decisions
	Finalize staffing plan
	Secure certificate of occupancy for facility (having completed and passed all necessary inspections)
June	Complete transition from program into school (implement new systems, procedures, change insurance and all legal documentation as needed)
	Take occupancy of facility
	Purchase necessary equipment and supplies
	Begin professional development summer institute for teachers
Sept.	LAYC YouthBuild PCS opening planned

A more detailed timeline can be found at the appendix.

b. Major Contracts Planned

YouthBuild PCS will contract with a special education consulting firm to develop a plan to meet the needs of our students.

We plan to lease our facility and begin renovations once we receive approval, in order to complete the buildout by June, 2005.

c. Orientation of Parents, Teachers, and Other Community Members

YouthBuild PCS will host a series of informational sessions for prospective students, their parents, and other community members to help them become aware of the school. These sessions will be held at public libraries, community centers, faith institutions, and other youth centers.

Teachers will be asked to participate in a summer institute that will provide them with background on YouthBuild, help them to understand the school by becoming immersed in the curriculum, to develop a clear understanding of the accountability plan and their role in helping realize that plan.

YouthBuild PCS will hold a week-long orientation designed to help applicants determine whether the school is right for them. We feel that it is important for youth to make an informed decision about enrolling; again, they are taking the responsibility of making a choice. The orientation provides students with a virtual trial run of the program. During the orientation, they are expected to observe clearly articulated rules regarding attendance, punctuality, participation, and respectful communication. If they choose to enroll, they will continue with an orientation for three weeks in which they learn more about the program, expectations, and get to know one another and staff members. They will also develop the Code of Conduct during sessions facilitated by school faculty and staff which lays out school rules and consequences. Students will sign a contract stating their intention to follow the code of conduct.

d. Services Sought from the District of Columbia Public Schools
YouthBuild PCS has elected to be a non-LEA for special education purposes and will therefore seek assistance from DCPS to evaluate students to determine their IEP needs and to access resources to see that those needs are met.

D. Public Charter School Accountability Plan

We are in the process of developing an accountability plan that articulates the academic, and nonacademic goals against which the school's success will be judged, along with performance indicators, annual and five-year targets, baseline data, assessment tools, and strategies for attainment. The draft plan can be found in the appendix.

E. Certifications (Please see Assurances Form in Appendix.)

F. Budget

1. Pre-opening Expenses
Please see the worksheet in the appendix.

2. Two-Year Operating Budget
The worksheet is provided in the appendix.

BUDGET NARRATIVE

Expenditures

Personnel Salaries and Benefits
The budget for the Latin American Youth Center YouthBuild Public Charter School is balanced in each year with a combination of public per pupil and facilities funds and other public funding and private fundraising. Student enrollment begins in Year 1 at the level of 55 students and grows to 100 students by year 5. The student population to be served is one with intense service needs. We estimate that one-third will have had involvement with the criminal justice system and one-third will be facing challenges with illegal substances. In addition, approximately 20% are likely to be parents. To successfully meet the needs of these students, the school will require a high staff-to-student ratio and highly qualified bilingual staff. Therefore, staff salaries and benefits are a large component of our budget; in Year 1 personnel salaries and benefits are $729,918, or 58% of our expenses. This funding will support 13.35 staff (see organization chart in the appendix) and includes $10,013 in staff development costs.

The staffing plan for this school is based on the successful 10-year operation of the YouthBuild program and LAYC. This staffing structure has provided for quality educational instruction, caring mentorship, and effective vocational skill-building. To enhance this structure, positions of special education instructor and Principal have been added so that the additional requirements of operating a complete school program will be effectively met.

Direct Student Costs
Direct student costs are $210,800 or 17% of the budget. Direct student costs include the following line items:

- *Textbooks* are budgeted at $5,595, which covers the cost of a complete Steck-Vaughn series (all 5 GED subjects) for each of the 55 students , plus 15 ESL texts.

- *Student supplies and materials* covers the costs of urinalysis ($17,325 for 9 tests per student at $35 a test) and $5,500 for miscellaneous student supplies such as notebooks, pens, pencils, binders, calculators, portfolios, and sheet protectors.

- *Classroom furnishings and supplies* is budgeted at $15,000 which includes the purchase of:
    - 20 student desks at $115 ($2,300)
    - 6 whiteboards at $400 each ($2,400)
    - 12 bookshelves at $150 each ($1,800)
    - 10 tables at $150 each ($1,500)
    - 3 staff desks at $ 750 each ($2,250)
    - $1,000 for lobby furniture.

It should be noted that the LAYC YouthBuild program will contribute all the staff and student furniture it currently owns to the LAYC YB Public Charter School, thus significantly reducing the need to purchase new classroom furnishings. Classroom supplies includes $3,750 for supplies such as overhead sheets, a laminator, lamination sheets, color paper, staplers, markers, tape, floppy disks, resource books and copier paper.

- *Student assessment materials* includes 120 GED practice exams ($580), a complete CASAS battery of pre- and post-tests at different skill levels in reading and math ($1,400); and enough answer sheets for the CASAS tests ($400).

- *Contracted student services* covers contractual costs particularly for special education services. Based on our assumption that 25% of our students will require special education services, we have budgeted $35,500. This covers:

    - speech therapy at 1 time per week for 10 students (10 X $2,450 per school year = $24,500),
    - counseling 1 time per week for 3 students (3 X $2750, per school year = $8,250), and
    - occupational therapy 1 time per week for 1 student (1 X $2,750 per school year = $2,750).

  These costs are in addition to the one full-time special education teacher whose cost is reflected in the personnel line item.

- *Miscellaneous student costs* is budgeted at $129,500 which includes a line item of $99,000 in student stipends ($1,800 per student); a line item of $24,000 for Allen Gould scholarships (estimating that 3 students will earn an $8,000 Allen Gould scholarship to attend college); and a line item of $6,000 for IDA account. This is based on an estimate that 3 students will participate in this program and save $500 each. Thus they will each receive a $2,000 match to put toward college or trade school.

Occupancy Expenses
Occupancy expenses total $215,400 which includes leasing a 9,200 square foot space at 4110 Kansas Ave, NW for $20 per square foot. This space, which is 5 blocks from a Metro station and 1 block from several major bus routes, will house 5 classrooms, a construction lab, a large multi-purpose area and 5 offices. Ten percent of this line item, or $18,400, is budgeted for utilities and $13,000 is budgeted for contracted building services and janitorial supplies.

Office Expenses
While we recognize office expenses are essential, we have made every effort to minimize them along with all other expenses that are not directly tied to instruction. As part of that effort we plan to transfer a large amount of office equipment and supplies currently owned and utilized under the LAYC YouthBuild program. In addition to that transfer, office expenses are budgeted at $43,349 for the first year and include the following line items:

Office supplies is budgeted at $4,176 and includes funding for paper, folders, pens, markers, tape, poster board and other supplies.
Office furnishings and equipment is budgeted at $6,000 and includes funding to purchase 4 staff computers, a fax machine and 2 printers.
Office equipment rental and maintenance covers the cost of renting and maintaining two office photocopiers at a cost of $5,000.
Telephone/telecommunications is budgeted at $9,396 and includes the cost of telephone service and a T-1 line for computer networking.
Legal, Accounting and Payroll Services covers the cost of the annual audit estimated to be $15,000, and the expenses of payroll processing estimated at $1,852.
Printing and copying is budgeted at $1,375.
Postage and shipping is budgeted at $550.

General Expenses
General expenses are budgeted at $75,167. Included in this category is $10,750 in insurance expenses. Transportation is budgeted at $13,250 which covers the costs of two major student field trips, one to a teamwork-building "ropes course" and one an overnight leadership retreat, as well as the costs associated with operating the van that transports youth to and from construction sites. General expenses also include $2,781 for the Public Charter School Board administration fee and $38,374 for a contingency fund.

Revenue

The budget calls for 51%, or $693,151, of funds to come from the D.C. per-pupil funding reimbursement and federal education entitlements. Federal education entitlements account for $137,019 in revenue and D.C. per-pupil funding provides an additional $556,132 in revenue. The D.C. revenue estimation is based on the following assumptions:

In the first year, we will serve 55 students, of whom 40%, or 22, will be under the age of 19, and are therefore classified as ungraded SHS. Another 49%, or 27 students, will be between the ages of 19-21. We estimate that, of these students, 7 will be classified as special education students receiving reimbursement at the ungraded SHS rate as well. The remaining 20 would receive the adult reimbursement rate. The final 20% of students will be between the ages of 22-24 and will be, reimbursed at the adult rate. Our DC revenue estimates also include an estimation that 25% of our students will qualify for the LEP/NEP reimbursement rate that provides $39,109, and that 25% of the students will be classified as in need of special education at levels 1 and 2 at the reimbursement rate of $52,406. We estimate that 50% of the students will attend 4 weeks of summer school, which provides revenue of $21,759. Finally, we estimate that we will receive $67,414 in facilities funding.

One note regarding the per pupil funding. All of our students will be between the ages of 16 and 24, and virtually all will have dropped out or aged out of traditional high schools. We see the youth, even those who are above the age of 18, as high school students, trying to finish their high school education. If we were to qualify for the ungraded SHS rate for all the students in this school, rather than just those 18 and under (or 21 and under for special education students) our per pupil funding in the first year would increase by nearly $100,000, allowing us to rely less on outside revenue.

Our budget is balanced with the per pupil funding allocations available under current D.C. law (i.e. students above age 18 receive the lesser adult rate reimbursement, with the exception of those 19-21 who are special education students). However, we plan to present an argument to the city that students aged 24 and under who are pursuing a diploma or GED on a full-time basis should be reimbursed at the full senior high school rate for a potential change to the law or formula for future years. However, our budget balancing is not contingent on such a change.

The budget additionally calls for revenue from the federal YouthBuild program operated by the U.S. Department of Housing and Urban Development (HUD) in the amount of $475,000. The Latin American Youth Center's YouthBuild program has received HUD funding for the YouthBuild program in 8 of the last 10 years. We have developed an excellent program and are thoroughly familiar with the application and proposal process for the federal YouthBuild funding, and therefore we are confident in building this funding into our budget.

Additionally, we estimate that we would receive revenues of $100,000 in public funding from agencies such as the D.C. Department of Employment Services. Again this is funding that we have accessed successfully over the last several years and have every reason to believe we will continue to do so.

Finally, the budget calls for $80,000 in private funds. $24,000 of that is from the Allen Gould scholarship fund, a fund which we already have access to, and $6,000 is from our ongoing grant from the Capital Area Asset Builders, or CAAB, which runs the IDA program in the District of Columbia. These funds are for scholarships and matching college funds for students. In addition, $50,000 of the private funds called for in the budget will be raised by such institutions as the Fannie Mae Foundation, and from individual donors.

The budget also calls for $8,456 in E-grants funding as a portion of revenue.

Contingency Budget
Please see worksheets for contingency two-and five-year budgets in the appendix (budgets with revenues provided solely by the per pupil allocation). If for some reason YouthBuild PCS was to lose access to some portion of its supplemental funding, such as the HUD grant, a host of measures would be available to ensure minimal disruption to the ongoing education of our students. YouthBuild USA, in its capacity as the national advocacy and technical assistance organization for the 200 YouthBuild programs in the country (including 19 YouthBuild charter schools) provides additional resources in the form of grants and connections to national foundations to assist programs during difficult financial times. Finally, the Latin American Youth Center has a $7.5 million budget and a 30-year history of raising funds to provide quality educational and after-school experiences for young people in Washington D.C. Based on this capacity, if any one revenue source was lost, supplementary fund-raising efforts would be undertaken to ensure adequate funding for the YouthBuild Public Charter School.

3. Estimated Five-Year Budget Projections
Please see appendix.

4. Capital Budget
Please see appendix.

5. Cash Flow Projection for Year 1
Please see appendix.

G. Statements of Interest and Qualifications

Letters of interest and qualifications of each of the founding board members can be found in the appendix.

Two-Year Operating Budget Worksheet: PLANNING YEAR

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
	REVENUES	501(c)3 School Applicant	Education Management Organization (if applicable)	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	-		0	
2	Per Pupil Facilities Allowance	-		0	
3	Federal Entitlements	110,000		110,000	
4	Other Government Funding/Grants	-		0	
5	Total Public Funding	110,000		110,000	
6	Private Grants and Donations	150,000		150,000	
7	Activity Fees	-		0	
8	Loans	-		0	
9	Other Income (please describe in footnote)	-		0	
10	Total Non-Public Funding	150,000		150,000	
11	EMO Fee or Transfer (= line 73, col. G) *			0	
12					
13					
14	TOTAL REVENUES	$260,000			

	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	-			0%
16	Teachers Salaries	-			0%
17	Teacher Aides/Assistance Salaries	-			0%
18	Other Education Professionals Salaries	-			0%
19	Business/Operations Salaries	-			0%
20	Clerical Salaries	-			0%
21	Custodial Salaries	-			0%
22	Other Staff Salaries	-			0%
23	Employee Benefits	-			0%
24	Contracted Staff	71,000			65%
25	Staff Development Costs	-			0%
26					
27	Subtotal: Personnel Costs	71,000			65%
28					
29	***Direct Student Costs***				
30	Textbooks	-			0%
31	Student Supplies and Materials	-			0%
32	Library and Media Center Materials	-			0%
33	Computers and Materials	-			0%
34	Other Instructional Equipment	-			0%
35	Classroom Furnishings and Supplies	-			0%
36	Student Assessment Materials	-			0%
37	Contracted Student Services	-			0%
38	Miscellaneous Student Costs **	3,000			3%
39					
40	Subtotal: Direct Student Costs	3,000			3%
41					
42	***Occupancy Expenses***				
43	Rent	92,000			84%
44	Mortgage Principal Payments	-			0%
45	Mortgage Interest Payments	-			0%
46	Building Maintenance and Repairs	-			0%
47	Renovation/Leasehold Improvements	50,000			45%
48	Utilities	9,200			8%
49	Janitorial Supplies	-			0%
50	Equipment Rental and Maintenance	-			0%
51	Contracted Building Services	-			0%
52					
53	Subtotal: Occupancy Expenses	151,200			137%

Two-Year Operating Budget Worksheet: PLANNING YEAR

54					
55	***Office Expenses***				
56	Office Supplies and Materials	2,000			2%
57	Office Furnishings and Equipment	-			0%
58	Office Equipment Rental and Maintenance	-			0%
59	Telephone/Telecommunications	600			1%
60	Legal, Accounting and Payroll Services	10,745			10%
61	Printing and Copying	2,000			2%
62	Postage and Shipping	1,000			1%
63	Other	1,000			1%
64					
65	**Subtotal: Office Expenses**	17,345			16%
66					
67	***General Expenses***				
68	Insurance	1,500			1%
69	Interest Expense	-			0%
70	Transportation	-			0%
71	Food Service	-			0%
72	Administration Fee (to PCSB)	-			0%
73	EMO Fee or Transfer	-			0%
74	Other General Expense	-			0%
75	CONTINGENCY	3,814			3%
76	**Subtotal: General Expenses**	5,314			5%
77					
78	**TOTAL EXPENSES**	247,859			
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$12,141			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS	
Student Enrollment	0
Facility Size (square footage)	
Average Teacher Salary	-
Student/Teacher Ratio	-
Other Major Assumptions	

** "EMO Fee or Transfer" should include **all** funds remitted to an education management organization by the school. Expenses paid by the EMO on behalf of the school should be reflected in Column B.*

***** Please explain in the Notes section all "Miscellaneous" costs which exceed $25,000.***

Two-Year Operating Budget Worksheet: Year ONE

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A's	Column B	Column C	Column D
	REVENUES	501(c)3 School Applicant	Education Management Organization (if applicable)	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	488,719		488,719	
2	Per Pupil Facilities Allowance	67,414		67,414	
3	Federal Entitlements	137,019		137,019	
4	Other Government Funding/Grants	583,456		583,456	
5	**Total Public Funding**	1,276,608		1,276,608	
6	Private Grants and Donations	80,000		80,000	
7	Activity Fees	-		0	
8	Loans	-		0	
9	Other Income (please describe in footnote)	-		0	
10	**Total Non-Public Funding**	80,000		80,000	
11	EMO Fee or Transfer (= line 73, col. G) *			0	
12					
13					
14	**TOTAL REVENUES**	$1,356,608			

	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	106,000			8%
16	Teachers Salaries	242,000			19%
17	Teacher Aides/Assistance Salaries	-			0%
18	Other Education Professionals Salaries	201,000			16%
19	Business/Operations Salaries	23,400			2%
20	Clerical Salaries	32,500			3%
21	Custodial Salaries	-			0%
22	Other Staff Salaries	-			0%
23	Employee Benefits	115,005			9%
24	Contracted Staff	-			0%
25	Staff Development Costs	10,013			1%
26					
27	**Subtotal: Personnel Costs**	729,918			57%
28					
29	***Direct Student Costs***				
30	Textbooks	7,975			1%
31	Student Supplies and Materials	22,825			2%
32	Library and Media Center Materials	-			0%
33	Computers and Materials	-			0%
34	Other Instructional Equipment	-			0%
35	Classroom Furnishings and Supplies	15,000			1%
36	Student Assessment Materials	-			0%
37	Contracted Student Services	35,500			3%
38	Miscellaneous Student Costs **	129,500			10%
39					
40	**Subtotal: Direct Student Costs**	210,800			17%
41					
42	***Occupancy Expenses***				
43	Rent	184,000			14%
44	Mortgage Principal Payments	-			0%
45	Mortgage Interest Payments	-			0%
46	Building Maintenance and Repairs	-			0%
47	Renovation/Leasehold Improvements	-			0%
48	Utilities	18,400			1%
49	Janitorial Supplies	3,000			0%
50	Equipment Rental and Maintenance	-			0%
51	Contracted Building Services	10,000			1%

Two-Year Operating Budget Worksheet: Year ONE

52					
53	**Subtotal: Occupancy Expenses**	215,400			17%
54					
55	***Office Expenses***				
56	Office Supplies and Materials	4,176			0%
57	Office Furnishings and Equipment	6,000			0%
58	Office Equipment Rental and Maintenance	5,000			0%
59	Telephone/Telecommunications	9,396			1%
60	Legal, Accounting and Payroll Services	16,852			1%
61	Printing and Copying	1,375			0%
62	Postage and Shipping	550			0%
63	Other	-			0%
64					
65	**Subtotal: Office Expenses**	43,349			3%
66					
67	***General Expenses***				
68	Insurance	10,750			1%
69	Interest Expense	-			0%
70	Transportation	13,250			1%
71	Food Service	-			0%
72	Administration Fee (to PCSB)	2,781			0%
73	EMO Fee or Transfer	-			0%
74	Other General Expense	-			0%
75	CONTINGENCY	38,374			3%
76	**Subtotal: General Expenses**	65,154			5%
77					
78	**TOTAL EXPENSES**	1,264,621			
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$91,987			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS	
Student Enrollment	55
Facility Size (square footage)	9,200
Average Teacher Salary	43,250
Student/Teacher Ratio	8
Other Major Assumptions	

** "EMO Fee or Transfer" should include all funds remitted to an education management organization by the school. Expenses paid by the EMO on behalf of the school should be reflected in Column B.*

Two-Year Operating Budget Worksheet: Year TWO

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
	REVENUES	501(c)3 School Applicant	Education Management Organization (if applicable)	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	594,980		594,980	
2	Per Pupil Facilities Allowance	82,061		82,061	
3	Federal Entitlements	143,468		143,468	
4	Other Government Funding/Grants	671,657		671,657	
5	**Total Public Funding**	1,492,166		1,492,166	
6	Private Grants and Donations	80,000		80,000	
7	Activity Fees	-		0	
8	Loans	-		0	
9	Other Income (please describe in footnote)	-		0	
10	**Total Non-Public Funding**	80,000		80,000	
11	EMO Fee or Transfer (= line 73, col. G) *			0	
12					
13					
14	**TOTAL REVENUES**	$1,572,166			

	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	110,240			7%
16	Teachers Salaries	251,680			17%
17	Teacher Aides/Assistance Salaries	-			0%
18	Other Education Professionals Salaries	209,040			14%
19	Business/Operations Salaries	24,336			2%
20	Clerical Salaries	33,800			2%
21	Custodial Salaries	-			0%
22	Other Staff Salaries	-			0%
23	Employee Benefits	115,374			8%
24	Contracted Staff	-			0%
25	Staff Development Costs	10,013			1%
26					
27	**Subtotal: Personnel Costs**	754,483			51%
28					
29	***Direct Student Costs***				
30	Textbooks	9,708			1%
31	Student Supplies and Materials	27,784			2%
32	Library and Media Center Materials	-			0%
33	Computers and Materials	2,400			0%
34	Other Instructional Equipment	-			0%
35	Classroom Furnishings and Supplies	2,000			0%
36	Student Assessment Materials	-			0%
37	Contracted Student Services	43,213			3%
38	Miscellaneous Student Costs **	151,010			10%
39					
40	**Subtotal: Direct Student Costs**	236,115			16%
41					
42	***Occupancy Expenses***				
43	Rent	189,520			13%
44	Mortgage Principal Payments	-			0%
45	Mortgage Interest Payments	-			0%
46	Building Maintenance and Repairs	-			0%
47	Renovation/Leasehold Improvements	-			0%
48	Utilities	18,952			1%
49	Janitorial Supplies	3,090			0%
50	Equipment Rental and Maintenance	-			0%
51	Contracted Building Services	20,600			1%

Two-Year Operating Budget Worksheet: Year TWO

52					
53	**Subtotal: Occupancy Expenses**	232,162			16%
54					
55	***Office Expenses***				
56	Office Supplies and Materials	5,084			0%
57	Office Furnishings and Equipment	2,000			0%
58	Office Equipment Rental and Maintenance	5,150			0%
59	Telephone/Telecommunications	11,437			1%
60	Legal, Accounting and Payroll Services	17,457			1%
61	Printing and Copying	1,674			0%
62	Postage and Shipping	670			0%
63	Other	-			0%
64					
65	**Subtotal: Office Expenses**	43,471			3%
66					
67	***General Expenses***				
68	Insurance	11,490			1%
69	Interest Expense	-			0%
70	Transportation	14,750			1%
71	Food Service	-			0%
72	Administration Fee (to PCSB)	3,385			0%
73	EMO Fee or Transfer	-			0%
74	Other General Expense	-			0%
75	CONTINGENCY	42,292			3%
76	**Subtotal: General Expenses**	71,917			5%
77					
78	**TOTAL EXPENSES**	1,338,148			
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$234,018			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS	
Student Enrollment	65
Facility Size (square footage)	9,200
Average Teacher Salary	44,980
Student/Teacher Ratio	9
Other Major Assumptions	

** "EMO Fee or Transfer" should include all funds remitted to an education management organization by the school. Expenses paid by the EMO on behalf of the school should be reflected in Column B.*

Five-Year Estimated Budget Worksheet

Five-Year Forecast						
INCOME	SY04-05	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10
Per Pupil Charter Payments	-	488,719	594,980	754,777	874,598	1,000,929
Per Pupil Facilities Allowance	-	67,414	82,061	104,028	120,542	137,954
Federal Entitlements	110,000	137,019	143,468	42,716	49,014	56,647
Other Government Funding/Grants	-	583,456	671,657	803,958	865,121	867,305
Private Grants and Donations	150,000	80,000	80,000	80,000	80,000	80,000
Activity Fees	-	-	-	-	-	-
Loans	-	-	-	-	-	-
Other Income	-	-	-	-	-	-
TOTAL INCOME	**260,000**	**1,356,608**	**1,572,166**	**1,785,479**	**1,989,276**	**2,142,835**
EXPENSES	SY04-05	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10
Personnel Salaries and Benefits	71,000	729,918	754,483	887,047	1,032,140	1,120,381
Direct Student Costs	3,000	210,800	236,115	292,979	332,473	373,167
Occupancy Expenses	151,200	215,400	232,162	239,848	247,044	254,455
Office Expenses	17,345	43,349	43,471	49,548	54,158	59,005
General Expenses	1,500	26,781	29,625	33,781	36,718	39,698
Contingency	3,814	38,374	42,292	50,586	56,967	62,844
TOTAL EXPENSES	**247,859**	**1,264,621**	**1,338,148**	**1,553,790**	**1,759,498**	**1,909,549**
EXCESS / (DEFICIT)	SY04-05	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10
Excess / (Deficit)	12,141	91,987	234,018	231,690	229,778	233,285
Bank Balance	12,141	104,127	338,145	569,835	799,612	1,032,898
MAJOR ASSUMPTIONS	SY04-05	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10
Student Enrollment	0	55	65	80	90	100
Facility Size	9,200	9,200	9,200	9,200	9,200	9,200
Average Teacher Salary		43,250	44,980	44,837	46,494	48,354
Student/Teacher Ratio		8.0	9.0	9.0	9.0	9.0
COST PER STUDENT	SY04-05	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10
Student Enrollment	0	55	65	80	90	100
Per-Pupil Income		24,666	24,187	22,318	22,103	21,428
Per-Pupil Expenditures		22,993	20,587	19,422	19,550	19,095
Personnel Salaries and Benefits		13,271	11,607	11,088	11,468	11,204
Direct Student Costs		3,833	3,633	3,662	3,694	3,732
Occupancy Costs		3,916	3,572	2,998	2,745	2,545

Annual Cash Flow Projection (by month)

SY04-05 Cash Flow Forecast INCOME	Jul Y0	Aug Y0	Spt Y0	Oct Y0	Nov Y0	Dec Y0	Jan Y0	Feb Y0	Mar Y0	Apr Y0	May Y0	Jun Y0
1. Cash on Hand (start of month)	-	2,668	56,987	61,305	65,624	82,922	99,120	85,174	71,227	57,281	42,234	27,187
2. Cash receipts												
Per Pupil Charter Payments	-	-	-	-	-	-	-	-	-	-	-	-
Per Pupil Facilities Allowance	-	-	-	-	-	-	-	-	-	-	-	-
Federal Entitlements	-	-	-	-	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750
Other Government Funding/Gr	-	-	-	-	-	-	-	-	-	-	-	-
Private Grants and Donations	8,333	58,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Activity Fees	-	-	-	-	-	-	-	-	-	-	-	-
Loans	-	-	-	-	-	-	-	-	-	-	-	-
Other Income	-	-	-	-	-	-	-	-	-	-	-	-
3. Total Receipts	**8,333**	**58,333**	**8,333**	**8,333**	**22,083**	**22,083**	**22,083**	**22,083**	**22,083**	**22,083**	**22,083**	**22,083**
4. Total Cash Available	**8,333**	**61,002**	**65,320**	**69,639**	**87,707**	**105,005**	**121,204**	**107,257**	**93,310**	**79,364**	**64,317**	**49,271**
5. Expenses												
Personnel Salaries and Benefits												
Principal/Executive Salary	-	-	-	-	-	-	-	-	-	-	-	-
Teachers Salaries	-	-	-	-	-	-	-	-	-	-	-	-
Teacher Aides/Assistance S	-	-	-	-	-	-	-	-	-	-	-	-
Other Education Professior	-	-	-	-	-	-	-	-	-	-	-	-
Business/Operations Salari	-	-	-	-	-	-	-	-	-	-	-	-
Clerical Salaries	-	-	-	-	-	-	-	-	-	-	-	-
Custodial Salaries	-	-	-	-	-	-	-	-	-	-	-	-
Other Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Staff	3,000	3,000	3,000	3,000	3,000	3,000	8,833	8,833	8,833	8,833	8,833	8,833
Staff Development Costs	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal: Personnel Costs	3,000	3,000	3,000	3,000	3,000	3,000	8,833	8,833	8,833	8,833	8,833	8,833
Direct Student Costs												
Textbooks	-	-	-	-	-	-	-	-	-	-	-	-
Student Supplies and Mate	-	-	-	-	-	-	-	-	-	-	-	-
Library and Media Center M	-	-	-	-	-	-	-	-	-	-	-	-
Computers and Materials	-	-	-	-	-	-	-	-	-	-	-	-
Other Instructional Equipm	-	-	-	-	-	-	-	-	-	-	-	-
Classroom Furnishings anc	-	-	-	-	-	-	-	-	-	-	-	-
Student Assessment Materi	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Student Service	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Student Cos	-	-	-	-	-	-	-	-	-	1,000	1,000	1,000
Subtotal: Direct Student Cc	-	-	-	-	-	-	-	-	-	1,000	1,000	1,000
Occupancy Expenses												
Rent	-	-	-	-	-	-	15,333	15,333	15,333	15,333	15,333	15,333
Mortgage Principal Paymer	-	-	-	-	-	-	-	-	-	-	-	-
Mortgage Interest Payment	-	-	-	-	-	-	-	-	-	-	-	-
Building Maintenance and I	-	-	-	-	-	-	-	-	-	-	-	-
Renovation/Leasehold Impr	-	-	-	-	-	-	8,333	8,333	8,333	8,333	8,333	8,333
Utilities	-	-	-	-	-	-	1,533	1,533	1,533	1,533	1,533	1,533
Janitorial Supplies	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental and Mai	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Service	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal: Occupancy Exper	-	-	-	-	-	-	25,200	25,200	25,200	25,200	25,200	25,200
Office Expenses												
Office Supplies and Materia	-	-	-	-	250	250	250	250	250	250	250	250
Office Furnishings and Equ	-	-	-	-	-	-	-	-	-	-	-	-
Office Equipment Rental ar	-	-	-	-	-	-	-	-	-	-	-	-
Telephone/Telecommunica	-	-	-	-	75	75	75	75	75	75	75	75
Legal, Accounting and Payr	895	895	895	895	895	895	895	895	895	895	895	895
Printing and Copying	-	-	-	-	250	250	250	250	250	250	250	250
Postage and Shipping	-	-	-	-	125	125	125	125	125	125	125	125
Other	-	-	-	-	-	1,000	-	-	-	-	-	-
Subtotal: Office Expenses	895	895	895	895	1,595	2,595	1,595	1,595	1,595	1,595	1,595	1,595
General Expenses												
Insurance	1,500	-	-	-	-	-	-	-	-	-	-	-
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-
Food Service	-	-	-	-	-	-	-	-	-	-	-	-
Administration Fee (to PCS	-	-	-	-	-	-	-	-	-	-	-	-
EMO Fee or Transfer	-	-	-	-	-	-	-	-	-	-	-	-
Other General Expense	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal: General Expense:	1,500	-	-	-	-	-	-	-	-	-	-	-

Annual Cash Flow Projection (by month)

Contingency	270	120	120	120	190	290	401	401	401	501	501	501
6. Total Expenses	**5,685**	**4,015**	**4,015**	**4,015**	**4,785**	**5,885**	**36,030**	**36,030**	**36,030**	**37,130**	**37,130**	**37,130**
7. Fund Balance (end of month)	**2,668**	**56,987**	**61,305**	**65,624**	**82,922**	**99,120**	**85,174**	**71,227**	**57,281**	**42,234**	**27,187**	**12,141**

SY05-06 Cash Flow Forecast												
INCOME	Jul Y1	Aug Y1	Spt Y1	Oct Y1	Nov Y1	Dec Y1	Jan Y1	Feb Y1	Mar Y1	Apr Y1	May Y1	Jun Y1
1. Cash on Hand (start of month)	12,141	172,004	159,731	147,459	214,495	165,556	116,616	183,652	134,713	99,283	165,157	115,056
2. Cash receipts												
Per Pupil Charter Payments	116,740	-	-	116,740	-	-	116,740	-	-	116,740	-	21,759
Per Pupil Facilities Allowance	67,414	-	-	-	-	-	-	-	-	-	-	-
Federal Entitlements	36,667	36,667	36,667	-	-	-	-	-	13,509	-	-	13,509
Other Government Funding/Gi	48,621	48,621	48,621	48,621	48,621	48,621	48,621	48,621	48,621	48,621	48,621	48,621
Private Grants and Donations	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
Activity Fees	-	-	-	-	-	-	-	-	-	-	-	-
Loans	-	-	-	-	-	-	-	-	-	-	-	-
Other Income	-	-	-	-	-	-	-	-	-	-	-	-
3. Total Receipts	**276,108**	**91,955**	**91,955**	**172,028**	**55,288**	**55,288**	**172,028**	**55,288**	**68,798**	**172,028**	**55,288**	**90,556**
4. Total Cash Available	**288,249**	**263,959**	**251,686**	**319,487**	**269,783**	**220,844**	**288,644**	**238,940**	**203,511**	**271,311**	**220,445**	**205,612**
5. Expenses												
Personnel Salaries and Benefits												
Principal/Executive Salary	8,833	8,833	8,833	8,833	8,833	8,833	8,833	8,833	8,833	8,833	8,833	8,833
Teachers Salaries	20,167	20,167	20,167	20,167	20,167	20,167	20,167	20,167	20,167	20,167	20,167	20,167
Teacher Aides/Assistance S	-	-	-	-	-	-	-	-	-	-	-	-
Other Education Professior	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750
Business/Operations Salari	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950
Clerical Salaries	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708
Custodial Salaries	-	-	-	-	-	-	-	-	-	-	-	-
Other Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits	12,386	9,086	9,086	9,086	9,086	9,086	9,086	9,086	9,086	9,976	9,976	9,976
Contracted Staff	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development Costs	834	834	834	834	834	834	834	834	834	834	834	834
Subtotal: Personnel Costs	63,629	60,329	60,329	60,329	60,329	60,329	60,329	60,329	60,329	61,219	61,219	61,219
Direct Student Costs												
Textbooks	665	665	665	665	665	665	665	665	665	665	665	665
Student Supplies and Mate	1,902	1,902	1,902	1,902	1,902	1,902	1,902	1,902	1,902	1,902	1,902	1,902
Library and Media Center M	-	-	-	-	-	-	-	-	-	-	-	-
Computers and Materials	-	-	-	-	-	-	-	-	-	-	-	-
Other Instructional Equipm	-	-	-	-	-	-	-	-	-	-	-	-
Classroom Furnishings and	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Student Assessment Materi	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Student Service	-	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	-
Miscellaneous Student Cos	10,750	10,750	10,750	10,750	10,750	10,750	10,750	10,750	10,750	10,917	10,917	10,917
Subtotal: Direct Student Cc	14,567	18,117	18,117	18,117	18,117	18,117	18,117	18,117	18,117	18,283	18,283	14,733
Occupancy Expenses												
Rent	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333
Mortgage Principal Paymer	-	-	-	-	-	-	-	-	-	-	-	-
Mortgage Interest Payment	-	-	-	-	-	-	-	-	-	-	-	-
Building Maintenance and I	-	-	-	-	-	-	-	-	-	-	-	-
Renovation/Leasehold Impr	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	1,533	1,533	1,533	1,533	1,533	1,533	1,533	1,533	1,533	1,533	1,533	1,533
Janitorial Supplies	250	250	250	250	250	250	250	250	250	250	250	250
Equipment Rental and Mair	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Service	833	833	833	833	833	833	833	833	833	833	833	833
Subtotal: Occupancy Exper	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950
Office Expenses												
Office Supplies and Materia	348	348	348	348	348	348	348	348	348	348	348	348
Office Furnishings and Equ	500	500	500	500	500	500	500	500	500	500	500	500
Office Equipment Rental ar	417	417	417	417	417	417	417	417	417	417	417	417
Telephone/Telecommunica	783	783	783	783	783	783	783	783	783	783	783	783
Legal, Accounting and Payr	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404
Printing and Copying	115	115	115	115	115	115	115	115	115	115	115	115
Postage and Shipping	46	46	46	46	46	46	46	46	46	46	46	46
Other	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal: Office Expenses	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612
General Expenses												
Insurance	10,750	-	-	-	-	-	-	-	-	-	-	-
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104
Food Service	-	-	-	-	-	-	-	-	-	-	-	-

Annual Cash Flow Projection (by month)

Administration Fee (to PCS	695	-	-	695	-	-	695	-	-	695	-	-
EMO Fee or Transfer	-	-	-	-	-	-	-	-	-	-	-	-
Other General Expense	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal: General Expense:	12,549	1,104	1,104	1,799	1,104	1,104	1,799	1,104	1,104	1,799	1,104	1,104
Contingency	3,938	3,115	3,115	3,185	3,115	3,115	3,185	3,115	3,115	3,290	3,221	2,866
6. Total Expenses	**116,245**	**104,227**	**104,227**	**104,992**	**104,227**	**104,227**	**104,992**	**104,227**	**104,227**	**106,154**	**105,390**	**101,485**
7. Fund Balance (end of month)	**172,004**	**159,731**	**147,459**	**214,495**	**165,556**	**116,616**	**183,652**	**134,713**	**89,283**	**165,157**	**115,056**	**104,127**

Capital Budget

Capital Budget	SY05-06	SY06-07	
Leasehold Improvements			
Staff Computers	6,000	2,000	See detail below
Computer Lab Computers	-	2,400	
Student and Staff Furniture	11,250	2,000	See detail below
TOTAL	**17,250**	**6,400**	

NOTE: To comply with PCSB reporting format, all capital purchases are recorded as expenses during the year and then capitalized at year end.

Detailed Price List of Fixed Assets

(to be purchased in Year 1 and 2)

	SY05-06	SY06-07	
Staff Computers			
Staff Computers ($1350 each)+wiring	5,400	2,000	4 in Year 1, 1 in Year 2
Fax machine ($200 each)	200		1 Fax machine
Printers ($200 each)	400		2 Printers
	6,000	2,000	
Lab Computers			
Lab Computers ($1350 each)+wiring		2,400	1 Additional Computer
Student and Staff Furniture			
20 student desks at $115 ($2,300)	2,300	920	20 in Year 1, 8 in Year 2
6 whiteboards at $400 each ($2,400)	2,400		
12 bookshelves at $150 each ($1,800)	1,800		
10 tables at $150 each ($1,500)	1,500	300	10 in Year 1, 2 in Year 2
3 staff desks at $ 750 each ($2,250)	2,250	750	3 in Year 1, 1 in Year 2
$1,000 for lobby furniture.	1,000	30	
	11,250	2,000	

Two-Year Operating Budget Worksheet: Year ONE
CONTINGENCY

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
	REVENUES	501(c)3 School Applicant	Education Management Organization (if applicable)	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	572,163		572,163	
2	Per Pupil Facilities Allowance	68,762		68,762	
3	Federal Entitlements	138,019		138,019	
4	Other Government Funding/Grants				
5	**Total Public Funding**	778,944		778,944	
6	Private Grants and Donations				
7	Activity Fees	-		0	
8	Loans	-		0	
9	Other Income (please describe in footnote)	-		0	
10	**Total Non-Public Funding**				
11	EMO Fee or Transfer (= line 73, col. G) *			0	
12					
13					
14	**TOTAL REVENUES**	778,944		778,944	

	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	106,000			8%
16	Teachers Salaries	242,000			19%
17	Teacher Aides/Assistance Salaries	-			0%
18	Other Education Professionals Salaries				16%
19	Business/Operations Salaries	23,400			2%
20	Clerical Salaries	32,500			3%
21	Custodial Salaries	-			0%
22	Other Staff Salaries	-			0%
23	Employee Benefits	76,334			9%
24	Contracted Staff	-			0%
25	Staff Development Costs	6,263			1%
26					
27	**Subtotal: Personnel Costs**	486,497			57%
28					
29	***Direct Student Costs***				
30	Textbooks	5,610			1%
31	Student Supplies and Materials	27,390			2%
32	Library and Media Center Materials	-			0%
33	Computers and Materials	-			0%
34	Other Instructional Equipment	-			0%
35	Classroom Furnishings and Supplies	6,600			1%
36	Student Assessment Materials	3,960			0%
37	Contracted Student Services	35,500			3%
38	Miscellaneous Student Costs **	30,000			10%
39					
40	**Subtotal: Direct Student Costs**	109,060			17%
41					
42	***Occupancy Expenses***				
43	Rent	92,000			14%
44	Mortgage Principal Payments				0%
45	Mortgage Interest Payments	-			0%
46	Building Maintenance and Repairs	-			0%
47	Renovation/Leasehold Improvements	-			0%
48	Utilities	9,200			1%
49	Janitorial Supplies	3,000			0%
50	Equipment Rental and Maintenance	-			0%
51	Contracted Building Services	5,000			1%

Two-Year Operating Budget Worksheet: Year ONE
CONTINGENCY

52					
53	**Subtotal: Occupancy Expenses**	109,200			17%
54					
55	***Office Expenses***				
56	Office Supplies and Materials	5,011			0%
57	Office Furnishings and Equipment				0%
58	Office Equipment Rental and Maintenance	5,000			0%
59	Telephone/Telecommunications	4,698			1%
60	Legal, Accounting and Payroll Services	16,490			1%
61	Printing and Copying	1,650			0%
62	Postage and Shipping	850			0%
63	Other	-			0%
64					
65	**Subtotal: Office Expenses**	33,499			3%
66					
67	***General Expenses***				
68	Insurance	11,300			1%
69	Interest Expense	-			0%
70	Transportation	9,950			1%
71	Food Service	-			0%
72	Administration Fee (to PCSB)	3,205			0%
73	EMO Fee or Transfer	-			0%
74	Other General Expense	-			0%
75	CONTINGENCY				3%
76	**Subtotal: General Expenses**	24,455			5%
77					
78	**TOTAL EXPENSES**	762,711			
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	16,233			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS	
Student Enrollment	66
Facility Size (square footage)	4,600
Average Teacher Salary	43,250
Student/Teacher Ratio	13
Other Major Assumptions	

** "EMO Fee or Transfer" should include all funds remitted to an education management organization by the school. Expenses paid by the EMO on behalf of the school should be reflected in Column B.*

Two-Year Operating Budget Worksheet: Year TWO
CONTINGENCY

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
	REVENUES	501(c)3 School Applicant	Education Management Organization (if applicable)	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	597,842		597,842	
2	Per Pupil Facilities Allowance	71,898		71,898	
3	Federal Entitlements	138,952		138,952	
4	Other Government Funding/Grants				
5	**Total Public Funding**	808,692		808,692	
6	Private Grants and Donations				
7	Activity Fees	-		0	
8	Loans	-		0	
9	Other Income (please describe in footnote)	-		0	
10	**Total Non-Public Funding**				
11	EMO Fee or Transfer (= line 73, col. G) *			0	
12					
13					
14	**TOTAL REVENUES**	808,692			
	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	110,240			7%
16	Teachers Salaries	251,680			17%
17	Teacher Aides/Assistance Salaries	-			0%
18	Other Education Professionals Salaries				14%
19	Business/Operations Salaries	24,336			2%
20	Clerical Salaries	33,800			2%
21	Custodial Salaries	-			0%
22	Other Staff Salaries	-			0%
23	Employee Benefits	76,726			8%
24	Contracted Staff	-			0%
25	Staff Development Costs	6,263			1%
26					
27	**Subtotal: Personnel Costs**	503,045			51%
28					
29	***Direct Student Costs***				
30	Textbooks	5,866			1%
31	Student Supplies and Materials	28,639			2%
32	Library and Media Center Materials	-			0%
33	Computers and Materials	2,400			0%
34	Other Instructional Equipment	-			0%
35	Classroom Furnishings and Supplies				0%
36	Student Assessment Materials	4,141			0%
37	Contracted Student Services	37,119			3%
38	Miscellaneous Student Costs **	30,000			10%
39					
40	**Subtotal: Direct Student Costs**	108,165			16%
41					
42	***Occupancy Expenses***				
43	Rent	94,760			13%
44	Mortgage Principal Payments	-			0%
45	Mortgage Interest Payments	-			0%
46	Building Maintenance and Repairs	-			0%
47	Renovation/Leasehold Improvements	-			0%
48	Utilities	9,476			1%
49	Janitorial Supplies	3,090			0%
50	Equipment Rental and Maintenance	-			0%
51	Contracted Building Services	15,450			1%

Two-Year Operating Budget Worksheet: Year TWO
CONTINGENCY

52					
53	**Subtotal: Occupancy Expenses**	122,776			16%
54					
55	***Office Expenses***				
56	Office Supplies and Materials	5,240			0%
57	Office Furnishings and Equipment				0%
58	Office Equipment Rental and Maintenance	5,150			0%
59	Telephone/Telecommunications	4,912			1%
60	Legal, Accounting and Payroll Services	17,094			1%
61	Printing and Copying	1,725			0%
62	Postage and Shipping	690			0%
63	Other	-			0%
64					
65	**Subtotal: Office Expenses**	34,811			3%
66					
67	***General Expenses***				
68	Insurance	11,590			1%
69	Interest Expense	-			0%
70	Transportation	10,025			1%
71	Food Service	-			0%
72	Administration Fee (to PCSB)	3,349			0%
73	EMO Fee or Transfer	-			0%
74	Other General Expense	-			0%
75	CONTINGENCY				3%
76	**Subtotal: General Expenses**	24,964			5%
77					
78	**TOTAL EXPENSES**	793,761			
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	14,931			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS	
Student Enrollment	67
Facility Size (square footage)	4,600
Average Teacher Salary	44,980
Student/Teacher Ratio	13
Other Major Assumptions	

** "EMO Fee or Transfer" should include all funds remitted to an education management organization by the school. Expenses paid by the EMO on behalf of the school should be reflected in Column B.*

Five Year Estimated Budget Worksheet
CONTINGENCY

Five-Year Forecast						
INCOME	SY04-05	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10
Public Funding						
Per Pupil Charter Payments	-	572,163	597,842	827,738	947,300	995,234
Per Pupil Facilities Allowance	-	68,762	71,898	99,476	113,845	119,606
Federal Entitlements	110,000	138,019	138,952	40,449	46,506	49,098
Other Government Funding/Grants	-	4,228	4,421	6,117	7,000	7,355
Subtotal: Public Funding	110,000	783,172	813,113	973,780	1,114,652	1,171,292
Total Non-Public Funding						
Private Grants and Donations	50,000	-	-	-	-	-
Activity Fees	-	-	-	-	-	-
Loans	-	-	-	-	-	-
Other Income	-	-	-	-	-	-
Subtotal: Non-Public Funding	50,000	-	-	-	-	-
TOTAL INCOME	**160,000**	**783,172**	**813,113**	**973,780**	**1,114,652**	**1,171,292**
EXPENSES	SY04-05	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10
Personnel Salaries and Benefits	71,000	480,234	496,782	618,469	701,521	777,151
Direct Student Costs	3,000	109,560	108,765	140,027	153,868	159,139
Occupancy Expenses	50,600	109,200	122,776	125,229	128,985	132,855
Office Expenses	17,345	33,509	34,812	40,778	44,103	45,954
General Expenses	1,500	30,717	31,226	37,136	40,060	41,591
Contingency	-	-	-	-	-	-
TOTAL EXPENSES	**143,445**	**763,220**	**794,360**	**961,638**	**1,068,537**	**1,156,690**
EXCESS / (DEFICIT)	SY04-05	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10
Excess / (Deficit)	16,555	19,952	18,752	12,142	46,114	14,602
Bank Balance	16,555	36,507	55,259	67,402	113,516	128,118
MAJOR ASSUMPTIONS	SY04-05	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10
Student Enrollment	0	66	67	90	100	102
Facility Size						
Average Teacher Salary		43,250	44,980	44,837	46,494	48,354
Student/Teacher Ratio		12.0	12.2	12.0	11.8	10.7
COST PER STUDENT	SY04-05	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10
Student Enrollment	0	66	67	90	100	102
Per-Pupil Income		11,866	12,136	10,820	11,147	11,483
Per-Pupil Expenditures		11,564	11,856	10,685	10,685	11,340
Personal Salaries and Benefits		7,276	7,415	6,872	7,015	7,619
Direct Student Costs		1,660	1,623	1,556	1,539	1,560
Occupancy Costs		1,655	1,832	1,391	1,290	1,303

Budget for Recruitment

4 part-time recruiters total

4 part time recruiters 20 hours weekly @ $8.00 per hour

12 weeks of employment

20 hours per week * $8.00 an hour = $160.00 * 12 weeks = $1,920.00 * 4 persons:

Total payment for part time recruiters = **$7,680.00**

Supplies to make flyers = **$200.00**

800 applications= **$127.00** (copies made at kinkos)

10 posters = $10.00 per square ft. 3 square foot each
Total= **$300.00**

Bus passes and tokens for recruiters = **$220.00**

Grand Total for Recruitment = $ 8,527.00

Appendix B

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 7, 2014

Mark Jordan, Board Chair
YouthBuild Public Charter School
3014 14th Street NW
Washington, DC 20009

Dear Mr. Jordan:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a QSR during the 2013-14 school year for the following reason:

- School eligible for 10-year Charter Review during 2014-15 school year

Qualitative Site Review Report
A QSR team conducted on-site review visits of YouthBuild Public Charter School (YouthBuild PCS) between February 3 and February 14, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. Members of the QSR team conducted 30 to 45 minute observations in classrooms. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. A member of the team also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

The QSR team's report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environment, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at YouthBuild PCS. Thank you for your continued cooperation as PCSB makes every effort to ensure that YouthBuild PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

YouthBuild Public Charter School (YouthBuild PCS) is a bilingual adult education with students ages 16 to 24. The school serves 97 students at its facility located in the Columbia Heights neighborhood of Ward 1. Some classes are held off-site at Spanish Catholic Charities and a construction site in Southeast Washington, DC. YouthBuild PCS follows a national model to re-engage youth in education by offering traditional and non-traditional classes to prepare students for post-secondary education and the workplace. DC Public Charter School Board (PCSB) staff and consultants conducted a Qualitative Site Review (QSR) at the main campus and construction site in February 2014 because YouthBuild PCS is undergoing its 10-year Charter Review during the 2014-15 school year.

The QSR team conducted observations over a two-week window, from February 3 through February 14, 2014. A team of two PCSB staff members, including PCSB's Special Education Specialist, and one consultant conducted observations of 12 classrooms, including classrooms where the instruction was in Spanish. The QSR team visited the school on multiple days throughout this two-week window and saw classes in the morning and in the afternoon as well as at the construction site. The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR are thus reflective of what the QSR team observed in all learning environments, including the Special Education teacher observed in the self-contained setting. In some instances the review team may have observed a teacher twice. The QSR team used Charlotte Danielson's *Framework for Teaching* rubric throughout the observations and observed classrooms in mornings and afternoons. In addition to this two-week window, a member of the QSR team attended a Board of Trustees meeting to observe the school's governance as it relates to fulfilling its mission and charter goals.

There is evidence that the school is meeting its mission and goals in most areas. However, there were concerns about YouthBuild PCS's attendance and board member participation. The QSR team did not see evidence that YouthBuild PCS is on track to having excellent attendance. Class sizes on average during the visits were half the size of the school reported 14-student average, and many students arrived late to school and classes in many instances. The QSR team noted an additional concern about the school's Board of Trustees failing to meet quorum at the December board meeting.

The QSR team scored almost three-quarters of observations as proficient or exemplary in the domain of Classroom Environment. The highest rated component within the Classroom Environment domain was Creating an Environment of Respect and Rapport, with 92% of the observations rated proficient or exemplary. Classroom activities in several instances involved students' interests (e.g. sports analogies and music), and

students engaged positively with their peers. The lowest rated component in the Classroom Environment domain was Managing Classroom Procedures, with just over half (58%) of the observations rated as proficient or exemplary.

The QSR team scored fewer than half of observations as proficient or exemplary in the domain of Instructional Delivery. The highest rated components within the Instructional Delivery domain were Communicating with Students and Engaging Students in Learning. The QSR team scored 50% of the observations as proficient or exemplary in both components. However student engagement was inconsistent in the other half of observations with only a few students participating in the lesson and worksheets. While teachers in many cases presented content clearly with no errors, one teacher made serious content errors that led to student confusion and misinformation. The lowest rated element within the Instructional Delivery domain was Using Assessment in Instruction with only 33% of observations scoring proficient and none exemplary. Teachers did not consistently give feedback to students or check for understanding during the lesson. None of the teachers gave students an indication of what high quality work looks like in any of the observations.

PCSB's Special Education Specialist observed students learning content through a variety of modalities, including visually and through song. These strategies helped to facilitate scaffolding of complex topics and to engage students throughout the lesson. However the observer noted multiple, notable content errors (e.g., grammatical and spelling) in the presentation of material in the special education classroom. The teacher did not clearly communicate how students' work would be assessed. Teacher asked the students if they had questions but failed to conduct any other checks for understanding during the lesson. The QSR team did not see evidence that the teacher knew if the students understood the content.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes YouthBuild PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Review Visit.

Mission and Goals	Evidence
Mission: YouthBuild PCS will transform the lives of out-of-school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability skill-building, and community service—a program designed to prepare young people for college or the workplace while they work to create housing for the city's low-income residents.	The QSR team saw some evidence of YouthBuild PCS meeting components of its mission. *Bilingual education* The team observed substantial evidence that the school is a bilingual educational program. The school offered classes in both English and Spanish, has staff members who are mostly bilingual, and information is posted in both languages. *Academic program and vocational training* The school offers an academic program that culminates in earning a General Educational Development Credential (GED) as well as vocational education classes in computers, childhood development, construction math, electrical training, and introduction to blueprints. Students also work at a construction site for field experience. However, fewer than half of the observations (43%) scored proficient or advanced in instructional strategies, putting into question the effectiveness of the academic program and vocational training. *Employability skill-building and community service* The QSR team also observed evidence of employability skill building and preparation for the workplace or college. Students worked with teachers on writing resumes and identifying good references for jobs. Several teachers discussed how the content on the GED might be assessed. The QSR team saw signup sheets in the hallway for a school-

Mission and Goals	Evidence
	sponsored college club. At the biweekly Morning Meeting, the employment placement specialist offered afterschool opportunities for students to get additional help with resumes and job applications. The QSR team saw indications of a commitment to community service through a posted school calendar in the hallway that indicated designated community service days and events. Students work on a construction site where they build low-income housing in Southeast Washington, DC. A QSR team member observed students hanging drywall and doing other interior work at the construction site.
1. 65% of the students who enter the school year with at least an eighth grade reading level as measured by the Tests of Adult Basic Education (TABE) and complete the school year will pass the official GED exam.	While the QSR team neither looked for nor observed specific reading levels of students and their pass rates on the GED exam, the team gathered evidence on general literacy and English language development. Observers saw students read aloud in history and ELA classes while teachers actively assisted them with pronunciation and minor errors, teachers use and define vocabulary that students would see on the GED exam. Academic instruction was weak across all subject areas, as detailed in the Instructional Domain portion of the Danielson Rubric.
2. 85% of the students that enter the school with less than an eighth grade reading level and complete the school year will progress at least two grade levels in reading.	
3. 12% of the students who enter the school year with a reading level between 4 and 7.9 as measured by the TABE and complete the school year will pass the official GED exam.	
4. Students who complete the school year will complete all the work requirements for our housing related community service project each year.	The QSR team did not observe direct evidence of this goal. However the team observed community service opportunities posted in a main hallway on the school calendar and a poster with pictures of students performing community service. It was not clear how many students

Mission and Goals	Evidence
	participated in the community service projects.
5. 75% of students who graduate will be successfully placed either into the workforce or a postsecondary institution within three months of completing the school year.	While the QSR team neither looked for nor observed where students were placed after completing the school year, the team gathered evidence on how the school attempts to accomplish this goal. Students receive hands-on experience working at the construction site. The QSR team observed several teachers making reference to preparing students for job applications.
6. 50% of students who take the pre- and post-assessment for EQ-I will advance at least 10 points in the effective range in at least two of the three identified low subscale areas according to the Five Areas of interest from the initial Student Summary Report.	The QSR team neither looked for nor observed any evidence related to this goal.
7. Demonstrate sound financial practices and management and a stable foundation for the school.	The QSR team neither looked for nor observed any evidence related to this goal.
8. Develop partnerships with real estate agents, local developers, and other nonprofits to locate and secure construction projects.	While the QSR team neither looked for nor observed YouthBuild PCS developing partnerships to secure construction projects, the team observed that the school currently has a construction project in partnership with Manna Inc.
9. The school will have an excellent attendance rate that demonstrates	The QSR team saw no evidence that the school is prioritizing excellent attendance. In all of the observations, the average class size was about

Mission and Goals	Evidence
that students want to come to school and have had success in overcoming barriers that have kept them away from school.	seven students. The school reports average class sizes of about 14 and notes that some students have alternative schedules. Students entered class late in more than half of the observations; some entered more than 20 minutes late. Teachers and students made reference to absences in several observations. In one instance a teacher did not respond to a student's question about making up missed work. At the Morning Meeting, faculty and staff appeared to outnumber students due to absences and tardies.
Board Governance	On December 12, 2013, a member of the QSR team observed a YouthBuild PCS board meeting. A quorum was not present at the meeting; only four board members attended. The board discussed the new GED and some of the challenges for the school, including increased costs and ensuring that the school is still able to meet their pass rate goals. The board discussed board member attendance and finances and the consulting firm, Compass, shared progress on an analysis of what is valuable to employers in terms of the GED and a college degree.

CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below proficient to be under the standard of quality expected of DC charter schools. The QSR team scored 73% of the observations as proficient or exemplary for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 92% of observations as proficient or exemplary in Creating an Environment of Respect and Rapport The QSR team noted that teachers greeted all students warmly, often by name, and many teachers had positive relationships with students where they comfortably joked back and forth. Teachers asked students about their interests and activities outside of the classroom. The QSR team did not observe any negative interactions between teachers and students. The team saw two instances where students interacted negatively with each other, and teachers quickly addressed the situations.	Exemplary	17%
		Proficient	75%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	8%
		Limited	0%

[1] Teachers may be observed more than once by different review team members.

Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	Three-quarters of observations scored proficient or exemplary in Establishing a Culture for Learning. Several teachers encouraged students, expressing that they believed in the students' ability to succeed. One teacher told the class, "You are so smart. I am going to give you a very hard problem," and the students responded by eagerly working on the problem together. Another teacher encouraged the class to extend their answers. Teachers recognized student effort and success by posting exemplary student work on the walls in several observations. One teacher worked with students who were less confident in answering questions. The teachers gave the students freedom to work independently and in different parts of the facility. At the construction site teachers made it clear that they expected students' best effort.	Exemplary	8%
		Proficient	67%
	The QSR team noted uneven expectations for student participation in a few observations. For example a teacher stated, "You guys can be taking notes, you know," after seeing that less than a sixth of students had paper or a pen on their desks. Only one student responded to this comment by getting out materials, and the teacher did not say anything to the remaining students. In another observation more than half of the class had their heads down with no redirection from the teacher.	Satisfactory	25%
		Limited	0%
Managing Classroom Procedures	The QSR team scored 58% of the observations as proficient and none as exemplary in Managing Classroom Procedure. The teachers scored as effective used effective classroom procedures to maximize instructional time. Teachers	Exemplary	0%

Classroom Environment	Evidence Observed	School Wide Rating	
	passed out worksheets and materials quickly, and transitioned their classes between activities smoothly. Students entering the classroom late quickly involved themselves in the lesson. In a vocational education class and at the construction site, students used tape measures appropriately in conjunction with the lesson according to routines that appeared to have been pre-established.	Proficient	58%
	Over 40% of classrooms did not have clear expectations in place for managing procedures and transitions. Students in several classrooms did not have pens or pencils and the teachers did not seem to have a clear system for distributing or collecting loaner writing utensils. In one observation there was no evidence of an established routine for students to gain permission to use the bathroom; when a student asked, it disrupted the lesson. When students transitioned between classes without incident, it seemed to be more a function of the small number of students in the class than the presence of clear procedures.	Satisfactory	42%
		Limited	0%
Managing Student Behavior	About two-thirds of observations were proficient or exemplary in Managing Student Behavior. Student behavior was generally appropriate. Teachers monitored students' progress and behavior. Teachers also redirected disengaged students.	Exemplary	25%
		Proficient	42%
	In one third of the observations, enforcement of behavioral standards was inconsistent. In the computer lab the teacher told one student that the internet would be turned off if the student visited non-related websites to the lesson. Two	Satisfactory	33%

Classroom Environment	Evidence Observed	School Wide Rating	
	other students logged into social networking sites during the class and did not receive a reprimand from the teacher. Additionally, teachers did not reference the rules that were posted in several classrooms.	Limited	0%

INSTRUCTIONAL DELIVERY

This table summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below proficient to be under the standard of quality expected of DC charter schools. The QSR team scored only 43% of the observations as proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored just half of the observations as proficient or exemplary in Communicating with Students. Teachers posted or articulated the objective for the day. Observations included one teacher telling the class on multiple occasions that the work they were doing was important and useful for finding a job, multiple teachers asking students to go to the board to explain problems to the class, teachers reinforcing the correct parts and effectively explaining misconceptions to the class using real-life examples, and one teacher using several different strategies to communicate the content: direct instruction, questioning, and video/songs.	Exemplary	8%
		Proficient	42%
	For the remaining half of the observations, some or all elements of affecting communication were missing. For example, while several teachers posted objectives, they did not consistently reference them or teach to them. One class discussion was only tangentially related to posted objective. In another observation, students asked the teacher to clarify several times what they needed to consider when drawing conclusions from a paragraph but the teacher did not change the approach resulting in the students not understanding. In one class, the teacher made spelling errors and significant content mistakes. For example, while teaching the idiom "my word is my bond," the teacher said, "my word is my bone." When corrected by a student, the teacher said that the student was incorrect.	Satisfactory	42%
		Limited	8%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Questioning and Discussion Techniques	Only 36% of observations were proficient or exemplary in Using Questioning and Discussion Techniques. Teachers asked open-ended questions and engaged students in a discussion by randomly calling on them. One teacher held a brainstorming session encouraging discussion by writing down all student answers and then narrowing the list with input from the class.	Exemplary	9%
		Proficient	27%
	Teachers in about two-thirds of the observations did not ask open-ended questions. Teachers instead tended to ask questions that required recall or yes/no answers. When a teacher did ask an open-ended question, there was very little participation from the class in answering the question. A student in one class responded, "Because it is," to a teacher's question, and the teacher moved on. When students did not respond to questions, teachers often just answered the questions for students.	Satisfactory	64%
		Limited	0%
Engaging Students in Learning	The QSR team scored half of the observations as proficient or exemplary in Engaging Students in Learning. One teacher used football analogies and another used a handout and video to engage students in the lesson. The QSR team observed several instances at the construction site where students took the initiative to begin a task or prepare for an upcoming task.	Exemplary	17%
		Proficient	33%
	The QSR team observed inconsistent engagement among students in half of the observations. Some teachers exclusively prescribed many of the lesson activities with almost no evidence of choice for students. Students engaged in intellectual inquiry in very few instances.	Satisfactory	42%
		Limited	8%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	Only one-third of observations were proficient in Using Assessment in Instruction with none of the observations scoring exemplary. Teachers checked for understanding consistently during the lesson and provided students with feedback. In one observation a teacher collected real-time assessment data by marking in her text when students struggled with vocabulary. At the construction site, teachers circulated to groups of students, providing feedback, and helping students be more efficient with their techniques.	Exemplary	0%
		Proficient	33%
	The majority of observations in using assessments were below proficient. Teachers frequently asked, “Are there any questions?” to the whole class as the only check for understanding. Few teachers gave individual feedback to students despite the very small class sizes. One teacher asked several recall questions as a check for understanding, but the teacher called on the same two students to answer every question. The QSR team did not see any evidence of rubrics or other established criteria for quality work.	Satisfactory	67%
		Limited	0%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix C

MIDDLE STATES COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS TECHNICAL REVIEW OF OBJECTIVES

Date of Review	April 11, 2014
School Name	YouthBuild Public Charter School
Review Number	Technical Review #2
Staff Reviewer	Dr. Jane W. Pruitt
Projected Visit Dates	Fall, 2014
Protocol	*Designing Our Future*

Next Steps:

	Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. The Visiting Team will conduct the Second Level of Review (see the *Guide for Self-Study and Accreditation* for the criteria) during the Team's visit.
X	**Minor modifications recommended. Do not resubmit.**
	Baseline data needed. Please resubmit when data are available.
	Modifications required. Please make changes and resubmit as soon as possible.
	Call me at (410) 726-3794 or email at jpruitt@cess-msa.org to discuss.

General Comments about All Objectives

		Yes	No
1	Has the school identified three, four, or five objectives for accreditation purposes?	X	
Comments: *YouthBuild Public Charter (YBPCS) School has identified four objectives for accreditation purposes.*			

		Yes	No
2	Do at least two of the objectives focus on growing and improving areas of student performance as expressed in the school's Mission?	X	
Comments: *All of the objectives identified by YBPCS focus on growing and improving areas of student performance as expressed in the school's Mission.*			

Student Performance Objective #1:

By 2021, 100% of YBPCS students will demonstrate career readiness as measured by:

- The percent of students in the dual enrollment program

  Baseline Data: SY 12-13 = 3%

Year	*Total Population*	*# Students in DE*	*# Completed*
2013-2014	*117*	*7*	*3*
2012-2013	*116*	*3*	*0*
2011-2012	*110*	*5*	*5*

- The percent of students who pass industry recognized assessments for workforce development

  Baseline Data: SY 12-13 = 97%

Year	*Percentage*
2012-2013	*97%*
2011-2012	*98%*
2010-2011	*98%*
2009-2010	*93%*
2008-2009	*93%*

- The percent of students demonstrating leadership development by completing a leadership activity within the school year

  Baseline Data: SY 12-13 = 25%

- The percent of students demonstrating public speaking skills by presenting a multi-media project annually and scoring at least 90% proficiency
  Baseline Data: SY 12-13 = 0%
- The percentage of students rating on a proficient level or higher on the CASAS Career Ready Inventory Assessment
  Baseline Data: SY 12-13 = 0%

Student Performance Objective #2:

By 2021, 100% of YBPCS students enroll at 8th grade reading level or higher will be equipped with skills and knowledge to pass the New 2014 GED exam as measured by:

- The percent of students who demonstrate an annual increase in reading skills by 2 grade levels will complete the school year by attaining their GED
  Baseline Data: SY 12-13 = 62%

Year	*Percentage*
2011-2012	*42%*
2010-2011	*n/a*
2009-2010	*50%*
2008-2009	*66%*

- The percent of students completing an interdisciplinary technology integrated project assessment
  Baseline Data: SY 12-13 = 0%

- The percentage of students who earn a Computer Proficiency Certificate
  Baseline Data: SY 12-13 = 0%
- The percentage of students who score 'likely to pass' on the GED Ready test will pass the official GED exam.
  Baseline Date: SY 12-13= 0%

Organizational Capacity Objective #1:

By 2021, YBPCS will improve instruction to support student academic performance by:

- Develop and align all curriculum with a rigorous program model and that reflects the Common Core Content Standards of the GED
  Baseline Data: SY 12-13 = 0% of curriculum currently aligned

- Creating, implementing, and sharing best practices to incorporate balance reading across the curriculum

Baseline Data: SY 12-13 = 0 of professional development opportunities

- Reviewing and assessing student IEP's to remain incompliant with IDEA and school board regulations and adapt necessary accommodations for all students within the first trimester.
  Baseline Data: SY 12-13 = 25% of IEPs reviewed and assessed in a timely manner

- Increasing staff integration of technology in lesson planning and daily instruction delivery with student use of technology to learn
  Baseline Data: SY 12-13 = 25%

Organizational Capacity Objective #2:

By 2021, YBCPS will improve program efficiency and overall school performance by:

- Creating and utilizing an Proactive/Sysinterface Database system and internal process to track daily attendance and monthly/trimester/yearly attendance rates
  Baseline Data: SY 12-13 = No process in place

- Creating an attendance accountability protocal to maintain overall attendance school rate of 80% or higher and retention rate of 75% or higher
  Baseline Data: SY 12-13 = No system in place

- Maintaining 100% compliance in all regulatory affairs as outline by Public Charter School Board
  Baseline Data: SY 12-13 = 100% compliant

- Full integration of an effective school wide information system that will capture all data and records of students for school operation
  Baseline Data: SY 12-13 = 25% integrated

Mission of Statement

YouthBuild Public Charter School (YBPCS) is an alternative high school for young people seeking to transform their lives by re-engaging in their education in a non-traditional school environment. YBPCS prepares students for post secondary education and the workplace by offering, in English and Spanish, academic, vocational and workforce development programs. YBPCS believes that service to the community is an essential part of the transformative process. Therefore, students serve their community through volunteer projects and by creating housing for low income residents in the Washington, DC metropolitan area.

Belief Statements
(Core Values)

- We believe all young people can of learn and transform themselves when engaged in a safe and caring environment with positive values.
- We believe developing leadership skills is essential in order for young people to achieve their career aspirations.
- We believe when young people are held to high expectations they are empowered to perform at high levels and achieve extraordinary outcomes.
- We believe the intelligence of young people should be profoundly respected.
- We believe service to the community builds a sense of connection, ownership and responsibility to others.
- We believe failure is a catalyst for change that leads to success in life and learning.
- We believe success is achieved through rigor, perseverance and commitment to continued development.
- We believe by acquiring a high school credential, young people broaden their opportunities.

Profile of a Graduate

- A graduate recognizes the value of civic responsibility and the impact they have on the community through service learning activities.
- A graduate advocates for themselves and others, and make responsible, informed decisions.
- A graduate is confident in their academic abilities, has demonstrated their capacity for learning and continues to seek ways to broaden their knowledge and skills.
- A graduate is motivated to and capable of taking initiative and seeking opportunities for professional development.
- A graduate is asset-focused with the ability to strategically utilize their strengths to improve their weaknesses.
- A graduate is academically prepared for the rigors of higher learning and able to navigate complex systems.
- A graduate is emotionally mature and self-aware with the ability to adapt and respect others in diverse settings.
- A graduate knows how to find and utilize resources for growth.
- A graduate conducts themselves in a professional manner.
- A graduate is resilient and undeterred by failure.

Technical Review of Student Performance Objectives

Student Performance Objective #1: As submitted by the school

By 2021, 100% of YBPCS students will demonstrate career readiness as measured by:

- The percent of students in the dual enrollment program
  Baseline Data: SY 12-13 = 3%

Year	*Total Population*	*# Students in DE*	*# Completed*
2013-2014	*117*	*7*	*3*
2012-2013	*116*	*3*	*0*
2011-2012	*110*	*5*	*5*

- The percent of students who pass industry recognized assessments for workforce development
  Baseline Data: SY 12-13 = 97%

Year	*Percentage*
2012-2013	*97%*
2011-2012	*98%*
2010-2011	*98%*
2009-2010	*93%*
2008-2009	*93%*

- The percent of students demonstrating leadership development by completing a leadership activity within the school year
  Baseline Data: SY 12-13 = 25%
- The percent of students demonstrating public speaking skills by presenting a multi-media project annually and scoring at least 90% proficiency
  Baseline Data: SY 12-13 = 0%
- The percentage of students rating on a proficient level or higher on the CASAS Career Ready Inventory Assessment
  Baseline Data: SY 12-13 = 0%

Student Performance Objective #1: Technical Review Criteria

		Yes	**No**
1	Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)	**X**	
Comments: *The objective is stated as a desire to improve the career readiness of students.*			

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	**X**	
Comments: *The objective addresses expectations for all students.*			

		Yes	No
3	Does the objective relate to culminating expectations for students at or near the end of their experiences in the school?	**X**	
Comments: *The objective relates to all students who complete the YBPCS experience.*			

		Yes	No
4	Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next seven years.	**X**	
Comments: *The objective relates to several academic areas.*			

		Yes	No
5	Is the realization of the objective stated as seven years from the year of the team's visit?	**X**	
Comments: *The objective is appropriately stated as 2021, which is seven years from the year of the team visit.*			

		Yes	No
6	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Have measures been identified to determine achievement of the objective?	**X**	
	2) Are baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	**X**	
	3) Is the baseline year in which the data for each assessment were collected included?	**X**	
	4) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	**X**	

	Yes	No
Comments: *Multiple measurements have been identified. Baseline data is provided. Challenging and appropriate seven-year targets have been set to measure achievement of this objective.*		

		Yes	No
7	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	**X**	
Comments: *YBPCS has identified six forms of appropriate and available assessments to measure accomplishment of this objective.*			

		Yes	No
8	Are disaggregated data included where appropriate?		**X**
Comments: *Disaggregated data should be included in order to identify targeted activities to increase low-performing subgroup performance.*			

		Yes	No
9	Is the objective measured by both external and internal assessments when appropriate and available?	**X**	
Comments: *The objective is measured by appropriate and available internal and external assessments.*			

Suggestions for Revising Student Performance Objective #1:

- **Disaggregate data in order to identify targeted activities to increase low-performing subgroup performance.**

Student Performance Objective #2: As submitted by the school:

By 2021, 100% of YBPCS students enrolled at 8th grade reading level or higher will be equipped with skills and knowledge to pass the New 2014 GED exam as measured by:

- The percent of students who demonstrate an annual increase in reading skills by 2 grade levels will complete the school year by attaining their GED
  Baseline Data: SY 12-13 = 62%

Year	*Percentage*
2011-2012	*42%*
2010-2011	*n/a*
2009-2010	*50%*
2008-2009	*66%*

- The percent of students completing an interdisciplinary technology integrated project assessment
  Baseline Data: SY 12-13 = 0%
- The percentage of students who earn a Computer Proficiency Certificate
  Baseline Data: SY 12-13 = 0%
- The percentage of students who score 'likely to pass' on the GED Ready test will pass the official GED exam.
  Baseline Date: SY 12-13= 0%

Student Performance Objective #2: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)	**X**	
Comments: *The objective is stated as a desire to improve the pass rate on the new GED.*			

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	**X**	
Comments: *The objective addresses expectations for all students.*			

		Yes	No
3	Does the objective relate to culminating expectations for students at or near the end of their experiences in the school?	**X**	
Comments: *The objective relates to all students who complete the YBPCS experience.*			

		Yes	No
4	Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next seven years.	**X**	
Comments: *The objective relates to preparation for success on the new GED assessment.*			

		Yes	No
5	Is the realization of the objective stated as seven years from the year of the team's visit?	**X**	
Comments: *The objective is appropriately stated as 2021, which is seven years from the year of the team's visit.*			

		Yes	No
6	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	2) Have measures been identified to determine achievement of the objective?	**X**	
	2) Are baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	**X**	
	3) Is the baseline year in which the data for each assessment were collected included?	**X**	
	4) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	**X**	
Comments: *Four measurements are included. Baseline data is provided. Challenging and appropriate seven-year targets have been set to measure achievement of this objective.*			

		Yes	No
7	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	**X**	
Comments: *YBPCS has identified four forms of appropriate and available assessments to measure accomplishment of this objective.*			

		Yes	No
8	Are disaggregated data included where appropriate?		**X**
Comments: *Disaggregated data should be included in order to identify targeted activities to increase low-performing subgroup performance.*			

		Yes	No
9	Is the objective measured by both external and internal assessments when appropriate and available?	**X**	
Comments: *The objective is measured by appropriate and available internal and external assessments.*			

Suggestions for Revising Student Performance Objective #2:

- **Disaggregate data in order to identify targeted activities to increase low-performing subgroup performance.**

Technical Review for Organizational Capacity Objectives

Organizational Capacity Objective #1: As submitted by the school

By 2021, YBPCS will improve instruction to support student academic performance by:

- Develop and align all curriculum with a rigorous program model and that reflects the Common Core Content Standards of the GED
  Baseline Data: SY 12-13 = 0% of curriculum currently aligned

- Creating, implementing, and sharing best practices to incorporate balance reading across the curriculum
  Baseline Data: SY 12-13 = 0 of professional development opportunities

- Reviewing and assessing student IEP's to remain incompliant with IDEA and school board regulations and adapt necessary accommodations for all students within the first trimester.
  Baseline Data: SY 12-13 = 25% of IEPs reviewed and assessed in a timely manner

- Increasing staff integration of technology in lesson planning and daily instruction delivery with student use of technology to learn
  Baseline Data: SY 12-13 = 25%

Organizational Capacity Objective #1: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in organizational capacity? (What does the school system have to do better or differently in its programs, services, activities, and/or operations to produce the levels of student performance desired?)	**X**	
Comments: *The objective is stated as a desire to improve curriculum alignment with the Common Core Content of the GED, reading across the curriculum, IEP compliance, and computer competence.*			

		Yes	No
2	Does the objective address one or more areas addressed by the Middle States Standards for Accreditation in need of growth and/or improvement in order for the school system to be able to achieve the desired levels of student performance?	**X**	
Comments: *The objective addresses Standard 6: School Climate, Standard 8: Educational Programs, and Standard 10: Student Services.*			

		Yes	No
3	Is the realization of the objective stated as seven years from the year of the team's visit?		**X**
Comments: *The objective is appropriately stated as 2021, which is seven years from the year of the team's visit.*			

		Yes	No
4	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Have measures been identified to determine achievement of the objective?	**X**	
	2) Are baseline data included for each measure? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	**X**	
	3) Is a baseline year in which the data sets for each assessment were collected included?	**X**	
	4) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	**X**	
Comments: *Measurements have been identified to determine achievement of this objective. Baseline data is provided. Challenging and appropriate seven-year targets have been set to measure achievement of this objective.*			

		Yes	No
5	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	**X**	
Comments: *Four forms of appropriate and available assessments to measure accomplishment of this objective have been identified.*			

		Yes	No
6	Are disaggregated data included when appropriate?		**X**
Comments: *It may not be helpful to disaggregate the data for this objective.*			

		Yes	No
7	Is the objective measured by both external and internal assessments when appropriate and available?		**X**
Comments: *This objective is measured appropriately by available internal data only.*			

Suggestions for Revising Organizational Capacity Objective #1:

- **None**

Organizational Capacity Objective #2: As submitted by the school:

By 2021, YBCPS will improve program efficiency and overall school performance by:

- Creating and utilizing an Proactive/Sysinterface Database system and internal process to track daily attendance and monthly/trimester/yearly attendance rates
  Baseline Data: SY 12-13 = No process in place

- Creating an attendance accountability protocal to maintain overall attendance school rate of 80% or higher and retention rate of 75% or higher
  Baseline Data: SY 12-13 = No system in place

- Maintaining 100% compliance in all regulatory affairs as outline by Public Charter School Board
  Baseline Data: SY 12-13 = 100% compliant

- Full integration of an effective school wide information system that will capture all data and records of students for school operation
  Baseline Data: SY 12-13 = 25% integrated

Organizational Capacity Objective #2: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in organizational capacity? (What does the school system have to do better or differently in its programs, services, activities, and/or operations to produce the levels of student performance desired?)	**X**	
Comments: *The objective is stated as a desire to improve recordkeeping.*			

		Yes	No
2	Does the objective address one or more areas addressed by the Middle States Standards for Accreditation in need of growth and/or improvement in order for the school system to be able to achieve the desired levels of student performance?	**X**	
Comments: *The objective addresses Standard 2: Governance and leadership and Standard 10: Student Services.*			

		Yes	No
3	Is the realization of the objective stated as seven years from the year of the team's visit?		**X**
Comments: *The objective is appropriately stated as 2012 which is seven years from the year of the team's visit.*			

		Yes	No
4	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	5) Have measures been identified to determine achievement of the objective?	X	
	6) Are baseline data included for each measure? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	
	7) Is a baseline year in which the data sets for each assessment were collected included?	X	
	8) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	
Comments: *Measurements have been identified to determine achievement of this objective. Baseline data is provided. The performance is to have new and improved systems in place.*			

		Yes	No
5	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	X	
Comments: *Four forms of appropriate and available assessments to measure accomplishment of this objective have been identified.*			

		Yes	No
6	Are disaggregated data included when appropriate?		X
Comments: *It may not be helpful to disaggregate the data for this objective.*			

		Yes	No
7	Is the objective measured by both external and internal assessments when appropriate and available?	X	
Comments: *This objective is measured by appropriate and available internal and external assessments.*			

Suggestions for Revising Organizational Capacity Objective #2:

- **None**

Appendix D

YOUTHBUILD
PUBLIC CHARTER SCHOOL

Annual Report
2010-2011

LAYC YouthBuild Public Charter School
3014 14th Street, NW
Washington, DC 20009
202.319.0141
202.518.0618 – Fax
www.youthbuildpcs.org
Submitted by: Mark Jordan, Board Chair

Table of Contents

Board, School Leaders and Teaching Staff Listing 3

School Description 5

Mission 5

Philosophy 5

School Program 5

School Staff 8

Student Characteristics 9

Governance 9

Finance 11

Donors and Grantors 12

School Performance 13

Evidence of Performance and Progress – and— Lessons Learned and Actions Taken Based on Accountability Information and Review Findings 13

Governance Practices, Successes, and Challenges 15

Authorizations 16

Reporting Performance Management Framework and/or Accountability Plan Information to Students, Teachers, Parents, and the Public 16

Unique Accomplishments 16

Approved Budget for the School Year: 2010-11 17

Annual Report Data Collection Tool Worksheets 18

Appendix: Letter from Board of Directors regarding Certifications 23

Board, School Leaders and Teaching Staff Listing
School Year 2010-11

Name	Contact Information
Mark Jordan **Chair**	H: 202 462-4151 C: 202 390-0304 markjordan100@gmail.com *DC Resident
Shawn Woodyard **Treasurer**	C: 917 450-4156 swoodyard@verizon.net
Nolan Smith **Secretary**	H: 202 723-3050 C: 202 439-7310 nsmith@mannadc.org *DC Resident
Pablo Benavente **Member**	W: 202 832-1845 C: 202 441-7578 pbenavente@mannadc.org *DC Resident
Jon Fernandez **Member**	H: 301 864-2684 W: 202 223-4560 jonfernandez1@gmail.com
Gregory Jeffries **Member**	H: 202 246-3744 gnjeffries@comcast.net *DC Resident; became Board member in 2010-11
Shandon Johnson **Member**	H: 202 276-1180 shandonljohnson@gmail.com *DC Resident; became Board member in 2010-11
Steve Lanning **Member**	W: 703 860-4194 C: 202 409-1000 slanning@malaborers.org *DC Resident
Denise Nwaezeapu **Member**	H: 202 726-0420 do.zap@verizon.net *DC Resident
Antonella Romano **Member**	H: 202 556-1268 antostella@gmail.com *DC Resident, became Board member in 2010-11

School Leaders	
Arthur L. Dade Executive Director	P: 202.319.0141 arthur@layc-dc.org

Andrea Hinson Principal Rebecca Paavola Assistant Principal Special Education Coordinator	P: 202.319.0141 andrea@layc-dc.org P: 202.319.0141 rebecca@layc-dc.org Address: YouthBuild Public Charter School 3014 14th Street, NW Washington, DC 20009

Teaching Staff Listing

Ligia Arreaga, Spanish GED Instructor
Edith Barnes, IT Instructor
John Collier, Construction Manager/Instructor
Juan Cortez, Construction Trainer
Carmielle Darden, GED Instructor
Dana Daugherty, Career Instructor
Vini Espinoza, Vocational Education Instructor
Adan Figueroa, Spanish GED Instructor
Tyrone Gray, Specialized Education Instructor
Phyllis Henderson, ESL/GED Instructor
Hiawatha Powell, Construction Trainer
Malik Turner, Construction Trainer

School Description

Mission

YouthBuild Public Charter School's (YouthBuild PCS) mission is to transform the lives of out-of-school youth by offering a bilingual academic and vocational program, employability training and an opportunity for youth to perform community service by creating housing for the city's low income residents. The students at YouthBuild PCS transform their lives while building the community.

Philosophy

The underlying philosophy of the school is that through education, young people at risk—even those who have experienced failure—can learn to respect themselves and lead lives with dignity as contributing members of society. The following principles constitute the philosophical core and spirit of YouthBuild PCS and are the basis for all educational programs:

- Profound respect for where students are in their development and for their potential to learn and grow
- Certainty that young people can take control over their own lives
- Certainty that young people require a safe and structured learning environment
- Certainty that young people require support from adult role models to sustain their efforts to build a future
- Certainty that meaningful work can be transformative
- Certainty that positive values and high standards must be taught and modeled for young people
- Certainty that teaching academic, employment and social skills in a holistic approach is essential for young people
- Commitment to helping students to achieve the goals outlined in their individualized plans
- Certainty that young people must be challenged to change self-destructive behavior and negative attitudes
- Commitment to maintaining an environment where diversity is respected and understood

School Program

YouthBuild PCS is a bilingual alternative high school, which assists young people between the ages of 16-24 to obtain their GED and on-the-job training in the construction field. The school is based on a national model and is part of a network of over 200 YouthBuild schools and programs around the country.

The 2010-11 school year started on September 8, 2010 and ended on June 17, 2011. The hours of operation for each school day were 8:30AM to 3:30PM.

Transformation

YouthBuild PCS recruits and serves Washington, D.C.'s disconnected young people between the ages of 16-24, who have dropped out of, been expelled from, or aged-out of other area high schools. A 2008 study by the Congressional Research Service estimated that 1.9 million young people were disconnected nationwide and for this reason at greater risk of engaging in criminal activities, becoming incarcerated and/or relying on public systems of support. A 2006 Urban Institute study on Washington, D.C. also estimated that over 14,000 young people were disconnected locally—and it is likely that this number has increased in the intervening three years. Both of these studies also reveal that the rates of disconnection are highest among Latinos, African Americans and females, groups that also make up the majority of YouthBuild PCS's student population. As an alternative to these troubling statistics, YouthBuild PCS aims to provide guidance to young people as they transform their own lives and the broader Washington, D.C. community with the creation of new affordable housing.

For YouthBuild PCS students, transformation begins at "Mental Toughness," a weeklong orientation that takes place before the start of the school year and also serves as a chance for students to re-examine whether the school is the right fit for them. During Mental Toughness, students are pushed to demonstrate their work ethic, their approach to teamwork and their willingness to try new things. The shared experiences throughout this first week establish a bond between students and also serve as a foundation for a successful school year.

As a way to ensure that YouthBuild PCS students stay in school throughout the course of the school year, YouthBuild PCS provides students with a bi-weekly stipend of $8.25 per hour for the time they are on a construction site and $15.00 per day for the time they are in a classroom to assist with the cost of transportation, breakfast, and lunch. Although not a livable monthly wage, the stipend removes some economic pressures for students, and also provides enough financial assistance to keep them solvent for the duration of the school year.

YouthBuild PCS recognizes that meaningful relationships with adults are a key element in students' transformation. During SY2010-11, with support from YouthBuild USA, YouthBuild PCS launched a mentoring program, pairing young people with a trained mentor for 15 months of structured one-on-one support.

Curriculum design and instructional approach

The learning environment at YouthBuild PCS is distinguished by the school's small class sizes and low teacher-student ratios, which provide students with the opportunity to study mathematics, science, social studies, reading and writing in active settings. All teachers also incorporate the Quantum Learning program to advance the literacy and numeracy levels of their students—some of whom have reading levels as low as 2nd and 3rd grade at the time of enrollment. Quantum Learning is a research-based, well respected curriculum in the education field for its emphasis on differentiated learning and for highly motivating for students.

YouthBuild PCS is a multicultural school that celebrates the diversity of its students and staff. For many of our students, this year marked not only their first opportunity to work closely with someone of a different race or ethnicity, but also their first opportunity to work with someone who spoke a different language.

English Language Learner (ELL) students participated in Spanish GED classes. These students also improved their English skills by participating in English as a Second Language (ESL) classes and by reinforcing their English skills on the construction site. This daily combination of ESL classes with English conversation at their vocational placements resulted in dramatic improvements in students' speaking and listening abilities.

In 2010-11, a Specialized Education Instructor worked with students entering at low-literacy and low-numeracy levels (for example, entering at 1st to 3rd grade levels). Students received specialized instruction one-on-one and in small groups to master fundamentals in reading and math, which also enabled them to more successfully integrate into the pre-GED or ABE classroom with their peers.

Program Descriptions

YouthBuild PCS is comprised of four core program areas: Academic Instruction, Workforce Training, Transition Services, and Support Services. Collectively, these core programs allow YouthBuild PCS to provide comprehensive instruction, interventions, services, and support to students so they are successfully prepared for the workforce and/or postsecondary education.

The YouthBuild PCS Academic Instruction Program equips students with the knowledge and skills needed to obtain a GED (General Education Diploma). Students are instructed in five major content areas: Reading, Writing, Math, Science, and Social Studies. All academic classes are taught in both English and Spanish. YouthBuild PCS has a teacher/student ratio of 15:1 and for students who are receiving specialized instruction, the ratio is approximately 5:1.

Our Workforce Training Program is comprised of both on-site construction training and vocational education classes. The two components together provide students with the opportunity to develop employability skills and nationally recognized construction certifications that will be valuable to them as they enter the workforce. Through various partnerships, students are able to work on an actual construction site under the supervision of skilled construction trainers. At the sites, the trainers create a "real world" working environment in order to teach and reinforce the development of soft skills such as punctuality, attendance, preparation, ability to work in a team, and efficiency in completing the daily task. Additionally, we offer information technology instruction including the Microsoft Office Specialist (MOS) certification.

The Transitions Program aims to ensure that students are successfully prepared to enter a career that will provide a living wage. Job readiness training classes teach soft skills for employment and allow for career exploration while internships offer hands-on practical experience. Throughout the

year we also strive to ensure that a variety of career development activities are offered, including opportunities for students to attend job fairs, college fairs, college tours and presentations, and job shadowing and employer presentations.

Our Support Services Program has a singular focus: to assist students with overcoming challenges, barriers and obstacles that impede their ability to be successful in school and ultimately in life. At the beginning of the school year, students meet with case managers and participate in a needs assessment and are linked to the appropriate service providers. Case managers closely monitor the student's attendance and progress and conduct interventions when necessary. Through an Alumni Support Program, students are able to receive services once they have completed the school. Specific services provided through the Support Services Program include: substance abuse counseling, individual/group counseling, assistance with obtaining housing, daycare, and medical insurance. Additionally, we offer Life Skills and Psychology classes, aimed at preventative education, that utilize curricula and assessments focusing on Social Emotional Development.

School Staff

Each year the YouthBuild PCS staff brings an amazing wealth of education, experience and cultural diversity to the school and SY 2010-11 was no different. The range of academic and professional experiences of this staff ensured that students had limitless learning opportunities both in and outside of the classroom.

Since August 2008, Arthur Dade has served as executive director of YouthBuild PCS. Mr. Dade has extensive experience in organizational leadership, financial management and youth development, including four years of experience as the CEO of a neighborhood development corporation where he oversaw construction development, compliance and performance outcomes. For seven years he served as a grant officer for the Freddie Mac Foundation, where he provided leadership and oversight for academic and career development programs for youth. Mr. Dade also brings 14 years of financial management experience that includes work as a comptroller, director of finance, and accounting manager. He has a Bachelor of Science in Accounting from the University of Maryland.

Andrea Hinson is the principal and one of the founders of YouthBuild PCS. Previously, she was the program director and job developer for the YouthBuild Program at the Latin American Youth Center. She is a graduate of the highly competitive and rigorous New Leaders for New Schools Program, and is certified as an administrator of secondary schools.

Rebecca Paavola is assistant principal and special education coordinator of YouthBuild PCS. She has 11 years of teaching experience in language arts, math and special education and worked for four years at YouthBuild Columbus where she developed her enthusiasm for the YouthBuild model of education.

YouthBuild PCS had twelve teachers this year, six in academics and six in vocational education/construction. The average class size was no more than 15 students (the average class

size was 6 students for specialized instruction). Staff qualifications are detailed further in the Annual Report Data Worksheet. The staff of YouthBuild PCS have a wide range of experience and education drawing from the education, non-profit, and private sector fields including a range of educational degrees from technical-level degrees to Master's and PhD level-education.

The salary range for teachers was $30,000 to $67,473 with an average teacher salary of $48,547. The salary range for administrators was $80,325 to $119,328 with an average of $96,249. Staff attrition in 2010-11 was 12 percent.

Student Characteristics

Student Characteristics Table: YouthBuild Public Charter School	
Number of students enrolled	117
Student attrition rate during 2010-11 SY	40%
Student re-enrollment rate	30%
Demographics (Race, Ethnicity, Gender)	51% Latino 46% African American 3% African
	51% Hispanic 49% Non-Hispanic
	50% Female 50% Male
Percentage of limited and non-English proficient students	56%
Percentage of students with special education IEPs	9%
Percentage of students qualifying for free or reduced lunch	100%
Average daily membership	86
Average daily attendance	79
Promotion rate	N/A – ungraded school
High School Data Table: N/A	

Governance

YouthBuild PCS is governed by a Board of Trustees. The Board provides oversight of the programmatic and financial matters of the school. The members are volunteers and possess various skills viable to YouthBuild PCS.

YouthBuild Charter School Board of Trustees (as of June 30, 2011)

	Contact Information	**Areas of Expertise**
Mark Jordan **Chair**	H: 202 462-4151 C: 202 390-0304 markjordan100@gmail.com 122 Kentucky Avenue, SE Washington, DC 20003	Consultant for the Special Arbiter, Superior Court of the District of Columbia Education, Juvenile Justice,

		Government Ops
Shawn Woodyard **Treasurer**	C: 917 450-4156 swoodyard@verizon.net 3301 New Mexico Ave., NW, Suite 216 Washington, DC 20016	Sales Executive Information Technology
Nolan Smith **Secretary**	H: 202 723-3050 C: 202 439-7310 nsmith@mannadc.org 1527 Upshur Street, NW Washington, DC 20011	Construction Manager, MANNA Education, Construction
Pablo Benavente	W: 202 832-1845 C: 202 441-7578 pbenavente@mannadc.org 1340 Fairmont Street, NW Washington, DC 20009	Architecture Design Specialist, MANNA Community Issues, Construction
Jon Fernandez	H: 301 864-2684 W: 202 223-4560 jonfernandez1@gmail.com 4404 Kennedy Street Hyattsville, MD 20781	Project Director, Federal City Council Government relations and legislative process, civic partnerships
Gregory Jeffries	H: 202 246-3744 gnjeffries@comcast.net 1459 Chapin Street, NW Washington, DC 20009	Industry Specialist, GSA Real Estate, Development
Shandon Johnson	H: 202 276-1180 shandonljohnson@gmail.com 810 Marietta Place NW Washington, DC 20011	YouthBuild PCS Alumni
Steve Lanning	W: 703 860-4194 C: 202 409-1000 slanning@malaborers.org 1736 Columbia Road, NW #101 Washington, DC 20009	Director, Laborers' Mid-Atlantic Regional Organizing Coalition Construction, Labor Unions, Workforce
Denise Nwaezeapu	H: 202 726-0420 do.zap@verizon.net 6500 13th Street, NW Washington, DC 20012	IT Specialist, DCPCS Education, Community Issues, Technology
Antonella Romano	H: 202 556-1268 antostella@gmail.com 507 Seward Square SE Apt #2 Washington DC 2003	US Government Analyst Education, Community Issues

There are three standing committees of the Board: Programs, Nominations and Development. Ad hoc committees are created as needed. There are no Board trainings to report for 2010-11.

Finance

Latin American Youth Center YouthBuild Public Charter School
Approved Budget for the School Year: 2010-11
July 1, 2010 – June 30, 2011

OPERATING INCOME	
REVENUE	
Per-Pupil Revenue	1,838,658
Public Grants	726,634
Private Revenue	79,125
Total Revenue	**$2,644,417**
OPERATING EXPENSES	
Staff Related Expenses	1,683,040
Occupancy Expenses	333,986
Direct Student Expenses	462,835
Office and Business Expenses	160,783
Total Expenses	**$2,640,644**

Donors and Grantors
July 1, 2010-June 30, 2011

Donations equal to or exceeding $500 (monetary or in-kind)

In alphabetical order

Covington and Burling
DC USA
District of Columbia Public Charter School Board
Office of State Superintendent of Education (OSSE), Office of Public Charter School Support
Philip L. Graham Fund
Nolan Smith
Thomas Flanagan
U.S. Department of Labor
Wal-Mart Foundation
YouthBuild USA

School Performance

Evidence of Performance and Progress – and— Lessons Learned and Actions Taken Based on Accountability Information and Review Findings

This school year began with an intentional focus on how to continue to improve the delivery of instruction as well as creating systems that would allow us to more readily analyze student data to inform instruction. We adopted the use of Informs Database and Scantron to help us be able to collect, record, analyze, and track student academic data. We are still in the process of creating systems to track non-academic data that is relevant to both student and school success, for example student certification attainment in the vocational education classes, and students' performance on the schools Social Emotional Inventory. It is our goal to create a database that marries the academic and non-academic student data so that all staff will be informed on student progress, achievement and our overall school performance.

Student Progress

LAYC YouthBuild Public Charter School utilizes the Test of Adult Basic Education (TABE) to assess and monitor student academic performance. The TABE assessment measures reading, math computation, and math application; and then gives us a grade level equivalency score. Students are administered the TABE assessment three times a year; the first assessment which is administered in September is used to determine the student grade level at entry. This information is also used to individualize each student's instructional plan, and to determine specific areas of strength and weakness.

Out of students who completed the school year, the average student enrolled with a 7.0 grade level in reading and a 5.3 grade level in math; and exited the school with a 10.8 grade level in reading and an 8.5 grade level in math. Students on average progressed at least 3 grade levels in both reading and math. We were successful in meeting our goals on the accountability plan in the area of Student Growth this school year. 86% of students entering below an 8th grade reading level advanced at least 2 grade levels, and 95% of our students advanced at least one grade level in math.

Much of this success can be attributed to:

- Small classroom instruction
- Quick and responsive changes to students individual instructional plan based on data
- Increased use of technology in the core academic classes, especially the use of promethean boards
- The intentional efforts to highlight vocabulary during instruction

However we believe the introduction of our Specialized Instruction Class had a significant impact.

The Specialized Instruction Class was designed to cater to the needs of students who entered our school testing at or below a 4th grade level. Students who met that criterion received instruction from a teacher with a special education background in a class with no more than 6 students. The curriculum for this class incorporated use of manipulatives and instructional strategies designed to accelerate learning while keeping the student engaged. It also greatly reduced the number of students in our Pre-GED and GED classes and decreased the disparity between learners.

For students with disabilities, during the 2010-11 school year we had 11 students with identified IEPs. Many of our students arrive without current IEPs or having been away from the school system for a few years and therefore tracking down IEPs and locating previous psych-educational evaluations can be a challenge. We ended the school year with four of the eleven students. Of those four, only one had had an IEP the full year. Therefore, students are currently "in progress" on most of their individualized goals. Overall student progress is measured by the TABE assessment in the areas of Reading and Math. Of the eleven students nine increased at least 1 full grade level from their baseline score in Mathematics and 7 increased at least one full grade level in Reading.

Unfortunately we were not successful in meeting outcomes for our English Language Learners. Only 60% of our ELL students increased their English proficiency by 20% as assessed by the WIDA/Access assessment. This school year ELL students were only integrated in the IT classes, and were assigned advisory/homerooms that were mono-linguistic. We were not successful in providing an environment that stressed the importance of the acquisition of the English Language, nor did we place them in classes where they were forced to practice. This upcoming school year, students will be integrated into Life Skills classes, Vocational Education Classes, and various workshops throughout the school year.

Student Achievement

LAYC YouthBuild Public Charter School prepares students to obtain their GED by passing the official exam administered by the University of the District of Columbia. The GED exam is comprised of 5 subject areas; Math, Reading, Writing, Social Studies, and Science. Our goal this school year was to ensure that at least 70% of the students who take the Official GED test will pass the exam. We were not successful in meeting this goal.

In the past we had a practice of registering students who meet the minimum requirement to pass the Official GED Practice test to take the Official GED Exam. This meant that students were sent 3 or 4 times, and that some students would pass portions of the exam but not all. This was a paradigm shift for us, in that we had to review the criterion in which we were using to determine a student's readiness to take the Official GED Exam. We slightly increased the requirements, however it yielded little improvement. This year with the assistance of our Board, and the GED office, we will create a criterion that not only looks at the Official Practice GED Exam, but also relevant class work as a determiner of the students' readiness to take the Official exam. Instructional practices will also be reviewed to ensure we are not teaching to the test; true

mastery of the skills taught is our desired outcome for all of our students.

Gateway

LAYC YouthBuild has a very strong vocational education program that focuses on the construction industry. Students spend almost 50% of their school time on a construction site on in the vocational education classroom, where they earn industry recognized certifications; such as OSHA 10, National Center for Construction Education and Research (NCCER), and Home Builders Institute (HBI) Certifications. NCCER is the main curriculum taught in the vocational education class. The CORE Curriculum from NCCER teaches students the basic fundamental skills needed for success in the construction industry. It is broken into 9 modules and has both a written assessment and a practical assessment where the student must demonstrate the skills and content taught within the individual modules. This school year we were also successful in introducing our MOS computer certification classes as well as our HVAC (heating ventilation and air conditioning) class. 98% of our students who completed the school year were able to successful earn on or more of the industry recognized certifications.

Leading Indicator

Our daily average attendance rate this school year was 79%, an 11% increase from last school year. Over the summer the school leadership team met to discuss strategies to improve student attendance. We created a policy that allowed for early intervention, so that when a student reached their 4th absence they had to meet with their case manager and create an attendance contract to improve their attendance. Home visits were also conducted weekly to students who were absent without notification for 3 or more days. Lastly a monetary incentive was provided to students who achieved perfect monthly attendance.

Governance Practices, Successes, and Challenges

The YouthBuild PCS Board of Trustees adhered to a high standard of governance practices during the 2010-2011 school year. The Board provided oversight on the organizational goals and ensured sufficient resources were on hand and that those resources were managed effectively. With input from school executives, the Board provided guidance regarding updated performance measures for the academic school year. Furthermore, the Board authorized a financial incentive system for school staff aligned with the school's performance measures.

The Board met in periodic plenary sessions during the fiscal year in addition to individual meetings of specific ad-hoc committee meetings. The Board was also actively involved in an effort to expand YouthBuild PCS to include a second campus. Furthermore, the Board assured an orderly succession of Board leadership with the installation of a new Board chair. The Board was also successful in recruiting several new members that brought needed expertise.

Authorizations

The YouthBuild Public Charter School has in place all authorizations needed to operate a public charter school, including a certificate of occupancy, insurance and a lease. This information is further documented by a letter from the Board of Directors. See Appendix.

Reporting Performance Management Framework and/or Accountability Plan Information to Students, Teachers, Parents, and the Public

YouthBuild PCS hosted team teacher conference nights during 2010-11 for parents and supporters, which provided opportunities for the school's staff to share news about students' success with their family members and friends. We also began redesign and upgrades to our website and newsletter in 2010-11, which will be completed in 2011-12. These will also serve as a resource for stakeholders to learn information related to the school's performance and activities.

Unique Accomplishments

YouthBuild PCS's application for candidacy for accreditation was accepted by the Middle States Association of Colleges and Schools. The two year accreditation process will affirm that YouthBuild PCS provides quality education and training to young people in the District of Columbia. Also, this past year, the District of Columbia Public Charter School Board voted to renew YouthBuild PCS's charter for another five years.

YouthBuild PCS was selected as a 2011 recipient of a competitive Department of Labor YouthBuild grant. Only 76 YouthBuild programs across the country were awarded a total of $75.8M – down from 120 awardees in the previous round of funding, due to significant budget cuts.

In the fall of 2010, in partnership with YouthBuild USA and the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP), YouthBuild PCS launched a mentoring program. This program pairs young people at the school with caring, trained adults for one-on-one guidance and support as they navigate their way through school and into work and postsecondary education.

Also, in 2010-11, YouthBuild PCS started an Americorps Community Service program for students. YouthBuild USA and the Corporation for National Service are partnering with YouthBuild to offer this program, which allows youth to participate in community service activities throughout the year earning hours towards an educational award to be used for postsecondary education or training.

Latin American Youth Center YouthBuild Public Charter School

Approved Budget for the School Year: 2010-11

July 1, 2010 – June 30, 2011

OPERATING INCOME

REVENUE	
Per-Pupil Revenue	1,838,658
Public Grants	726,634
Private Revenue	79,125
Total Revenue	**$2,644,417**

OPERATING EXPENSES

Staff Related Expenses	1,683,040
Occupancy Expenses	333,986
Direct Student Expenses	462,835
Office and Business Expenses	160,783
Total Expenses	**$2,640,644**

Annual Report Data Collection Tool Worksheets

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

YouthBuild Public Charter School's (YouthBuild PCS) mission is to transform the lives of out-of-school youth by offering a bilingual academic and vocational program, employability training and an opportunity for youth to perform community service by creating housing for the city's low income residents. The students at YouthBuild PCS transform their lives while building the community.

2. Please choose your Campus/LEA's School and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

❍ 128 131 YouthBuild LAYC PCS

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

	YES
X	NO
Additional Comments	We are currently involved in the accreditation process through Middle States Association.

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	Gina Kelley
Title	Business Manager
School Street Address	3014 14th Street ,NW, Washington, DC
School Zip	20009
School Ward	1
Direct Phone Number	202.302.5570
Email	ginak@layc-dc.org

5. Please select the lowest grade level served by your Campus/LEA in the 2010-2011 school year.

	PK3		2		6		10	x	GED Program
	PK4		3		7		11		
	K		4		8		12		
	1		5		9		Adult Ed		

6. Please select the highest grade level served by your Campus/LEA in the 2010-2011 school years.

	PK3
	PK4
	K
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	11
	12
	Adult Ed
x	GED Program

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

8:30 AM

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

3:30 PM

9. Enter any additional comments regarding Start time/End time for Regular School Day.

No additional comments.

10. Please enter the Start and End Dates for the 2010-2011 School Year.

Start Date	09/08/2010
End Date	06/17/2011

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

	YES (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)
X	**NO**

Additional Comments	

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below.

Average Class Size:	15
Student/Teacher Ratio:	15:1 (6:1 for specialized educational instruction)

13. For the 2010-2011 school year, please provide the total number of students/incidents falling into each category listed below.

# Transferring out of school/Withdrawals (total students)	21
# Short-Term Out of School Suspensions (5 days or less)	4
# Long-Term Out of School Suspensions (more than 5 days)	0
# of Expulsions (total students)	14
# of Dropouts (total students)	11
# Retained at grade level (total students)	N/A – ungraded

(Suspension counts should reference the total number of "incidents". For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension)

Questions 14-28: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	1	1	0	0	0	N/A	N/A
Principal	1	1	1	1	1	N/A	N/A
Assistant Principal	1	1	0	1	0	N/A	N/A
Classroom Teachers	3.5	3.5	3	2	1	N/A	N/A
Special Subject Teachers	1	1	0	1	0	N/A	N/A
Bilingual/ESL Teachers	.5	.5	0	0	0	N/A	N/A
Special Education Teachers	1	1	1	1	0	N/A	N/A
Vocational/Career Teachers	6	2	1	2	0	N/A	N/A
Building Resource Teachers	0	0	0	0	0	N/A	N/A
Counselors	4	4	4	4	0	N/A	N/A
Librarians/Media Specialists	0	0	0	0	0	N/A	N/A
Coordinators	2	2	1	0	0	N/A	N/A
Classroom Aides	0	N/A	N/A	N/A	N/A	N/A	N/A
Title I Educational Aides	0	N/A	N/A	N/A	N/A	N/A	N/A

29. Are you a single-campus LEA or a central office?

X	**YES** Skip to Question 28
	NO Skip to Question 29

30. Please complete the following entries regarding staffing and salary.	
Staff Attrition Rate	12%
Number of Teachers	12
Salary Range for Teachers	30,000 to 67,473
Average Teacher Salary	48,547
Number of School Support Staff	4
Salary Range for School Support Staff	36,219 to 55,030
Average School Support Staff Salary	44,755
Number of School Administrators	3
Salary Range for School Administrators	80,325 to 119,328
Average School Administrator Salary	96,249
Number of Central Office Administrators	0
Salary Range for Central Office Administrators	N/A
Average Central Office Administrator Salary	N/A

31. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, Business Manager, Special Education Coordinator, and Attendance Manager.

Board Chair Name	Mark Jordan
Board Chair Title	Board Chair
Board Chair Email	Markjordan100@gmail.com
Board Chair Phone	202 390-0304
Board Chair Mailing Address	122 Kentucky Ave, SE
Board Chair Mailing City, State	Washington, DC
Board Chair Mailing Zip	20003
Exec. Director Name	Arthur Dade
Exec. Director Title	Executive Director
Exec. Director Email	arthur@layc-dc.org
Exec. Director Phone	202.319.0141
Exec. Director Mailing Address	3014 14th Street, NW
Exec. Director Mailing City, State	Washington, DC
Exec. Director Mailing Zip	20009
Principal Name	Andrea Hinson
Principal Title	Principal
Principal Email	andrea@layc-dc.org
Principal Phone	202.319.2296
Asst. Principal Name	Rebecca Paavola

Asst. Principal Title	Assistant Principal
Asst. Principal Email	Rebecca@layc-dc.org
Asst. Principal Phone	202.319.8648
Business Manager Name	Gina Kelley
Business Manager Title	Business Manager
Business Manager Email	ginak@layc-dc.org
Business Manager Phone	202.302.5570
Business Manager Mailing Address	3014 14th Street, NW
Business Manager Mailing City, State	Washington, DC
Business Manager Mailing Zip	20009
Special Ed Coordinator Name	Rebecca Paavola
Special Ed Coordinator Title	Assistant Principal/Special Education Coordinator
Special Ed Coordinator Email	Rebecca@layc-dc.org
Special Ed Coordinator Phone	202.319.8648
Attendance Manager Name	Maria Sanchez
Attendance Manager Title	Student Attendance Counselor
Attendance Manager Email	Miriam@layc-dc.org
Attendance Manager Phone	202.319.0141
Admissions Manager Name	Iris Mata
Admissions Manager Title	Registrar
Admissions Manager Email	iris@layc-dc.org
Admissions Manager Phone	202.319.2236

32. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Campus/LEA Staff Member Name	Arthur Dade
Campus/LEA Staff Member Title	Executive Director
Campus/LEA Staff Member Phone	202.319.0141
Campus/LEA Staff Member Email	arthur@layc-dc.org
Board Member Name	Mark Jordan
Board Member Title	Board Chair
Board Member Phone	202 390-0304
Board Member Email	Markjordan100@gmail.com
Additional Campus/LEA Staff Member Name	Andrea Hinson
Additional Campus/LEA Staff Member Title	Principal
Additional Campus/LEA Staff Member Phone	202.319.2296
Additional Campus/LEA Staff Member Email	andrea@layc-dc.org

Appendix: Letter from Board of Directors regarding Certifications

YOUTHBUILD PUBLIC CHARTER SCHOOL

FOUNDED BY THE
LATIN AMERICAN YOUTH CENTER

3014 14th Street, NW
Washington, DC 20009

Tel 202.319.0141

Fax 202.518.0618

www.youthbuildpcs.org

United Way #9351

Arthur L. Dade, Executive Director

Andrea Hinson, Principal

Mark Jordan, Chair

Shawn Woodyard, Treasuror

Nolan Smith, Secretary

Pablo Benavente

Jon Fernandez

Gregory Jeffries

Shandon Johnson

Steve Lanning

Denise Nwaezeapu

Antonella Romano

September 8, 2011

District of Columbia Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

Re: Annual Report 2010-11 Authorization Certification Letter

This letter certifies that all required authorizations are in full force and effect to operate the YouthBuild Public Charter School. This includes a certificate of occupancy, a lease, and insurance.

Please contact me at markjordan100@gmail.com if you have any questions or you may contact the school's Business Office at 202.302.5570.

Sincerely,

Mark Jordan

Mark Jordan
Board Chair

Appendix E

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- ☐ Approve a Charter Application (15 yrs)
- ☐ Approve a Charter Renewal (15 yrs)
- ☐ Approve Charter Continuance (5 or 10 yrs)
- ☐ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other_____

Non-Voting Board Items

- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

Policies

- ☐ Open a New Policy or Changes to a Policy for Public Comment
- ☐ Approve a New Policy
- ☒ Approve an Amendment to an Existing Policy

PREPARED BY: **Rashida Young – Equity & Fidelity Team**

SUBJECT: **Revision to the Accreditation Policy—Board Vote**

DATE: **December 15, 2014**

The following proposal was opened for public comment on October 14, 2014 and remained open until November 17, 2014, when a public hearing was held. Nine members of the community submitted public comment, all expressing support for adding IPC as an approved accrediting body. The public comment is attached to this proposal and will be discussed prior to a board vote.

PROPOSAL

The DC Public Charter School Board ("PCSB") staff requests that the Board approve the revised Accreditation Policy. The proposed revisions detail the standards by which PCSB adds an accrediting agency to the list of approved agencies, and adds International Primary Curriculum (IPC) and National Commission for the Accreditation of Special Education Services (NCASES) to the approved list. The new language is underlined in red in the attached policy, and deleted language is struck through.

BACKGROUND

According to the School Reform Act § 38-1802.02 (16), charter schools will seek, obtain and maintain accreditation from agencies listed in the School Reform Act (SRA) or "deemed appropriate by the eligible chartering authority." The current list of approved accrediting agencies is as follows:

(A) The Middle States Association of Colleges and Schools;

(B) The Association of Independent Maryland Schools *(no longer active)*;

(C) AdvancED *(formerly the Southern Association of Colleges and Schools);*

(D) The Virginia Association of Independent Schools *(no longer active)*;

(E) American Montessori Internationale *(no longer active)*;

(F) The American Montessori Society;

(G) The National Academy of Early Childhood Programs *(also known as National Association for the Education of Young Children)*

Additionally, PCSB approved the following agencies in subsequent years:

1. American Academy for Liberal Education (approved by PCSB in 2003);
2. KIPP Foundation (approved by PCSB in 2013)

As noted, three agencies on the original list outlined in the School Reform Act ("SRA") of 1995 do not accredit public charter schools in D.C. or are not longer active.

In December 2010, PCSB passed an Accreditation Policy (Attachment A) indicating that "all newly authorized charter schools opening in fall 2011 must have the goal of seeking and obtaining accreditation by the end of the first five years of operation. Existing non-accredited charter schools must seek and obtain accreditation within five years from fall 2010."

Standards for Adding Additional Agencies to Add to the List

PCSB staff advises that the accreditation process of each agency on the approved list include the following and finds that the International Primary Curriculum and the National Commission for the Accreditation of Special Education Services each demonstrates each of these five components.

1. Standards: The accrediting agency, in collaboration with educational institutions, establishes standards.
2. Self-study: The institution or program seeking accreditation prepares an in-depth self-evaluation study that measures its performance against the standards established by the accrediting agency.
3. On-site Evaluation: A team selected by the accrediting agency visits the institution or program to determine first-hand if the applicant meets the established standards.
4. Monitoring: The accrediting agency monitors each accredited institution or program throughout the period of accreditation granted to verify that it continues to meet the agency's standards.

5. Reevaluation: The accrediting agency periodically reevaluates each institution or program that it lists to ascertain whether continuation of its accredited or pre-accredited status is warranted.

New Agencies Proposed

International Primary Curriculum (www.greatlearning.com)
The purpose of IPC Accreditation is to enable a school to receive an external consideration of its IPC Self-Review and, if it meets the expected criteria, to receive an award representing an externally validated mark of quality.

- IPC Accreditation is based on nine key criteria
  - A clear focus on children's learning
  - Shared outcomes about the kinds of children we are helping to develop
  - Implementation of classroom practices that help children develop as we would like
  - International mindedness
  - An appropriate balance between knowledge, skills and reflection leading to understanding
  - Appropriately rigorous children's learning, and teachers' high expectations of it
  - Implementation of brain-friendly elements of the IPC
  - Implementation of themes through integrated yet separate subjects
  - Assessment and evaluation that supports and informs learning rather than dictates it
- The Accreditation Process
  - There are no initial criteria for starting the accreditation process but it is highly recommended that the school has fully implemented the IPC for a minimum of two years.
  - Before the accreditation review team visits, the school has to send a self-review report a month before to IPC which contains evidence of whether the school thinks it is developing or mastering in the nine key criteria.
  - Following the self-review, an accreditation review team, comprised of a minimum of two people, will then visit the school for two days.
  - Most of the evidence for each of the key criteria is found by seeing what is happening in classrooms and talking to children, so schools don't have to make huge files of documents as part of the accreditation process.
  - After its site visit, the accreditation review team then decides whether it agrees with the school in its judgments. A report is written by the review team, and submitted to IPC headquarters to be examined rigorously for approval.
  - The IPC then decides on the award given. The school needs to be at developing level in all nine criteria to be fully accredited.

- If in some of the criteria the school is working at mastering level, this will be noted in the report.
- If the school is working at mastering in all nine criteria the school will be accredited with being a Mastering school.
- Most schools will initially in their first accreditation be fully accredited and then when the accreditation is renewed after three years with another visit, the schools will often be working at mastering level.
- The accreditation process usually takes about 18 months from when school make initial contact with IPC, but it can be much quicker if the school is already implementing the IPC fully.

National Commission for the Accreditation of Special Education Services (www.ncases.org)
National Commission for the Accreditation of Special Education Services (NCASES) was established in response to a need for private special education providers to have an accreditation process that uniquely addresses their programs and the populations they serve.

- The accreditation process includes the following steps:
  - Submission of the initial application information and fee
  - Submit completed self-evaluation study of your agency
  - Visit by Site Team to school agency
  - Site Team report submitted to NCASES Commission
  - Official determination by NCASES Commission regarding agency accreditation
  - Agency is accredited for a period of four years, deferred or denied accreditation

- Eligibility for accreditation is as follows:
  - Have been in operation for two years;
  - Provide at least one of the Special Education services covered by NCASES;
  - Provide services within clearly defined and identifiable programs; and
  - Directly employ and pay staff to provide service(s).

Attachments
Attachment A: 2010 PCSB Accreditation Policy
Attachment B: Redlined revisions for PCSB Accreditation Policy
Attachment C: 2014 revised PCSB Accreditation Policy
Attachment D: Public Comment

Date: _____
PCSB Action: _____Approved _____Approved with Changes _____Rejected
Changes to the Original Proposal/Request: _____
_____
_____
_____
_____
_____

Attachment A

Policy Title
D.C. Public Charter School Accreditation Timeline

Audience
This policy applies to all authorized public charter schools in the PCSB portfolio.

Policy Statement
All newly authorized charter schools opening in fall 2011 must have the goal of seeking and obtaining accreditation by the end of the first five years of operation. Existing non-accredited charter schools must seek and obtain accreditation within five years from fall 2010.

Failure to Comply
The following sanctions will be applied should a charter school fail to meet the timeline for obtaining accreditation from at least one of the approved accrediting agencies:

1. A charter school may become a candidate for charter warning if not accredited by the end of six years of operation.
2. A charter school may become a candidate for revocation if it is not accredited by the end of seven years of operation.
3. Charters with multiple campuses will be considered in violation of its charter agreement if one or more of its campuses do not obtain accreditation. Such a charter may become a candidate for charter warning if one or more of its campuses fail to obtain accreditation at the end of that campus' sixth year of operation. A charter may become a candidate for charter revocation if one or more of its campuses fail to obtain accreditation at the end of that campus' seventh year of operation.

References
DC ST § 38-1802.02: "An assurance the proposed school will seek, obtain, and maintain accreditation from at least one of the following:

1. The Middle States Association of Colleges and Schools;
2. The Association of Independent Maryland Schools;
3. The Southern Association of Colleges and Schools;
4. The Virginia Association of Independent Schools;
5. American Montessori Internationale;
6. The American Montessori Society;
7. The National Academy of Early Childhood Programs; or
8. Any other accrediting body deemed appropriate by the eligible chartering authority that granted the charter to the school" [1]

[1] The PCSB deemed The American Academy for Liberal Education as an appropriate accrediting body.

Approved December 2010

Attachment B

POLICY TITLE: Accreditation Policy	
ADOPTION/EFFECTIVE DATE: December 20, 2010	MOST RECENTLY UPDATED: October 14, 2014

PURPOSE

The D.C. Public Charter School Accreditation Timeline policy applies to all authorized public charter schools in the D.C Public Charter School Board (PCSB) portfolio.

POLICY

All newly authorized charter schools ~~opening in fall 2011~~ must have the goal of seeking and obtaining accreditation by the end of the first five years of operation. ~~Existing~~ Non-accredited charter schools existing as of the effective date of this policy (December 20, 2010) must seek and obtain accreditation within five years ~~from fall 2010~~.

Failure to Comply

Failure to secure accreditation by the completion of the school's fifth year of operation will be considered as a negative factor in schools' annual compliance reviews and periodic charter reviews and could lead to board action.

~~The following sanctions will be applied should a charter school fail to meet the timeline for obtaining accreditation from at least one of the approved accrediting agencies:~~

1. ~~A charter school may become a candidate for charter warning if not accredited by the end of six years of operation.~~
2. ~~A charter school may become a candidate for charter revocation if it is not accredited by the end of seven years of operation.~~
3. ~~A charter with multiple campuses will be considered in violation of its charter agreement if one or more of its campuses do not obtain accreditation. Such a charter may become a candidate for charter warning if one or more of its campuses fail to obtain accreditation at the end of any of its campus' sixth year of operation. A charter may become a candidate for charter revocation if one or more of its campuses fail to obtain accreditation at the end of any of its campus' seventh year of operation.~~

References

The D.C. School Reform Act of I995 § 38-I802.02 requires as part of the petition for a charter to operate a charter school "An assurance the proposed school will seek, obtain, and maintain accreditation from at least one of the following:

1. The Middle States Association of Colleges and Schools;
2. The Association of Independent Maryland Schools *(no longer active)*
3. The Southern Association of Colleges and Schools *(now AdvancED)*;
4. The Virginia Association of Independent Schools *(no longer active)*
5. Association Montessori Society International/ USA *(no longer active)*
6. The American Montessori Society;
7. The National Academy of Early Childhood Programs *(now The National Association for Education of Young Children)*; or
8. Any other accrediting body deemed appropriate by the eligible chartering authority that granted the charter to the school"[1]
    a. American Academy for Liberal Education (approved by PCSB in 2003)
    b. KIPP Foundation (approved by PCSB in 2013)
    c. National Commission for the Accreditation of Special Education Services (NCASES) (pending PCSB approval 2014)
    d. International Primary Curriculum (IPC) (pending PCSB approval 2014)

~~Upon achieving accreditation, it is the responsibility of the school to submit documentation to the PCSB. Should a school fail to abide by this policy, as required by The D.C. School Reform Act of 1995, an LEA can become a candidate for charter warning or charter revocation.~~

~~The Middle States Association and the American Academy for Liberal Education (AALE) exist as the only accrediting bodies that have demonstrated an interest in District of Columbia public charter schools. AALE was approved as an accrediting body for PCSB schools in May 2003.~~

Standards for Adding Additional Agencies to Add to the List

Each agency on the approved list and any agency wishing to be added to the list of approved accreditors must meet the following standards:

1. Standards: The accrediting agency, in collaboration with educational institutions, establishes standards.
2. Self-study: The institution or program seeking accreditation prepares an in-depth self-evaluation study that measures its performance against the standards established by the accrediting agency.

[1] PCSB deemed The American Academy for Liberal Education and the KIPP Foundation as an appropriate accrediting body.

3. On-site Evaluation: A team selected by the accrediting agency visits the institution or program to determine first-hand if the applicant meets the established standards.
4. Monitoring: The accrediting agency monitors each accredited institution or program throughout the period of accreditation granted to verify that it continues to meet the agency's standards.
5. Reevaluation: The accrediting agency periodically reevaluates each institution or program that it lists to ascertain whether continuation of its accredited or pre-accredited status is warranted.

Attachment C

POLICY TITLE: Accreditation Policy	
ADOPTION/EFFECTIVE DATE: December 20, 2010	MOST RECENTLY UPDATED: October 14, 2014

PURPOSE
The D.C. Public Charter School Accreditation policy applies to all authorized public charter schools in the D.C Public Charter School Board (PCSB) portfolio.

POLICY
All newly authorized charter schools must have the goal of seeking and obtaining accreditation by the end of the first five years of operation. Non-accredited charter schools existing as of the effective date of this policy (December 20, 2010) must seek and obtain accreditation within five years.

Failure to Comply
Failure to secure accreditation by the completion of the school's fifth year of operation will be considered as a negative factor in schools' annual compliance reviews and periodic charter reviews and could lead to board action.

References

The D.C. School Reform Act of I995 § 38-I802.02 requires as part of the petition for a charter to operate a charter school "An assurance the proposed school will seek, obtain, and maintain accreditation from at least one of the following:

I. The Middle States Association of Colleges and Schools;
2. The Association of Independent Maryland Schools *(no longer active)*
3. The Southern Association of Colleges and Schools *(now AdvancED)*;
4. The Virginia Association of Independent Schools *(no longer active)*
5. Association Montessori Society International/ USA *(no longer active)*
6. The American Montessori Society;
7. The National Academy of Early Childhood Programs *(now The National Association for Education of Young Children)*; or
8. Any other accrediting body deemed appropriate by the eligible chartering authority that granted the charter to the school"[2]

[2] PCSB deemed The American Academy for Liberal Education and the KIPP Foundation as an appropriate accrediting body.

a. American Academy for Liberal Education (approved by PCSB in 2003)
b. KIPP Foundation (approved by PCSB in 2013)
c. National Commission for the Accreditation of Special Education Services (NCASES) (pending PCSB approval 2014)
d. International Primary Curriculum (IPC) (pending PCSB approval 2014)

Standards for Adding Additional Agencies to Add to the List

Each agency on the approved list and any agency wishing to be added to the list of approved accreditors must meet the following standards:

1. Standards: The accrediting agency, in collaboration with educational institutions, establishes standards.
2. Self-study: The institution or program seeking accreditation prepares an in-depth self-evaluation study that measures its performance against the standards established by the accrediting agency.
3. On-site Evaluation: A team selected by the accrediting agency visits the institution or program to determine first-hand if the applicant meets the established standards.
4. Monitoring: The accrediting agency monitors each accredited institution or program throughout the period of accreditation granted to verify that it continues to meet the agency's standards.
5. Reevaluation: The accrediting agency periodically reevaluates each institution or program that it lists to ascertain whether continuation of its accredited or pre-accredited status is warranted.

Attachment D

Public Comment

Source	Comment	PCSB response
Taryn Holowka	Hello, I wanted to provide a comment in support of adding the IPC as an accreditation agency. As the U.S. education system is moving toward acknowledging the importance of international programs, and to keep charter schools at the forefront of innovation within the public school system, allowing schools to pursue accreditation through international agencies such as the IPC is a necessary step. IPC accreditation will ensure alignment and adherence to the program's outlined curriculum goals and implementation standards. IPC accreditation provides assurance to families and the Public Charter School Board that CMI and other schools that may implement the curriculum are doing so at a high level of quality. IPC accreditation provides a framework for schools that implement the IPC curriculum to measure student progress towards achievable and rigorouslearning goals, and for administrators and educators to work on the goal of continuous improvement toward mastery. IPC accreditation will offer peer recognition on a global scale, allowing consistency and quality across all IPC programs internationally. IPC accreditation serves as a vital guarantee to families that the school's program has been evaluated and meets quality standards outlined by the curriculum. Accreditation will provide administrative and teaching staff a clear focus for improvement and/or accountability, and will help focus teachers' professional development goals. Ultimately, IPC accreditation will enhance children's learning by providing a framework and accountability system for school administrators and educators implementing the curriculum.	No change as this proposal supports the addition of IPC.
Mary Thomas	Hello, My name is Mary Thomas and I am a teacher at Creative Minds International Public Charter School. This is my fourth year teaching fourth grade and my first year at Creative Minds International. I am writing to endorse the use of the IPC Curriculum for our elementary school for the following reasons: 1. IPC accreditation will ensure alignment and adherence to the program's outlined curriculum goals and implementation standards. The curriculum has been extremely beneficial to my	No change as this proposal supports the addition of IPC.

Source	Comment	PCSB response
	students growth in subjects such as history, science, technology, and engineering. 2. IPC accreditation provides a framework for schools that implement the IPC curriculum to measure student progress towards achievable and rigorous learning goals, and for administrators and educators to work on the goal of continuous improvement toward mastery. 3. Accreditation will provide administrative and teaching staff a clear focus for improvement and/or accountability, and will help focus teachers' professional development goals. Thank you for considering my opinions.	
Ashton K. Washington	To Whom May Be Concern, Good Morning, Hello my name is Ashton Washington, a concerned parent for students that attend Creative Minds Public Charter School. I would like to express my views on the school receiving the International Primary Curriculum (IPC) accreditation. I personally believe this accreditation will provide each student with a diverse way of developing and learning. The IPC is a growing curriculum. It is designed to ensure rigorous learning as well as provide a stimulating process for the children. The IPC uses the global approach and since Creative Minds incorporates languages such as Mandarin and Spanish in their current curriculum, this accreditation will place them in the forefront of innovation within the public school system. Please take my comment in consideration when reflecting upon Creative Minds PSC for the IPC accreditation.	No change as this proposal supports the addition of IPC.
Heather Fabrikant	The IPC is a growing curriculum not only in the United States, but globally; it is currently implemented in schools in 92 countries. As the U.S. education system is moving toward acknowledging the importance of international programs, and to keep charter schools at the forefront of innovation within the public school system, allowing schools to pursue accreditation through international agencies such as the IPC is a necessary	No change as this proposal supports the addition of IPC.

Source	Comment	PCSB response
	step. IPC accreditation will ensure alignment and adherence to the program's outlined curriculum goals and implementation standards. IPC accreditation provides assurance to families and the Public Charter School Board that CMI and other schools that may implement the curriculum are doing so at a high level of quality. IPC accreditation provides a framework for schools that implement the IPC curriculum to measure student progress towards achievable and rigorous learning goals, and for administrators and educators to work on the goal of continuous improvement toward mastery. IPC accreditation will offer peer recognition on a global scale, allowing consistency and quality across all IPC programs internationally. IPC accreditation serves as a vital guarantee to families that the school'sprogram has been evaluated and meets quality standards outlined by the curriculum. Accreditation will provide administrative and teaching staff a clear focus for improvement and/or accountability, and will help focus teachers' professional development goals. Ultimately, IPC accreditation will enhance children's learning by providing a framework and accountability system for school administrators and educators implementing the curriculum.	
Jamie Zimmerman	Dear Mr. Scott Pearson, Mr. Skip McKoy, & leadership of the DCPCS Board: As a parent and DC community member committed to Creative Mind International PCS's use of the International Primary Curriculum (IPC), I am writing to advocate that the board add the IPC to the listing of PCSB accreditation agencies. The IPC is a growing curriculum not only in the United States, but globally; it is currently implemented in schools in 92 countries. As the U.S. education system is moving toward acknowledging the importance of international programs, and to keep charter schools at the forefront of innovation within the public school system, allowing schools to pursue accreditation through international agencies such as the IPC is a necessary	No change as this proposal supports the addition of IPC.

Source	Comment	PCSB response
	step. IPC accreditation is extremely important to me as a parent as it will ensure alignment and adherence to the program's outlined curriculum goals and implementation standards. Without IPC accreditation, CMI have to adhere to accreditation principles that could distract the school from performing its charter mission to its absolute fullest. Indeed, IPC accreditation provides assurance to families and the Public Charter School Board that CMI and other schools that may implement the curriculum are doing so at a high level of quality. IPC accreditation will provide a framework for CMI (and any other school who choose to implement this amazing curriculum) to measure student progress towards achievable and rigorous learning goals, and for administrators and educators to work on the goal of continuous improvement toward mastery. Indeed, IPC accreditation serves as a vital guarantee to families that the school's program has been evaluated and meets quality standards outlined by the curriculum. Ultimately, IPC accreditation will enhance my children's – and that of all of the other children in this diverse and committed student body -- learning by providing a the most solid, relevant framework and accountability system for school administrators and educators implementing the curriculum. I would be happy to answer additional questions and testify on behalf of the school at any time. To be sure, I plan to be present at the November 17th hearing for the same. Many thanks for your consideration and support of our wonderful school and children.	
Lisa Harlan	Dear DC Public Charter School Board, My child has attended Creative Minds International Public Charter School (CMIPCS) since the school launched. The International Primary Curriculum (IPC) was an important factor in our initial interest in CMIPCS. During the two-and-a-half years that our daughter has attended, I have been delighted and impressed with the school's implementation of this global curriculum.	No change as this proposal supports the addition of IPC.

Source	Comment	PCSB response
	I am writing to request that the IPC be added to the listing of PCSB accreditation agencies in order to assure school families as well as the PCSB that CMIPCS (and other schools that may implement the curriculum) are doing so at a high quality level. Accreditation would guarantee that the school's program has been evaluated and meets the standards outlined by the curriculum. Thank you for your consideration and continued support of our wonderful school!	
Tamar Levenberg	To the DC Public Charter School Board, I write to you in support of including the International Primary Curriculum (IPC) as an accrediting agency. I am the parent of a PK4 student at Creative Minds International Charter School. My son is blossoming as a result of the IPC program that is used at his school. The IPC is a growing curriculum not only in the United States, but globally; it is currently implemented in schools in 92 countries. As the U.S. education system is moving toward acknowledging the importance of international programs, and to keep charter schools at the forefront of innovation within the public school system, allowing schools to pursue accreditation through international agencies such as the IPC is a necessary step. IPC accreditation will ensure alignment and adherence to the program's outlined curriculum goals and implementation standards. IPC accreditation provides assurance to families and the Public Charter School Board that CMI and other schools that may implement the curriculum are doing so at a high level of quality. IPC accreditation provides a framework for schools that implement the IPC curriculum to measure student progress towards achievable and rigorous learning goals, and for administrators and educators to work on the goal of continuous improvement toward mastery. IPC accreditation will offer peer recognition on a global scale, allowing consistency and quality across all IPC programs internationally. IPC accreditation serves as a vital guarantee to families that the school's program has been evaluated and meets quality standards outlined by the curriculum. Accreditation will provide administrative and teaching staff a clear focus for improvement and/or accountability, and will help focus teachers' professional development goals.	No change as this proposal supports the addition of IPC.

Source	Comment	PCSB response
	Ultimately, IPC accreditation will enhance children's learning by providing a framework and accountability system for school administrators and educators implementing the curriculum.	
Heather Curtis	Please add IPC to the list of accreditation agencies. IPC accreditation serves as a vital guarantee to families that the school's program has been evaluated and meets quality standards outlined by the curriculum.	No change as this proposal supports the addition of IPC.
Liz Dunning & Paul Goldblatt	Hello - While we know that these comments will be received after the deadline, we're sharing just in case they can be considered at the hearing tonight. Our son has been a student at Creative Minds PCS since it's opening and is now in kindergarten. He has had a tremendous experience, both academically and his social and emotional development. It is our opinion that the IPC curriculum has well supported his needs and is best-in-class in the way that it supports the whole child and connects both the child and the whole family with our changing world. Upon doing some research, it became clear that we're not alone! The IPC is a growing curriculum in the United States and around the world, being used in 92 countries right now. As the public education system increasingly acknowledges our flat world, the importance of international programs and the importance of international standards/assessments like PISA, it only follows that the IPC curriculum would become of greater importance too. Supporting the accreditation of the Creative Minds' use of the curriculum gives DC an opportunity to maintain its position at the forefront of charter school innovation. Accreditation for the IPC also helps supports the program's implementation and adherence to its goals and standards within Creative Minds - which I'm very excited about, and offers assurance to families and the public charter school board that Creative Minds will maintain or increase its level of fidelity and quality. Most importantly, perhaps, it ensures that there is a framework in place that aligns student progress to the rigorous goals set by IPC. We hope that the DC charter board will support accreditation of the IPC for use by Creative Minds and others and thank you for your continued innovative leadership in the charter school community generally.	No change as this proposal supports the addition of IPC.

Appendix F

Annual Report
2012-2013

LAYC YouthBuild Public Charter School
3014 14th Street, NW
Washington, DC 20009
202.319.0141
www.youthbuildpcs.org
Board Chair: Mark Jordan

Table of Contents

Board Contact List **3**

Staff Roster **4**

School Description **5**

Mission *5*

Philosophy *5*

School Program *5*

School Staff *8*

Student Characteristics *9*

Finance ..... Error! Bookmark not defined.

Unaudited year-end financials for FY 2012-13 ..... ***Error! Bookmark not defined.***

Approved Budget for the School Year: 2012-13 ..... ***Error! Bookmark not defined.***

Donors and Grantors *10*

Facilities ..... Error! Bookmark not defined.

School Performance **11**

Evidence of Performance and Progress *11*

Lessons Learned and Actions Taken Based on Accountability Information and Review Findings *11*

Unique Accomplishments *12*

Data Collection Template **14**

Board Contact List
School Year 2011-12

	Contact Information
Mark Jordan **Chair**	202 390-0304 markjordan100@gmail.com
Shawn Woodyard **Treasurer**	917 450-4156 swoodyard@verizon.net
Nolan Smith **Secretary**	C: 202 439-7310 nsmith@mannadc.org
Pablo Benavente	W: 202 832-1845 C: 202 441-7578 pbenavente@mannadc.org
Gregory Jeffries	C: 202 246-3744 gnjeffries@comcast.net
Shandon Johnson	C: 202 276-1180 shandonljohnson@gmail.com
Steve Lanning	W: 703 860-4194 C: 202 409-1000 slanning@malaborers.org
Antonella Romano	C: 202 556-1268 antostella@gmail.com

Staff Roster

Ligia Arreaga, Spanish GED Instructor
Eva Camacho, Student Supportive Services Coordinator
Mario Carrillo, Program Associate Mentor & Americorps
Orson Charles, Construction Trainer
Antoine Clipper, Construction Assistant
John Collier, Construction Manager/Instructor
Arthur Dade, Executive Director
Gina Fognani, Case Manager
Karla Gant, Executive Assistant
Phyllis Henderson, ESL/GED Instructor
Andrea Hinson, Principal
Monique Hunter, Special Education Coordinator
Makuti Lee, Case Manager
Paul Letchenberg, Construction Trainer
Iris Mata, Registrar/Office Manager
Javier Mercado, GED Instructor
Shannon Murphy, Americorps/Mentoring Coordinator
Katrina Okoli, GED Instructor
Jeffrey Palacios, Vocational Education Instructor
Volita Russell, Assistant Principal
Maria Sanchez, Student Attendance Specialist/Receptionist
Rachel Seir, Job Developer
Anna Sherr, Americorp VISTA
Emma Subramaniam, Case Manager
Sharneise Turpin, Vocational Education Coordinator

School Description

Mission

YouthBuild Public Charter School (YBPCS) is an alternative high school for young people seeking to transform their lives by re-engaging in their education in a non-traditional school environment. YBPCS prepares students for post-secondary education and the workplace by offering, in English and Spanish, academic, vocational and workforce development programs. YBPCS believes that service to the community is an essential part of the transformative process. Therefore, students serve their community through volunteer projects and by creating housing for low income residents in the Washington, DC metropolitan area.

Philosophy

The underlying philosophy of the school is that through education, young people at risk—even those who have experienced failure—can learn to respect themselves and lead lives with dignity as contributing members of society. The following principles constitute the philosophical core and spirit of YouthBuild PCS and are the basis for all educational programs:

- Profound respect for where students are in their development and for their potential to learn and grow
- Certainty that young people can take control over their own lives
- Certainty that young people require a safe and structured learning environment
- Certainty that young people require support from adult role models to sustain their efforts to build a future
- Certainty that meaningful work can be transformative
- Certainty that positive values and high standards must be taught and modeled for young people
- Certainty that teaching academic, employment and social skills in a holistic approach is essential for young people
- Commitment to helping students to achieve the goals outlined in their individualized plans
- Certainty that young people must be challenged to change self-destructive behavior and negative attitudes
- Commitment to maintaining an environment where diversity is respected and understood

School Program

YouthBuild PCS is a bilingual alternative high school, which assists young people between the ages of 16-24 to obtain their GED and on-the-job training in the construction field. The school is based on a national model and is part of a network of over 200 YouthBuild schools and programs around the country.

Transformation

YouthBuild PCS recruits and serves Washington, D.C.'s disconnected young people between the ages of 16-24, who have dropped out of, been expelled from, or aged-out of other area high schools. A 2008 study by the Congressional Research Service estimated that 1.9 million young people were disconnected nationwide and for this reason at greater risk of engaging in criminal activities, becoming incarcerated and/or relying on public systems of support. A 2006 Urban Institute study on Washington, D.C. also estimated that over 14,000 young people were disconnected locally—and it is likely that this number has increased in the intervening three years. Both of these studies also reveal that the rates of disconnection are highest among Latinos, African Americans and females, groups that also make up the majority of YouthBuild PCS's student population. As an alternative to these troubling statistics, YouthBuild PCS aims to provide guidance to young people as they transform their own lives and the broader Washington, D.C. community with the creation of new affordable housing.

For YouthBuild PCS students, transformation begins at "Mental Toughness," a weeklong orientation that takes place before the start of the school year and also serves as a chance for students to re-examine whether the school is the right fit for them. During Mental Toughness, students are pushed to demonstrate their work ethic, their approach to teamwork and their willingness to try new things. The shared experiences throughout this first week establish a bond between students and also serve as a foundation for a successful school year.

As a way to ensure that YouthBuild PCS students stay in school throughout the course of the school year, YouthBuild PCS provides students with a bi-weekly stipend of $8.25 per hour for the time they are on a construction site and $15.00 per day for the time they are in a classroom to assist with the cost of transportation, breakfast, and lunch. Although not a livable monthly wage, the stipend removes some economic pressures for students, and also provides enough financial assistance to keep them solvent for the duration of the school year.

YouthBuild believes that transformation is not only seen in the growth and maturity of our students, but it is also evident in our students' positive engagement in the school community and the community at large. This is evident by our students volunteering to renovate over 20 units of housing this school year and with the combined efforts of over 67 volunteers, 3,268 hour of service was provided to the YouthBuild community.

Curriculum design and instructional approach

The learning environment at YouthBuild PCS is distinguished by the school's small class sizes and low teacher-student ratios, which provide students with the opportunity to study mathematics, science, social studies, reading and writing in active settings. All teachers also incorporate the Quantum Learning program to advance the literacy and numeracy levels of their students—some of whom have reading levels as low as 2nd and 3rd grade at the time of enrollment. Quantum Learning is a research-based, well respected curriculum in the education field for its emphasis on differentiated learning and for highly motivating students.

YouthBuild PCS is a multicultural school that celebrates the diversity of its students and staff. For many of our students, this year marked not only their first opportunity to work closely with someone of a different race or ethnicity, but also their first opportunity to work with someone who spoke a different language.

English Language Learner (ELL) students participated in Spanish GED classes. These students also improved their English skills by participating in English as a Second Language (ESL) classes and by reinforcing their English skills on the construction site. This daily combination of ESL classes with English conversation at their vocational placements resulted in dramatic improvements in students' speaking and listening abilities.

A Specialized Education Instructor worked with students entering at low-literacy and low-numeracy levels. Students received specialized instruction one-on-one and in small groups to master fundamentals in reading and math, which also enabled them to more successfully integrate into the pre-GED classroom with their peers.

Program Descriptions

YouthBuild PCS is comprised of four core program areas: Academic Instruction, Workforce Training, Transition Services, and Support Services. Collectively, these core programs allow YouthBuild PCS to provide comprehensive instruction, interventions, services, and support to students so they are successfully prepared for the workforce and/or postsecondary education.

The YouthBuild PCS Academic Instruction Program equips students with the knowledge and skills needed to obtain a GED (General Education Diploma). Students are instructed in five major content areas: Reading, Writing, Math, Science, and Social Studies. All academic classes are taught in both English and Spanish. YouthBuild PCS has a teacher/student ratio of 15:1 and for students who are receiving specialized instruction; the ratio is approximately 5:1.

The Workforce Training Program is comprised of both on-site construction training and vocational education classes. The two components together provide students with the opportunity to develop employability skills and nationally recognized construction certifications that will be valuable to them as they enter the workforce. Through various partnerships, students are able to work on an actual construction site under the supervision of skilled construction trainers. At the sites, the trainers create a "real world" working environment in order to teach and reinforce the development of soft skills such as punctuality, attendance, preparation, ability to work in a team, and efficiency in completing the daily task

The Transitions Program aims to ensure that students are successfully prepared to enter a career that will provide a living wage. Job readiness training classes teach soft skills for employment and allow for career exploration while internships offer hands-on practical experience. Throughout the year we also strive to ensure that a variety of career development activities are offered, including opportunities for students to attend job fairs, college fairs, college tours and presentations, and

job shadowing and employer presentations.

The Support Services Program has a singular focus: to assist students with overcoming challenges, barriers and obstacles that impede their ability to be successful in school and ultimately in life. At the beginning of the school year, students meet with case managers and participate in a needs assessment and are linked to the appropriate service providers. Case managers closely monitor the student's attendance and progress and conduct interventions when necessary. Through an Alumni Support Program, students are able to receive services once they have completed the school. Specific services provided through the Support Services Program include: substance abuse counseling, individual/group counseling, assistance with obtaining housing, daycare, and medical insurance. Additionally, we offer Life Skills and Psychology classes, aimed at preventative education, that utilize curricula and assessments focusing on Social Emotional Development.

School Staff

Each year the YouthBuild PCS staff brings an amazing wealth of education, experience and cultural diversity to the school and SY 2012-13 was no different. The range of academic and professional experiences of this staff ensured that students had limitless learning opportunities both in and outside of the classroom.

Since August 2008, Arthur Dade has served as executive director of YouthBuild PCS. Mr. Dade has extensive experience in organizational leadership, financial management and youth development, including four years of experience as the CEO of a neighborhood development corporation where he oversaw construction development, compliance and performance outcomes. For seven years he served as a grant officer for the Freddie Mac Foundation, where he provided leadership and oversight for academic and career development programs for youth. Mr. Dade also brings 14 years of financial management experience that includes work as a comptroller, director of finance, and accounting manager. He has a Bachelor of Science in Accounting from the University of Maryland.

Andrea Hinson is the principal and one of the founders of YouthBuild PCS. Previously, she was the program director and job developer for the YouthBuild Program at the Latin American Youth Center. She is a graduate of the highly competitive and rigorous New Leaders for New Schools Program, and is certified as an administrator of secondary schools.

Volita Russell is the assistant principal and although she is new to the position, she is not new to YouthBuild. Volita was hired as a GED Instructor for the 2008-2009 school year and in 2010 became a case manager and served in that position until this school year. During her tenure at YouthBuild PCS, Volita completed her graduate studies at George Washington University and earned her school administrator certification

YouthBuild PCS had ten teachers this year, five in academics and five in vocational education/construction. The average class size was no more than 15 students (the average class size was 6 students for specialized instruction). The staff of YouthBuild PCS have a wide range of

experience and education drawing from the education, non-profit, and private sector fields including a range of educational degrees from technical-level degrees to Master's and PhD level-education.

The salary range for teachers was $40,000 to $70,000 with an average teacher salary of $50,315. The salary range for administrators was $80,000 to $125,000 with an average of $98,175.

Student Characteristics

Student Characteristics Table: YouthBuild Public Charter School	
Number of students enrolled	116, ungraded
Student re-enrollment rate	65%
Demographics (Race, Ethnicity, Gender)	47% Latino 51% African American 2% Other
	50% Female 50% Male
Percentage of limited and non-English proficient students	48%
Percentage of students with special education IEPs	22%
Percentage of students qualifying for free or reduced lunch	100%
Average in-seat attendance	69.60%
Average daily attendance	74.50%
Student discipline data	See data worksheet.

Donors and Grantors
July 1, 2011-June 30, 2012

Donations equal to or exceeding $500

In alphabetical order

Bank of America
DC USA
District of Columbia Public Charter School Board
Corporation for National Service through YouthBuild USA
Freddie Mac Foundation
Office of State Superintendent of Education (OSSE)
Share Fund
U.S. Department of Labor

School Performance

Evidence of Performance and Progress

The YouthBuild staff began this school year with taking in depths look at the task that was set before us, and this was the 2012-2013 Accountability Plan. As a team we reviewed each target and discussed how each department played a role in the success of the school in reaching every target. A staff meeting was held at the beginning of the school year, where each department reviewed the outcomes that pertained to them and as a department that establish benchmark targets. Our benchmark meeting dates were set for December, February and April. During those meeting we reviewed the data and discussed if we were on target to meet our goal. We were successful in meeting and exceeding our targets in the area of Student Achievement:

- 68% of the students who began the school with at least an 8th grade reading level as measured by the TABE assessment passed the official GED Exam.
- 28% of the students who began the school with between a 4 and 7.9 reading level as measured by the TABE assessment passed the official GED Exam.

We were equally successful in meeting our Gateway and Mission Specific Performance Indicators:

- 97% of the students completed the school year having earned industry recognized certification.
- 79% of the students who graduated from YouthBuild have been successful placed into the workforce or post-secondary education.
- 68% of students who took the pre and post assessment for EQ-I (emotional intelligence) advanced at least 10 points in the effective range on at least 2 out of 3 of their low subscale areas.

We were partially successful in meeting our Student Progress Indicators; we were able to meet 1 out of the 3 targets that were established:

- 86% of students entering school with less than an 8th grade reading level progressed at least 2 grade levels in reading.
- We were unsuccessfully in meeting the target which stated 90% of students would progress at least 1 grade level in mathematics. Only 82% of the students met this indicator.
- We were unsuccessfully in meeting the target which stated that 65% of English Language Learners would progress at least 20% in their English Proficiency.

Lessons Learned and Actions Taken Based on Accountability Information and Review Findings

Last school year we were successfully in meeting our student progress indicators and unsuccessful in meeting our student achievement indicators. Per the annual report last year, we stated that we implemented administering the “Practice Practice GED Test” to students and that the students graded their own assessments and completed a data review log indicating which questions they really mastered, struggle with, or had no knowledge of. This year we administered the test at the beginning of the school

year and students tracked their progress each trimester. Students were able to communicate specifically; areas or skills they struggled to master and teacher were able to individualize instruction to accommodate their needs.

At the beginning of this school year, our former Assistant Principal who was in charge of testing administration resigned due to relocation. Although the Academic Coordinator assumed this duty, it became overwhelming and many students were missed when the TABE post test was administered. Although in the past a test administration schedule was created and make-up test dates were indicated for students who were absent, we were negligent in completing this task this school year. Our inability to achieve our targets in this area is a direct reflection of our need to ensure there is proper management and implementation of the assessment schedule.

In addition, we had a significant increase in the number of students who enrolled below a third (3rd) grade reading level. Although we made an increase in regards to the capacity of staff who work with our ABE (Adult Basic Education) level students, we were no successfully in ensuring they made adequate progression in reading and math. This school year we have added additional staff support and training for our teacher to ensure we are able to meet the needs of all of our students. Teachers have participated in training on the SIOP (Sheltered Instruction Observation Protocol) method of instruction as well as Balanced Literacy and Literacy Development. It is our hope that with the implementation of new staff and armed with new instructional strategies, all of our students will successfully make proficient progress on their reading and math levels.

Unique Accomplishments

This school year we had the largest graduating class since the schools inception. 33 young people successfully met the graduation requirements and participated in the graduation ceremony held at Foundry Methodist Church.

Leadership was a big theme for us this school year. Our Student Leadership Council (SLC) took a more active role this year and began meeting with administrator to discuss ways to improve the school. SLC planned, facilitated, and executed the school-wide field trip to Great Falls National Park that was held on March 26th. Over 50 students attended and SLC members were given the opportunity to participate in all stages of outreach, promotion, logistics, and presentation. Additional leadership event are students participated are as follows:

- Students participated in the Lideres Congreso in March, where 7 students had a chance to meet with Congreswoman Norton, and were able to express concerns and urgency around the upcoming immigration reform taking place on Capitol Hill. One student told her very personal immigration story to a captive audience and then 2 students attended the official press conference for the event. At the conclusion of the activity, students toured the Capitol grounds and reflected on the experience.
- A total of 25 students participated in the Immigration Reform Rally on Capitol Hill. Students were cheering, holding up signs they had made during the school day, and later reflected on the event.
- Two students attended the YouthBuild USA's Conference of Young Leaders. They attended workshops on leadership and the conference ended with a trip to the Capitol where the youth were

able to meet with legislatures and discuss issues pertinent to education and services for youth in this country.

Data Collection Template

LEA ANNUAL REPORT

2012-2013 SCHOOL YEAR

GENERAL INFORMATION		
School	**LEA Name**	
School	**Campus Name**	YouthBuild PCS
School	**Ages served – adult schools only**	16 – 24 years
PCSB	**Audited Enrollment Total**	116
PCSB	**PK3 Audited Enrollment**	0
PCSB	**PK4 Audited Enrollment**	0
PCSB	**KG Audited Enrollment**	0
PCSB	**Grade 1 Audited Enrollment**	0
PCSB	**Grade 2 Audited Enrollment**	0

PCSB	**Grade 3 Audited Enrollment**	0
PCSB	**Grade 4 Audited Enrollment**	0
PCSB	**Grade 5 Audited Enrollment**	0
PCSB	**Grade 6 Audited Enrollment**	0
PCSB	**Grade 7 Audited Enrollment**	0
PCSB	**Grade 8 Audited Enrollment**	0
PCSB	**Grade 9 Audited Enrollment**	0
PCSB	**Grade 10 Audited Enrollment**	0
PCSB	**Grade 11 Audited Enrollment**	0
PCSB	**Grade 12 Audited Enrollment**	0

PCSB	**Adult Audited Enrollment**	0
PCSB	**Ungraded Audited Enrollment**	116

STUDENT DATA POINTS		
School	**Total number of instructional days**	180
School	**Notes on number of instructional days for grades with different calendars**	N/A
PCSB	**Suspension Rate**	9.5%
PCSB	**Expulsion Rate**	5.2%
PCSB	**Instructional Time Lost to Discipline**	0.1%
PCSB	**Promotion Rate (All Grades)**	N/A

PCSB	**Promotion Rate (KG and higher)**	N/A
PCSB	**Mid-Year Withdrawal Rate**	0.0%
PCSB	**Mid-Year Entry Rate**	0.0%

FACULTY AND STAFF DATA POINTS		
School	**Number of Teachers**	11
School	**Teacher Attrition Rate**	9%

FACILITIES INFORMATION		
School	**Square footage for entire classroom space**	3,828
School	**Square footage for entire building**	12,006
School	**Cafeteria (Y or N)**	N
School	**Theater/Performing Arts Space**	N
School	**Art Room**	N
School	**Library**	Y

School	**Music Room**	N
School	**Playground**	N
School	**Gym**	N

EDUCATION OFFERINGS (Yes or No)		
School	**Advanced Placement**	N
School	**Alternative**	Y
School	**Arts Integration/Infused**	N
School	**Career/Technical**	Y
School	**Classical Education School**	N
School	**College Prep**	N
School	**Expeditionary Learning**	N
School	**Evening**	N
School	**Extended Academic Time**	N
School	**GED**	Y
School	**International Baccalaureate**	N
School	**Language Immersion**	N

School	**Math, Science, Technology**	N
School	**Montessori**	N
School	**Online/Blended**	N
School	**Public Policy/Law**	N
School	**Reggio Emilia**	N
School	**Residential Program**	N
School	**Special Education Focus**	N
School	**Stand-Alone Preschool**	N
School	**World Cultures**	N

School	**Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.**	

Appendices

YouthBuild Public Charter School
2013-2014 Projected Operating Budget

REVENUE	2013-2014 Proposed Budget		2012-2013 Projected Actuals		2012-2013 Approved Budget	
Public Charter School Board						
Per Pupil Funding	**2,001,472**	**72.5%**	**1,993,483**	**72.8%**	**1,857,031**	**71.6%**
Public Grants						
Department of Labor	577,500	20.9%	590,790	21.6%	582,456	22.4%
Department of Justice	-	0.0%	18,956	0.7%	45,000	1.7%
Corp National Community Service	52,022	1.9%	29,000	1.1%	29,000	1.1%
Office State Superintendent	50,000	1.8%	2,770	0.1%	25,770	1.0%
	679,522	**24.6%**	**641,516**	23.4%	**682,226**	**26.3%**
Private Revenue						
Foundations and Corporations	75,750	2.7%	65,750	2.4%	50,750	2.0%
Individuals and Other	5,000	0.2%	907	0.0%	4,500	0.2%
	80,750	**2.9%**	**66,657**	2.4%	**55,250**	**2.1%**
Additional Revenue						
Revenue from Investments	-	**0.0%**	26,896	**0.0%**	-	**0.0%**
Miscellaneous	-	**0.0%**	9,156	**0.0%**	-	**0.0%**
TOTAL REVENUE	**$ 2,761,744**	**100.0%**	**$ 2,737,709**	**100.0%**	**$ 2,594,507**	**100.0%**
EXPENSES						
Personnel	1,463,015	52.2%	1,305,739	50.2%	1,334,564	47.6%
Employee Benefits and Related Expenses	258,646	9.2%	228,950	8.8%	239,098	8.5%
Staff Development & Other Expenses	30,000	1.1%	29,733	1.1%	30,000	1.1%
Occupancy Expense	355,582	12.7%	345,609	13.3%	345,690	12.3%
Direct Student Expense	505,884	18.1%	510,928	19.7%	489,854	17.5%
Office Expense	44,519	1.6%	44,431	1.7%	47,851	1.7%
Business Expense	143,601	5.1%	133,621	5.1%	138,652	4.9%
TOTAL EXPENSES	**2,801,247**	**100.0%**	**2,599,011**	**100.0%**	**2,625,709**	**93.7%**
NET INCOME / (LOSS)	**(39,503)**		**138,698**		**(31,202)**	

H:\Administration\Arthur\Budget\FY 13-14\2013-2014 Budget 6/12/2013

Appendix G

YOUTHBUILD PCS
2013 - 2014
PROMOTION & GRADUATION REQUIREMENTS

These are the requirements for graduation and promotion at YouthBuild PCS:

YOUTHBUILD Graduate with Honors

- ❑ Obtain GED
- ❑ Complete Graduation Portfolio (please see reverse side)
- ❑ Attain Proof of Employment or School Acceptance (or Leads)
- ❑ Achieve a cumulative GPA of 3.25 or above
- ❑ Achieve 80% attendance rate or higher
- ❑ Participate in 12 community service and/or leadership activities
- ❑ Obtain 3 out of 4 construction certificates
- ❑ Register to vote (if eligible)

YOUTHBUILD Graduate

- ❑ Obtain GED
- ❑ Complete Graduation Portfolio (please see reverse side)
- ❑ Attain Proof of Employment or School Acceptance (or Leads)
- ❑ Achieve a cumulative GPA of 2.0 or above
- ❑ Participate in 6 community service and/or leadership activities
- ❑ Obtain 3 out of 4 construction certificates
- ❑ Register to vote (if eligible)

YOUTHBUILD Promotion with Honors

- ❑ Make a 2 grade level progression in reading and/or math
- ❑ Complete Promotion Portfolio (please see reverse side)
- ❑ Achieve a cumulative GPA above a 3.25
- ❑ Achieve 80% attendance rate or higher
- ❑ Participate in 12 community service and/or leadership activities
- ❑ Attain 3 out of 4 construction certificates
- ❑ Register to vote (if eligible)

YOUTHBUILD Promotion

- ❑ Make a 2 grade level progression in reading and/or math
- ❑ Complete Promotion Portfolio (please see reverse side)
- ❑ Achieve a cumulative GPA above a 2.0
- ❑ Achieve 80% attendance rate or higher
- ❑ Participate in 6 community service and/or leadership activities
- ❑ Attain 3 out of 4 construction certificates
- ❑ Register to vote (if eligible)

LAYC YouthBuild Public Charter School
Accountability Plan
2011 – 2012 School Year

Academic Performance

Student Progress

To be completed at end of school year

Performance Indicator & Assessment Tool	2011-2012 Target	Results and Supporting Evidence	Target Met? (yes/no)
Growth on the TABE Assessment	85% of students that enter the school with less than an 8th grade reading level and complete the school year will progress at least 2 grade levels in reading		38/45 = 85% YES
Growth on the TABE Assessment	90% of students who complete the school year will progress at least 1 grade level in mathematics		60/65= 92% YES
Growth on the WIDA/ACCESS assessment	65% of English Language Learner students will progress at least 20% in their English proficiency as measured by ACCESS for ELL		30/42= 71% YES

Student Achievement

To be completed at end of school year

Performance Indicator & Assessment Tool	2011-2012 Target	Results and Supporting Evidence	Target Met? (yes/no)
GED pass rate	65% of the students who enter the school year with at least an 8th grade reading level as measured by the TABE and complete the school year will pass the Official GED Exam.		8/19 = 42% NO *
GED Pass Rate	12% of the students who enter the school year with a reading grade level between 4 and 7.9 as measured by the TABE and complete the school year will pass the Official GED Exam		4/34 = 12% YES

LAYC YouthBuild Public Charter School
Accountability Plan
2010 – 2011 School Year

Academic Performance

Student Progress		To be completed at end of school year	
Performance Indicator & Assessment Tool	**2010-2011 Target**	**Results**	**Target Met?** (yes/no)
Growth on the TABE Assessment	85% of students that enter the school with less than an 8th grade reading level and complete the school year will advance at least 2 grade levels in reading	**42/49 = 86%**	**YES**
Growth on the TABE Assessment	90% of students who complete the school year will advance at least 1 grade level in mathematics	**68/71 = 95%**	**YES**
Growth on the WIDA/ACCESS assessment	65% of English Language Learner students will increase their overall English proficiency by 20% as measured by ACCESS for ELL	**25/42 = 60%**	**NO**

Student Achievement		To be completed at end of school year	
Performance Indicator & Assessment Tool	**2010-2011 Target**	**Results and Supporting Evidence**	**Target Met?** (yes/no)
GED pass rate	70% of students who take the Official GED test will pass the test	**14/38 = 37%**	**NO**

SY 12-13

	Student				Pre	Post	Δ	Pre	Post	Δ	Certification			
	Last Name	First Name	GED	Graduate	M Gr Lvl			R Gr Lvl			OSHA	NCCER	HBI	Painting
1	Boyd	Angel			3.5	3.5	0	0.7	0.7	0	X	X	X	
2	Elias	Edwin			3.2	8.4	5.2	2.3	5.3	3	X	X	X	
3	Navarro	Edis			1.5	4.7	3.2	2.4	7.9	5.5	X	X	X	
4	Hernandez	Walter			3.1	6.1	3	2.5	12.9	10.4	X		X	
5	King	Alejandro			4.1	7	2.9	3.1	9.4	6.3	X	X	X	
6	Blount	Jermaine			4.3	5.2	0.9	3.2	9	5.8	X	X	X	
7	Djiwa	Aboudou			5.3	6.4	1.1	3.3	5.8	2.5				X
8	Fuentes	Edwin			7.3	8.9	1.6	3.3	12.9	9.6				X
9	Ramirez	Altagrasia			2.8	5.9	3.1	3.3	3.2	-0.1	X		X	
10	Guerrero	Jesus			6.6	7	0.4	3.7	7.3	3.6				
11	Monterroza	Jenny			4.7	7.9	3.2	3.7	9.4	5.7	X			
12	Mobley	Taqwa			2.5	3.1	0.6	3.8	2.4	-1.4	X	X	X	
13	Young	Michael	GED		3	7.2	4.2	3.8	7.7	3.9	X	X	X	
14	Flanagan	Byron	GED		9.2	10.5	1.3	4	6	2	X	X	X	
15	Elias	Jose			2.7	5.2	2.5	4.5	4.5	0	X		X	
16	Gonzalez	Alba			4.9	7.8	2.9	4.5	9.4	4.9	X	X	X	
17	Pineda	Jose			3.3	5.5	2.2	4.5	12.9	8.4	X	X	X	
18	Armstrong	Montel	GED	Yes	7.6	10.4	2.8	4.7	7.7	3				X
19	Harvey	Keyona			4	7.3	3.3	4.7	7.7	3	X	X	X	
20	Granados	Rosa			4.1	5.4	1.3	4.9	12.9	8	X	X	X	
21	Stepney	Deshawn			5.5	8.1	2.6	5.2	8.1	2.9	X		X	
22	Pena	Jose			6.7	6.8	0.1	5.3	7.9	2.6	X	X	X	
23	Keugongo	Serge			10	11.4	1.4	5.4	6.8	1.4				X
24	Dickey	Dominique			2.3	6.7	4.4	5.8	8.1	2.3	X	X	X	
25	Tabron	Dominic	GED	Yes	6.4	7.7	1.3	5.8	8.1	2.3	X	X	X	
26	Acosta	Kristhiam	*GED*	Yes	9.3	11.1	1.8	5.9	12.9	7				X
27	Andrades	Francisco			5.3	7.1	1.8	5.9	9.4	3.5				X
28	Asencio	Jose			5.7	6.3	0.6	5.9	7.9	2				X
29	Nunez	Lilliana		Yes	3.8	6.3	2.5	5.9	12.9	7				X
30	Willis	Kiayel			5.5	8.7	3.2	6	12.6	6.6	X	X	X	
31	Hawkins	Bryant			5.8	8.1	2.3	6.2	9	2.8	X	X		
32	Hall-Kellibrew	Marquis	GED	Yes	9.4	9.4	0	6.4	9	2.6	X	X	X	
33	Granados	Ellda			5.5	7.8	2.3	6.6	12.9	6.3				X
34	Jimenez	Jimmy			4.5	7.2	2.7	6.6	12.9	6.3	X	X	X	
35	Juarez	Mailu		Yes	11.1	11.1	0	6.6	12.9	6.3				X
36	Allen	Joni			3.4	5.1	1.7	6.8	9	2.2	X	X	X	
37	Cox	India			1.7	4.3	2.6	6.8	10.3	3.5	X	X	X	
38	Davis	Kevin			6.6	10.1	3.5	6.8	9	2.2				X
39	Aguilar	Ingrid		Yes	4.7	12.7	8	7.5	12.9	5.4	X	X	X	
40	Avalos	Adriel	GED	Yes	6.3	9.3	3	7.7	10.3	2.6				X
41	Cruz	Neisy	GED	Yes	7.3	9.7	2.4	7.7	10.3	2.6	X	X	X	
42	Majano	Christian	GED		3.4	8.2	4.8	7.7	11.3	3.6				X
43	Sanchez	Juan	GED		8.2	9.4	1.2	7.7	GED	Yes				X
44	Thomas	Lamont			5	3.7	-1.3	7.7	6	-1.7	X	X	X	
45	Campbell	Andrew			7.8	12	4.2	8.6	10.8	2.2	X		X	
46	Valencia-Nolasco	Emely	GED	Yes	6.4	8.7	2.3	8.6	12.9	4.3	X	X	X	
47	Johnson	Deon	GED	Yes	4.7	8.8	4.1	9		-9	X		X	

	Student				Pre	Post	Δ	Pre	Post	Δ	Certification			
	Last Name	First Name	GED	Graduate	M Gr Lvl			R Gr Lvl			OSHA	NCCER	HBI	Painting
48	Turner	De'Andre	GED	Yes	7.2	10.9	3.7	9	11.3	2.3	X	X	X	
49	Benitez-Luna	Manuel	GED	Yes	7.5	12.9	5.4	9.4	12.9	3.5				
50	Berrios-Gomez	Hugo	GED	Yes	6	12.7	6.7	9.4	12.9	3.5	X	X	X	
51	Castillo	Edwin	GED	Yes	12.9	12.9	0	9.4	12.9	3.5	X	X	X	
52	McDowell	Racheed	GED	Yes	6.1	9.4	3.3	9.4	11.3	1.9	X	X	X	
53	Moore	Eric			5.1	3.8	-1.3	9.4	4	-5.4	X	X	X	
54	Perez	Keiry	GED	Yes	12.9	12.9	0	9.4	12.9	3.5	X	X	X	
55	Stancil	William	GED	Yes	5.9	8.4	2.5	9.4	12.9	3.5	X		X	
56	Davis	Natia		Yes	3.7	5	1.3	10.3	11.3	1	X	X		
58	Huggins	Raamiah	GED	Yes	6.8	8.1	1.3	10.3	12.9	2.6	X	X	X	
59	Johnson	Matthew	GED	Yes	10.8	12.9	2.1	10.3	12.9	2.6	X	X	X	
60	Walden	Jerren	GED	Yes	12.2	10.4	-1.8	10.3	9.4	-0.9	X	X	X	
61	Arenivar	Amalia		Yes	9.3	12.9	3.6	12.9	Highest	Highest				X
62	Castillo	Karitza		Yes	4.3	5.2	0.9	12.9	Highest	Highest	X	X	X	
63	Lino	Marisela		Yes	9.3	9.3	0	12.9	Highest	Highest				X
64	Lopez	Sofia		Yes	8.4	12.9	4.5	12.9	Highest	Highest				X
65	Martinez	Josue	GED	Yes	12.9	12.9	0	12.9	Highest	Highest				X
66	Ramirez	Luis	GED	Yes	7.5	12.9	5.4	12.9	12.9	0				X
67	Valenzuela	Juan			6.3	12.9	6.6	12.9	Highest	Highest				X
68	Velasquez	Rosa			4.4	4.5	0.1	12.9	Highest	Highest	X		X	
	Early Completers													
	Nieto	Jocelyn	GED					9.4						
	Jones	Markieda	GED					9.4						
	Mitchell	Angelina	GED					3.8						
	Scrivner	Terlesia	GED					12.9						
	Data													
	Student Progress													
	Reading	38/44	**86%**											
	Math	53/68	**80.00%**											
	ELL													
	Student Achievement													
	8th grade and above	17/25	**68%**											
	4th and 7.9 grade	8/31	**25.80%**											
	Gateway													
	Certifications	66/68	**97%**											
	Employment													
	Mission Specific													
	EQI	13/19	**68%**											

Placement		Eqi
Work	Post Sec.	10% ↑
Y		
Y		
Y		
Y		
Y		
Y		
Y		
Y		
	Y	
Y		

Placement		Eqi
Work	Post Sec.	10% ↑
Y		
Y		
Y		
Y		
	Y	
Y		
	Y	
Y		
Y	Y	
Y		
Y		

Appendix H

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

YOUTH BUILD PUBLIC CHARTER SCHOOL

Executive Summary

YouthBuild Public Charter School (YB) has been in existence for six (6) years. Based on the School Reform Act, §38-1802.13(a) (b)[1], YouthBuild Public Charter School is not a candidate for charter revocation. The school has not committed any known violations of the conditions, terms, standards or procedures set forth in the charter; has met the goals and student achievement expectations set forth in the charter; has engaged in generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement and is economically viable.

Charter Review Analysis

The following analysis of YouthBuild Public Charter School's charter addresses whether it is a candidate for revocation based on §38-1802.13(a) (b) of the School Reform Act:

(1) Has the school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities? ***No.***

There is no evidence that YouthBuild Public Charter School has committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities. The school has submitted Annual Reports in a timely manner; is governed by a Board of Trustees in a manner consistent with the law; has maintained the health and safety of its students; and has not committed any known violations related to the education of children with disabilities. The school is not under PCSB corrective action and had no compliance, governance or financial issues during the 2009-2010 school year. Additionally, the school passed the Preliminary Charter Review's compliance, governance, and financial standards based on data from the 2005-2009 school years.

(2) Has the school failed to meet the goals and student academic achievement expectations set forth in the charter? ***No***

YouthBuild Public Charter School passed the Preliminary Charter Review in February 2010. YouthBuild Public Charter School does not receive AYP status due to the nature of the school. Youth Build PCS continues to validate its program and in the last five years has proven to be successful as evidenced in the results of the following assessments. YouthBuild has incorporated new assessments to inform staff about student progress. These assessments have been instrumental in introducing new content information in both the computer and life skills curriculums.

[1] Pursuant to the School Reform Act, §38-1802.13(a) (b), a public charter school may be a candidate for revocation if the eligible chartering authority determines that the school: 1) Committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) Failed to meet the goals and student academic achievement expectations set forth in the charter; 3) Engaged in a pattern of non-adherence to generally accepted accounting principles; 4) Engaged in a pattern of fiscal mismanagement; or 5) Is no longer economically viable.

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

YOUTH BUILD PUBLIC CHARTER SCHOOL

YouthBuild PCS utilizes the Test of Adult Basic Education (TABE) to access and monitor student academic performance. Of the students who completed the school year 2009/2010, the average student enrolled with a 6 grade level in reading and a 5.2 grade level in math, exited the school with a 10.2 grade level in reading and a 9.6 grade level in math. In addition, 85% of students who entered YBPCS below the 8th grade reading level and 6th grade math level advanced at least 2 grade levels.

YouthBuild PCS was also successful in meeting outcomes for English Language Learners. With the use of the Step forward Curriculum, technology and small class sizes comprised of students on similar levels, 69% of the students increased their English proficiency by 20% as assessed by the World-Class Instructional Design and Assessment (WIDA) Access assessment.

YouthBuild PCS has a very strong vocational education program that focuses on the construction industry. Students spend almost 50% of their school time on a construction site or in the vocational education classrooms where they earn recognized certifications such as National Center for Construction Education and Research (NCCER) and Home Builders Institute (HBI). Last school year 93% of the students who completed the school year obtained their NCCER certifications.

(3) Has the school engaged in a pattern of non-adherence to generally accepted accounting principles?

Based on its interim financial reports and annual financial audits, YB has adhered to GAAP. Key results of the FY09 financial audit are…

- Financial statements conform to accounting principles generally accepted in the United States of America.
- No deficiencies relating to the audit of the financial statements that were considered to be material weaknesses were reported in the report of internal control over financial reporting
- No deficiencies which are required to be reported under Government Auditing Standards.

Overall, YB has been efficient in administering accounting policies which follow PCSB accounting guidelines, but it should be noted that there was one instance of noncompliance material to the financial statements which was disclosed during the audit:

- The school entered into several procurement arrangements that exceeded $25K but were not bid out and/or were not approved in accordance with the DC government procurement laws and regulations.
- Certain compliance matters were reported to school management via a separate letter dated October 20, 2010.

YB has submitted it annual audits to the PCSB in a timely fashion. Each of the school's audits (FY06-09) received an unqualified opinion. The FY09 audit listed the following audit findings:

- Compliance issue (GAS): the school entered into various contracts for services that exceeded $25K and did not obtain approval of the contracts in accordance with the DC Government Procurement Laws and Regulations.

- Statement of Condition (A-133): the school entered into two separate contracts without obtaining appropriate certifications regarding debarment and suspension.

- Statement of Condition (A-133): the school does not have a written procurement policy manual for the purchase of products or services relating to the use of federal awards.

(4) Has the school engaged in a pattern of fiscal mismanagement?

Based on the information available, PCSB believes that the YouthBuild Public Charter School has solid fiscal management processes in place. The school's audit reports reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform well in terms of cash flow and liquidity management. For the year ending June 30, 2010, the school's nets assets increased from $321K at the conclusion FY09 to $1.18 million at the conclusion of FY10. The school's liquidity ratio was 4.31 on June 30, 2010 an indication that the school has done a superb job of managing its short-term liabilities and assets. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

(5) Is the school no longer economically viable?

Based on the information contained in the tables and charts below, PCSB staff concludes that LAYC YouthBuild PCS is economically viable and of sound fiscal health.

The following table is a representation the school's assets, liabilities and net assets at the conclusion of its last five fiscal periods (FY06 through FY10).

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

YOUTH BUILD PUBLIC CHARTER SCHOOL

YOUTHBUILD PCS: 5-YEAR SFP ANALYSIS	2006	2007	2008	2009	2010
Assets					
Current Assets:					
Cash/Cash equivalents	$ 8,079	$ 23,608	$ 650,853	$ 923,412	$ 684,525
Investments	$ -	$ -	$ -	$ -	$ 182,268
Accounts Receivable	$ -	$ 736	$ 519	$ 5,347	$ 2,222
Grants Receivable	$ 252,712	$ 339,357	$ 32,675	$ 32,760	$ 133,444
Promises receivable	$ 2,500	$ 2,900	$ 17,063	$ 12,500	$ 12,634
Prepaid/other current assets	$ 5,345	$ 7,237	$ 3,123	$ 30,923	$ 20,963
Total Current Assets	$ 268,636	$ 373,838	$ 704,233	$ 1,004,942	$ 1,036,056
Fixed Assets					
PPE net	$ 11,913	$ 48,288	$ 63,302	$ 176,025	$ 386,870
Total Fixed Assets, net	$ 11,913	$ 48,288	$ 63,302	$ 176,025	$ 386,870
Other assets	$ 32,000	$ -	$ -		
Total assets	**$ 312,549**	**$ 422,126**	**$ 767,535**	**$ 1,180,967**	**$ 1,422,926**
Liabilities and Net Assets					
Current liabilities					
Accounts payable	$ 58,315	$ 15,134	$ 31,065	$ 41,411	$ 122,708
Due to related party	$ 15,954	$ 61,471	$ 21,954	$ 39,667	$ 13,467
Accrued salary/vacation	$ 47,481	$ 47,779	$ 41,894	$ 75,728	$ 43,777
Payroll withholding/related liabilities	$ 4,394	$ 5,302	$ 17,857	$ 19,210	$ 17,260
Refundable advances	$ 50,762	$ 8,014	$ -	$ 83,766	$ 43,250
Total current liabilities	$ 176,906	$ 137,700	$ 112,770	$ 259,782	$ 240,462
Long-term liabilties					
Long-term liabilties	$ -	$ -	$ -	$ -	$ -
Total liabilities	**$ 176,906**	**$ 137,700**	**$ 112,770**	**$ 259,782**	**$ 240,462**
Net Assets:					
Net Income	$ 83,766	$ 180,783	$ 370,339	$ 266,420	$ 261,279
Beg. Net Assets	$ 19,877	$ 103,643	$ 284,426	$ 654,765	$ 921,185
Total Net Assets (Ending Net Assets)	$ 103,643	$ 284,426	$ 654,765	$ 921,185	$ 1,182,464
Total liabilities and net assets	**$ 280,549**	**$ 422,126**	**$ 767,535**	**$ 1,180,967**	**$ 1,422,926**
Long-term debt/ Total Equity ratio:	-	-	-	-	-
Net-working capital:	$ 91,730	$ 236,138	$ 591,463	$ 745,160	$ 795,594
Liqiudity ratio:	1.52	2.71	6.24	3.87	4.31

The school's total assets have increased steadily over the five year review period. More than 50% of the school's assets base is attributable to current assets classified as investments. Current assets continue to vastly exceed current liabilities reducing the school's reliance on debt to support operations.

The following table is a representation of the school's revenues and expenditures over the last five fiscal periods (FY06 through FY10).

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

YOUTH BUILD PUBLIC CHARTER SCHOOL

YOUTHBUILD PCS: 5-YEAR SOA ANALYSIS	2006	2007	2008	2009	2010
Revenue:					
Support and revenue:					
Revenue:	$ 1,358,117	$ 1,645,769	$ 1,946,579	$ 2,033,331	$ 2,410,111
Total revenue	**$ 1,358,117**	**$ 1,645,769**	**$ 1,946,579**	**$ 2,033,331**	**$ 2,410,111**
Expenses:					
Personnel costs	$ 583,257	$ 767,496	$ 891,618	$ 1,066,654	$ 1,308,653
Direct Student costs	$ 232,098	$ 265,111	$ 263,469	$ 327,787	$ 326,587
Occupancy expenses	$ 155,391	$ 203,486	$ 223,242	$ 236,539	$ 333,494
General and administrative expenses	$ 303,605	$ 228,893	$ 197,911	$ 135,931	$ 180,098
Total expenses	**$ 1,274,351**	**$ 1,464,986**	**$ 1,576,240**	**$ 1,766,911**	**$ 2,148,832**
Net Income	$ 83,766	$ 180,783	$ 370,339	$ 266,420	$ 261,279
Beginning Net Assets	$ 19,877	$ 103,643	$ 284,426	$ 654,765	$ 921,185
Total Net Assets (Year End Balance)	$ 103,643	$ 284,426	$ 654,765	$ 921,185	$ 1,182,464
Profit Margin	**6%**	**11%**	**19%**	**13%**	**11%**
Personnel costs/Total Revenue	**43%**	**47%**	**46%**	**52%**	**64%**
Direct Student costs/Total Revenue	**17%**	**16%**	**14%**	**16%**	**16%**
Occupancy expenses/Total Revenue	**11%**	**12%**	**11%**	**12%**	**16%**
G&A expenses/Total Revenue	**22%**	**14%**	**10%**	**7%**	**9%**

LAYC YouthBuild PCS has concluded its last five fiscal periods with positive net income balances. The school has been able to able to amass a net asset reserve as a result of its consistent budgetary successes (see table below).

Fiscal Period	2006	2007	2008	2009	2010
Net Income	$ 83,766	$ 180,783	$ 370,339	$ 266,420	$ 261,279
Net Assets	$ 103,643	$ 284,426	$ 654,765	$ 921,185	$ 1,182,464

LAYC YouthBuild PCS has been able to successfully manage its working capital needs and has been able to generate positive working capital balances at the conclusion of each fiscal period (see table below). The school has sufficient liquid assets as indicated by the FY10 year ending liquidity ratio of 4.31; amongst the highest in the sector.

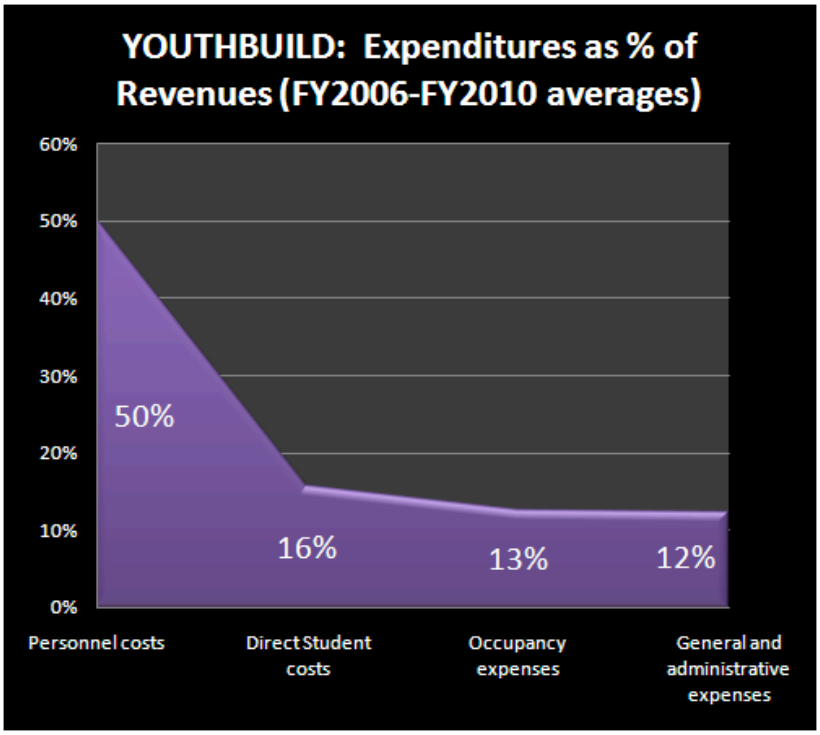
Fiscal Period	2006	2007	2008	2009	2010
Net Working capital	$ 91,730	$ 236,138	$ 591,463	$ 745,160	$ 795,594
Liquidity ratio	1.52	2.71	6.24	3.87	4.31

LAYC YouthBuild PCS makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. As indicated by the chart below, the school's five-year average salary and occupancy expenditures expressed as a percentage of total revenue are 50% and 13% respectively; PCSB established thresholds are 50% for salary as a percentage of revenues and 25% for occupancy as a percentage of revenues (75% when summed).

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

YOUTH BUILD PUBLIC CHARTER SCHOOL



.

Appendix I

Youthbuild (LAYC) Public Charter School

Public Charter School Accountability Plan

School Years 2005 – 2006 to 2009 – 2010

The mission of Youthbuild Public Charter School is to The mission of the Latin American Youth Center's YouthBuild Public Charter School (YB PCS) is to transform the lives of high sch Columbia through an educational curriculum that combines academics with vocational training, employability skill-building, and community service to prepare them for college o create housing for the city's low-income residents

I. Academic Performance Objectives

Performance Objectives or Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	S
Students that enter the school with at least an 8th grade reading level and who complete the school year will complete their high school education by attaining a GED.	GED Pass rates	GED Test	58% of students who completed the school year with an 80% attendance rate or better and entered the school with at least an 8th grade reading level passed the GED	60-65% of students entering the school with at least an 8th grade reading level and whose attendance is 80% or better throughout the school year will pass the GED	65-70% of students entering the school with at least an 8th grade reading level and whose attendance is 80% or better throughout the school year will pass the GED	
Students will demonstrate an understanding, competency and comfort level with mathematics as measured by a standardized test.	CASAS Assessment Progress	CASAS Assessment	81% of students testing below an 8th grade reading level who completed the school year with 80% attendance or better, advanced 2 grade levels in reading	80-85% of students testing below 8th grade reading level who complete the school year with 80% attendance will advance 2 grade levels in reading	85-90% of students testing below an 8th grade reading level who complete the school year with 80% attendance or better, will advance 2 grade levels in reading	

English Language Learner students will increase proficiency in the English language as measured by ACCESS for ELL	CASAS Assessment Progress	CASAS Assessment	97% of students who completed the school year demonstrated an understanding and competency with math as demonstrated by advancing one grade level in mathematics	90-95% of students will complete the school demonstrate an understanding an competency with math as demonstrated by advancing 1 grade level in mathematics	95-99% of students who complete will demonstrate an understanding an competency with math as demonstrated by advancing 1 grade level in mathematics	
Students will be able to organize their thoughts and express themselves in a clear and concise manner in written format as measured by the Official GED Practice Test produced by Steck-Vaughn	Access Proficiency	Access for ELL	60% of ELL students who completed the school year with 80% attendance or better were able to communicate in English at a basic level	60-65% of ELL students who complete the school year with 80% attendance or better will be able to communicate in English at a basic level	65-70% of ELL students who complete the school year with 80% attendance or better will be able to communicate in English at a basic level	
	Writing Scores from Steck-Vaughn Practice Test	GED Practice Test	85% of students testing above the 8th grade reading level who completed the school year with 80% attendance or better were able to write a clear and concise 250-500 word essay.	85-90% of students testing above the 8th grade reading level who complete the school year with 80% attendance will be able to write a clear and concise 250-500 word essay.	90-95% of students testing above the 8th grade reading level who complete the school year with 80% attendance will be able to write a clear and concise 250-500 word essay	

II. Student Non-Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicators**	**Assessment Tools**	**Baseline Data**	**Annual Target**	**Five-Year Target**	**Strategies for Attainment**
The school will have an excellent attendance rate that demonstrates that students want to come to school and have had success in overcoming barriers that have kept them away from school	Daily Attendance	OLAMS	The average attendance rate for graduates was 79%	A 0.5-1.5% annual increase in the attendance rate of the school until the 5 year target is met.	A 82-85% attendance rate	
Students who complete the school year will complete all the work requirements for our housing related community service project each year	NCCER Certificates	Attainment of certificates	100% of graduating students demonstrated a mastery of skills and competencies in the construction vocation outlined by the NCCER Curriculum	95-100% of graduating students will demonstrate a mastery of skills and competencies in the construction vocation outlined by the NCCER Curriculum	98-100% of graduating students will demonstrate a mastery of skills and competencies in the construction vocation outlined by the NCCER Curriculum	

Students will be prepared for and placed into employment or further training/ college within 3 months of completing the school year	Community Service Project Completion	Project completion attendance roster	100% of the students completed all the work requirements for our housing related community service project each year	95-100% of the students will complete all the work requirements for our housing related community service project each year	98-100% of the students will complete all the work requirements for our housing related community service project each year	
	# of students placed for employment	Job Placement Report	78% of graduating students demonstrated job / college readiness by being placed into employment or further training/ college within 3 months of completing the school year	79-85% of graduating students will demonstrate job / college readiness by being place into employment or further training/ college within 3 months of completing the school year	85-90% of graduating students will demonstrate job / college readiness by being place into employment or further training/ college within 3 months of completing the school year	

Appendix J

2014 School Performance Report

WARD 1

YouthBuild PCS

3014 14th Street NW
Washington, DC 20009

202-319-0141
www.youthbuildpcs.org

School Profile (2014–15)

School Mission / Purpose

Youthbuild Public Charter School (YBPCS) seeks to prepare young adults, interested in re-engaging in their education, for higher education and career development by offering academic, vocational, and workforce development programs in English and Spanish. YBPCS believes community service is an essential part of the transformative process. Therefore, students serve their community by volunteering and creating houses for low-income residents in Washington, DC.

Unique School Characteristics

- Academic instruction/GED preparation; college dual-enrollment program
- Construction training-NCCER/PACT certification; Americorps; Child Development Associates (CDA)
- Student transportation stipend
- Job-readiness training

Board Chair

Mark Jordan

Executive Director

Arthur Dade

Principal

Andrea Hinson

First School Year

2005–06

School Hours

8:30 a.m. – 3:30 p.m.

Grades Served

Serves ages 16 to 24.

Current Grades | Future Grades

PK3 | PK4 | K | 1 | 2 | 3
4 | 5 | 6 | 7 | 8 | 9
10 | 11 | 12 | Adult Ed

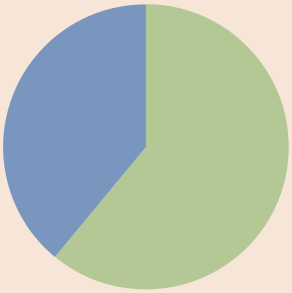
Before Care | After Care

Adult Education PMF

This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE public charter schools is to improve the educational skills and/or English proficiency of their students age 16 or over while also enabling students to advance their postsecondary education skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	61.2%
Hispanic / Latino	38.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
116

English Language Learner
25.0%

Economically Disadvantaged
100.0%

Special Education
6.9%

Transportation

Metro / Bus Service *
Columbia Heights; 52, 53, 54

*Please check www.wmata.com for updates

YouthBuild PCS

2014 School Performance Report

(2013–14)

Grades Measured: Adult Ed

KEY

Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

Adult Basic Education (ABE) Level Performance*

Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

Obtain Secondary Credential

College/Career Readiness: Employment and Postsecondary Outcomes

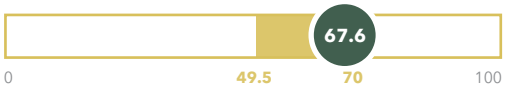
Entered Employment or Entered Postsecondary
Survey Response Rate: 71.4%**

Retained Employment or Entered Postsecondary
Survey Response Rate: 0.0%**

Entered Postsecondary
(Prior Program Year)

Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance
In-seat attendance rate



Retention

Mission-Specific Goals: Progress on Programming Unique to the School's Mission

Certification
95% of students completing the school year will earn an NCCER, HBI, OSHA, or IC3 certification.

Spanish GED Students
85% of students in the Spanish GED program and completing the school year will progress two grade levels in reading.

*This measure has multiple floors and targets based on students' starting levels.
**Percent of students successfully contacted via Career/College Readiness surveys by the school.

For a more detailed explanation of the indicators, see our technical guide.

Appendix K

Eunice, 2012 graduate

2013 Annual Statistical Report on the GED® Test

The close of the 2002 Series GED® Test

GED TESTING SERVICE®

© 2014 GED Testing Service LLC. All rights reserved.

No part of this report may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission from GED Testing Service LLC.

GED® and GED Testing Service® are registered trademarks of the American Council on Education and may not be used without express written permission. Used under license.

Key Findings

The *2013 Annual Statistical Report on the GED® Test* is the 56th statistical report in the program's 71-year history of providing a second opportunity for adults without a high school credential to earn their jurisdiction's GED® test credential.[1] The report provides candidate demographic and GED® test performance statistics as well as historical data on the GED® testing program. GED Testing Service, with the cooperation of jurisdictions that administer the GED® test, is the sole source of worldwide data on the GED® testing program and GED® test candidates.[2]

The 2002 Series GED® Test culminated in 2013 and this year's report provides an in-depth look at the closeout of the test series. In 2013, more than 848,000 adults worldwide took at least one of the five GED® content area tests, also known as subtests. The five subtests make up the GED® test battery and measure skills in writing, reading, social studies, science, and mathematics. Approximately 743,000 people completed the GED® test battery. Similar to the closeout of the 1988 GED® Test Series in 2001, 2013 saw a spike in testing volume over 2012 (see Figure 4 on page 81). Throughout the testing program's history, there have been spikes and dips in the number of candidates completing the GED® test, while still maintaining a relatively consistent number of test-takers over the years (see Table 24 on pages 70–71). There are a variety of reasons for these annual variations in testing volume, including local testing resource constraints, variation in number of testing seats and testing instructors, wait lists for Adult Basic Education programs, and test-takers being pushed to test when they are not ready, in particular at the close of a GED® test series.

Of the 743,000 people who completed the GED® test in 2013, nearly 560,000 of these completers (75.3%) met the passing standard by earning scores equal to or higher than those earned by the top 60% of graduating high school seniors against which the 2002 Series GED® Test had been normed (see Figure 3 on page 80). Passers in 2013 join the approximately 20 million candidates who have passed the GED® test in its history. In addition, the 2013 testing year is the second full year for GED® testing on computer.

This statistical report is presented in such a way as to facilitate comparisons across jurisdictions on pass rates, candidate demographics, and trends across time. However, the reader is cautioned in making such comparisons due to policy variations among jurisdictions that can lead to markedly different program results. Ultimately, each jurisdiction manages its own GED® testing program—which may be dependent upon the funding it receives—and establishes related policies (Table 3 on pages 12–21). Thus, it is important to recognize that variability in policies and requirements among jurisdictions may correlate with testing program outcomes such as pass rates. For example, jurisdictions that prescreen candidates by requiring them to pass the Official GED® Practice Tests (OPT) generally have higher GED® test pass rates, while the percentage of the target population that they test may be lower than in other jurisdictions without such gateway requirements.

Highlights of the *2013 Annual Statistical Report on the GED® Test* are presented on the following four pages.

---

[1] Throughout this report, the term *jurisdiction* is used to refer to an entity such as a U.S. state, insular area, Canadian province or territory, Bermuda, U.S. military facility, correctional institution, or Veterans Affairs (VA) hospital that administers a GED® testing program.

[2] From this point on, the terms *GED® test candidate*, *GED® test completer*, and *GED® test passer* will be referred to as candidate, completer, and passer, respectively. A candidate is any person who has applied to take the GED® test, meets all eligibility requirements, and has intent to (or is preparing to) take the GED® test. A completer is a test-taker who tested in all content areas of the GED® test, within a specific test series, regardless of whether they met the passing standard (see definition for passers). A passer is a test-taker that scores at or above the minimum passing standard and meets all other jurisdictional requirements.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

WHO LACKS A HIGH SCHOOL CREDENTIAL AND WHO TOOK THE GED® TEST IN 2013?

- The 2010 U.S. Census has indicated that more than 39 million adults[3] (18%) aged 16 and older in the United States lack a high school credential[4] and are not enrolled in any educational program.[5]

- In 2013, 1.8% of adults without a high school credential tested in one or more content areas of the GED® test, 1.6% of adults without a high school credential completed the GED® test, and 1.2% passed the GED® test (Table 1 on page 9).

- Among all candidates who tested in 2013, nearly nine of every ten (87.6%) completed the GED® test (Table 1 on page 9).

- 85.4% of the candidates who tested in 2013 tried the GED® test for the first time. Among those first-time test-takers who completed the GED® test in 2013, 80.1% passed the GED® test. Approximately 14% of candidates in 2013 were continuing or repeat test-takers.

- The average age of all candidates was slightly under 28 years in 2013 (Table 4 on page 23). This average age is nearly the same as in 2011 and 2012. Candidates who were 16 to 18 years old accounted for 18.8% of all candidates, while candidates who were 50 years of age and over account for only 4.5% of all candidates. In 2013, 52.6% of the candidates were male and 47.4% were female (Table 5 on page 25).

- The racial and ethnic distributions of candidates (Table 6 on pages 26–27) have remained relatively stable during the 2002 series of the GED® test. However, this year there was an increase in testing for the Hispanic ethnic group in particular. Of all candidates who indicated ethnicity when they tested in 2013, 42.8% were white, 26.9% African American, 24.8% Hispanic, 2.4% American Indian/Alaska Native, 2.3% Asian, and 0.6% Pacific Islander/Hawaiian. The percentage of African American test-takers has increased from 20.6% in 2003 to 24.8% in 2013.

- In 2013, 55.8% of all candidates reported that they completed 10th grade or less (Table 7 on page 29). Overall, 20.6% of the candidates indicated that they had been out of school for one year or less (Table 8 on page 31), yet 36.0% of the candidates waited more than 10 years before taking the GED® test. The overall average number of years out of school before testing was approximately ten years.

- Educational reasons were the motive candidates cited most often for taking the GED® test (Tables 9a and 9b on pages 32–33 and 34–35). Approximately 63.7% of all candidates indicated that they tested for educational reasons.[6] More than half of all candidates (53.0%) indicated that they tested for personal reasons, such as being a positive

---

[3] For the purposes of this report, an *adult* is someone aged 16 and older in the United States and the insular areas or 15 and older in Canada. For more information on the target population, the reader is referred to the *2009 GED® Testing Program Statistical Report* at http://www.gedtestingservice.com/educators/historical-testing-data.

[4] A *high school credential* means a regular high school diploma or alternative secondary certificate, such as a GED® test credential.

[5] An educational program could include secondary, postsecondary, or other types of instruction.

[6] Candidates could select as many reasons as were applicable, so percentages for reasons do not sum to 100 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

role model and personal satisfaction, as well as identified employment reasons (primarily to get a better job) for testing (53.3%).

- Nearly 47,000 candidates tested using the Spanish language GED® test (Table 10 on page 37). Four jurisdictions (listed from largest to smallest test volume: California, Texas, Illinois, and New York) accounted for nearly half (46.9%) of the Spanish language test volume in 2013.[7] Approximately 1,000 candidates took the French language GED® test. New York, New Brunswick, and Quebec represented 81.9% of the French language test administrations.

- Table 11 (pages 38–39) shows statistics on special editions of the GED® test taken in 2013, including audiocassette and large print.

- For all candidates who tested in 2013, the percentages of those achieving their jurisdiction's minimum standard score in each content area (410 in the United States[8] and 450 in Canada) were greater than 90%, except for Mathematics. Comparatively, only 80.0% of candidates scored high enough to meet the minimum standard score in Mathematics. Standard score statistics are presented in Tables 12a and 12b on pages 40–41 and 42–43.

WHO PASSED THE GED® TEST BATTERY?

- Over the course of the 2002 series GED® test, the rate of passers has held fairly consistent across the years. Pass rates for the GED® test in 2002 were 70.6% compared to 75.3% in 2013 (Table 24 on page 71). Overall test battery pass rates have ranged from 68% (in 2006) to 75.3% (in 2013).

- In 2013, 75.3% of completers (nearly 560,000 adults, Table 13 on page 45) passed the GED® test.[9] More test-takers took, completed, and passed the GED® test in 2013 (848,763; 743,136; and 559,773 respectively) than in 2012 (702,862; 607,327; and 418,015 respectively) (Figure 3 on page 80).

- The average age of passers in 2013 across all jurisdictions was 26.6 years, slightly higher than in 2012 (Table 14 on page 47). This is the highest passer average age during the life of the 2002 test series. Passers were slightly younger, on average, than all candidates.

- In 2013, 55.3% of the passers were male and 44.7% were female (Table 15 on page 49). Males represented a higher percentage of passers than of candidates.

- The ethnic distribution of all passers in 2013 was 50.0% white, 23.2% Hispanic, 21.5% African American, 2.3% American Indian/Alaska Native, 2.2% Asian, and 0.6% Pacific Islander/Hawaiian (Table 16 on page 51).

---

[7] In 2010, Puerto Rico accounted for approximately seven percent of the candidates taking the Spanish language GED® test. Puerto Rico is not included in the 2011 and 2013 analyses due to incomplete data provided by that jurisdiction in those years.

[8] The standard score requirement for passing the GED® test in Kansas in 2013 was 420 minimum in each content area and a minimum total score of 2,250. In South Dakota, a 450 minimum standard score was required for each content area.

[9] Candidates pass the GED® test by earning an average standard score of 450 or higher in the five individual content areas (equivalent to a standard score total of 2,250 or higher) and earning a minimum standard score of 410 in each individual content area if they tested in most of the United States (see footnote 8), or 450 if they tested in Canada.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

- In 2013, 71.7% of the passers had completed 10th grade or higher (Table 17 on page 53). The average number of years out of school for passers was approximately nine years (Table 18 on page 55), about one year less than for candidates (Table 8 on page 31).

- As with the entire population of candidates, educational reasons (64.7%) and personal reasons (55.9%) for testing were the most frequently chosen reasons for testing by passers in 2013. Tables 19a and 19b on pages 56–57 and 58–59, respectively, present statistics for passers' reasons for testing.

- The GED® test average standard score across the five content areas for all passers in 2013 is 523 (Tables 20a and 20b on pages 60–61 and 62–63, respectively, display standard score statistics). Mathematics and Language Arts, Writing were the two most difficult content areas, as indicated by the average standard scores (490 and 509, respectively).

- Data on pass rates were disaggregated by age, gender, and ethnic group (Tables 21, 22, and 23 on pages 64–65, 66–67, and 68–69, respectively). Generally, younger test-takers, males, and white candidates tended to have higher pass rates. Variability in pass rates among jurisdictions also occurred (Table 23); the performance difference across ethnic groups was considerably smaller in some jurisdictions than in others.

TRENDS IN THE GED® TESTING PROGRAM

- Trend data are displayed in Tables 24, 25a, 25b, 25c, 25d, and 26 on pages 70–71, 72, 73, 74, 75, and 76–77 respectively. Since 1943, approximately 20 million individuals have passed the GED® test (Table 26).

- In general, since 2002, there have been gradual increases each year in the number of candidates who tested and the number of candidates who completed the GED® test; however, beginning in 2010 and continuing through 2012, testing volume took a small dip. Similar to the 1988 Series GED® Test closeout in 2001, testing volume in the 2013 series closeout year increased compared to 2012 testing volume. This spike in testing during a closeout year is historically experienced by all testing programs prior to the release of a new test series.

- From 1995 to 2008, the average age of all candidates remained relatively unchanged at about 25 years old (Table 24). Beginning in 2009 and through 2012, however, the average age increased to approximately 26 years, and increased again in 2013 to almost 28 years old. The percentage of candidates aged 16 to 18 has decreased from 31.3% in 2002 to 18.8% in 2013, and the percentage of candidates aged 19 to 24 has fluctuated between 34.5% (2007) and 37.3% (2004) (Table 25c). Over the past six years, the percent of candidates and passers age 50 years and over has remained relatively stable, accounting for only 2.6% of candidates and 1.9% of passers in 2007 and increasing to 4.5% and 3.4% in 2013, respectively.

- Since the testing program's inception, the average highest grade completed has remained largely stable ranging from grade 9 to 10, and only increased over the past three years (2011–2013) to grade 11 (Table 24).

- With regard to candidates' reasons for taking the GED® test, the percentage of candidates who indicated they were planning further study has gradually increased during the current series from 58.6% in 2006 to 63.7% in 2013 (Table 24). Testing for employment reasons have slightly increased across the current test series rising approximately 5% from 2006 (48.1%) to 2013 (53.2%) (Table 25c).

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

LIST OF TABLES

Table 1 Target Population and GED® Test Candidates Who Tested, Completed, and Passed: 2013 ... 8
Table 2 Target Population and First-time GED® Test Candidates Who Tested, Completed, and Passed: 2013 Cohort ... 10
Table 3 GED® Testing Program Policies, by Jursidiction: 2013 ... 12
Table 4 Percentage of GED® Test Candidates, by Age Group and Mean Age: 2013 ... 22
Table 5 Percentage of GED® Test Candidates, by Gender: 2013 ... 24
Table 6 Percentage of GED® Test Candidates, by Ethnicity: 2013 ... 26
Table 7 Percentage of GED® Test Candidates, by Highest Grade Completed and Mode Highest Grade Completed: 2013 ... 28
Table 8 Percentage of GED® Test Candidates, by Years Out of School and Mean Years Out: 2013 ... 30
Table 9a Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the United States: 2013 ... 32
Table 9b Percentage of Candidates Reprting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2013 ... 34
Table 10 Number of GED® Test Candidates Tested, by Language Version: 2013 ... 36
Table 11 Number of GED® Test Candidates Tested, by Special Edition of the GED® Test: 2013 ... 38
Table 12a Standard Score Statistics for GED® Test Candidates in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2013 ... 40
Table 12b Standard Score Statistics for GED® Test Candidates in Science and Mathematics Tests: 2013 ... 42
Table 13 GED® Test Candidate Participation, by Number Tested, Percentage Who Completed the GED® Test, and Percentage Who Passed: Changes from 2012 to 2013 ... 44
Table 14 Percentage of GED® Test Passers, by Age Group and Mean Age: 2013 ... 46
Table 15 Percentage of GED® Test Passers, by Gender: 2013 ... 48
Table 16 Percentage of GED® Test Passers, by Ethnicity: 2013 ... 50
Table 17 Percentage of GED® Test Passers, by Highest Grade Completed and Mode Highest Grade Completed: 2013 ... 52
Table 18 Percentage of GED® Test Passers, by Years Out of School and Mean Years Out: 2013 ... 54
Table 19a Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the United States: 2013 ... 56
Table 19b Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2013 ... 58
Table 20a Standard Score Statistics for GED® Test Passers in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2013 ... 60
Table 20b Standard Score Statistics for GED® Test Passers in Science, Mathematics, and Test Battery: 2013 ... 62
Table 21 GED® Test Pass Rates, by Age Group: 2013 ... 64
Table 22 GED® Test Pass Rates, by Gender: 2013 ... 66
Table 23 GED Test® Pass Rates, by Ethnicity: 2013 ... 68
Table 24 Trends in GED® Testing, All Candidates: 1949–2013 ... 70
Table 25a Statistics on GED® Test Candidates in the United States: 2002–2013 ... 72
Table 25b Statistics on GED® Test Passers in the United States: 2002–2013 ... 73

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

Table 25c Statistics on GED® Test Candidates for the Overall Program: 2002–2013 74
Table 25d Statistics on GED® Test Passers for the Overall Program: 2002–2013 75
Table 26 Number of GED® Credentials Issues, by Series GED® Test (1943–2013), and number of GED® Test Passers, by 2002 Series GED® Test (2002–2013) 76

LIST OF FIGURES

Figure 1: GED® Test Pass Rates in the United States: 2013 78
Figure 2: GED® Test Pass Rates in Canadian Provinces/Territories: 2013 79
Figure 3: Number of Candidates Who Tested, Completed, and Passed the GED® Test: 2002–2013 80
Figure 4: GED® Testing Program History: Number of Completers (1974–2013) 82

APPENDIX

Appendix A: Formulas for Table Statistics 82
Appendix B: Definitions of Terms 88

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 1

Target Population and GED® Test Candidates Who Tested, Completed, and Passed: 2013

Jurisdiction	Target Population (Adults Without a High School Credential)[1]	Tested		Completed[2]			Passed		
		Candidates	Target Population	Completers	Completion Rate	Target Population	Passers	Pass Rate	Target Population
	(N)	(N)	(%)	(N)	(%)	(%)	(N)	(%)	(%)
Alabama	797,910	17,189	2.2	16,621	96.7	2.1	10,560	63.5	1.3
Alaska	51,665	3,468	6.7	2,812	81.1	5.4	2,444	86.9	4.7
Arizona	730,845	23,808	3.3	20,664	86.8	2.8	16,313	78.9	2.2
Arkansas	470,030	8,245	1.8	8,063	97.8	1.7	6,923	85.9	1.5
California	5,500,200	64,983	1.2	57,422	88.4	1	44,864	78.1	0.8
Colorado	435,120	18,714	4.3	14,345	76.7	3.3	12,292	85.7	2.8
Connecticut	395,380	6,779	1.7	5,795	85.5	1.5	3,592	62	0.9
Delaware	100,940	1,281	1.3	1,272	99.3	1.3	1,160	91.2	1.1
District of Columbia	93,635	2,306	2.5	1,716	74.4	1.8	1,099	64	1.2
Florida	2,441,300	64,011	2.6	49,672	77.6	2	36,683	73.9	1.5
Georgia	1,283,830	32,705	2.5	28,732	87.9	2.2	22,178	77.2	1.7
Hawaii	131,295	1,402	1.1	1,339	95.5	1	1,137	84.9	0.9
Idaho	139,725	6,384	4.6	5,394	84.5	3.9	4,829	89.5	3.5
Illinois	1,659,750	35,998	2.2	32,590	90.5	2	22,675	69.6	1.4
Indiana	786,020	19,868	2.5	18,794	94.6	2.4	15,184	80.8	1.9
Iowa	289,280	5,485	1.9	4,330	78.9	1.5	4,260	98.4	1.5
Kansas	272,595	4,034	1.5	3,843	95.3	1.4	3,586	93.3	1.3
Kentucky	750,890	13,916	1.9	13,460	96.7	1.8	11,490	85.4	1.5
Louisiana	786,880	11,769	1.5	11,405	96.9	1.4	8,766	76.9	1.1
Maine	136,170	3,336	2.4	2,446	73.3	1.8	2,116	86.5	1.6
Maryland	617,715	11,034	1.8	9,403	85.2	1.5	6,388	67.9	1
Massachusetts	695,875	14,717	2.1	13,201	89.7	1.9	9,269	70.2	1.3
Michigan	1,182,970	22,233	1.9	18,029	81.1	1.5	13,641	75.7	1.2
Minnesota	423,115	12,094	2.9	10,143	83.9	2.4	8,753	86.3	2.1
Mississippi	537,920	14,087	2.6	12,982	92.2	2.4	8,479	65.3	1.6
Missouri	756,515	16,567	2.2	15,178	91.6	2	12,120	79.9	1.6
Montana	84,510	3,250	3.8	2,827	87	3.3	2,279	80.6	2.7
Nebraska	163,380	3,885	2.4	3,012	77.5	1.8	2,432	80.7	1.5
Nevada	296,905	6,946	2.3	6,677	96.1	2.2	4,979	74.6	1.7
New Hampshire	114,330	2,471	2.2	2,251	91.1	2	1,999	88.8	1.7
New Jersey	1,089,940	16,877	1.5	15,876	94.1	1.5	10,811	68.1	1
New Mexico	272,275	10,293	3.8	8,900	86.5	3.3	6,625	74.4	2.4
New York	2,851,185	56,635	2	52,934	93.5	1.9	31,282	59.1	1.1
North Carolina	1,297,505	30,957	2.4	25,163	81.3	1.9	20,780	82.6	1.6
North Dakota	70,005	2,009	2.9	1,512	75.3	2.2	1,322	87.4	1.9
Ohio	1,397,220	22,677	1.6	20,712	91.3	1.5	15,021	72.5	1.1
Oklahoma	482,350	10,349	2.1	9,448	91.3	2	7,368	78	1.5
Oregon	389,020	15,104	3.9	13,007	86.1	3.3	11,542	88.7	3
Pennsylvania	1,604,370	24,937	1.6	22,686	91	1.4	17,654	77.8	1.1
Rhode Island	163,870	3,147	1.9	2,799	88.9	1.7	2,363	84.4	1.4
South Carolina	681,590	13,135	1.9	11,761	89.5	1.7	8,713	74.1	1.3
South Dakota	81,935	2,027	2.5	1,215	59.9	1.5	1,100	90.5	1.3
Tennessee	988,235	16,184	1.6	15,322	94.7	1.6	11,334	74	1.1
Texas	3,571,240	58,235	1.6	50,826	87.3	1.4	37,338	73.5	1
Utah	185,575	6,253	3.4	5,821	93.1	3.1	5,212	89.5	2.8
Vermont	59,580	980	1.6	771	78.7	1.3	685	88.8	1.1
Virginia	942,620	23,904	2.5	21,264	89	2.3	15,773	74.2	1.7
Washington	569,705	22,734	4	18,474	81.3	3.2	15,865	85.9	2.8
West Virginia	329,530	6,611	2	5,649	85.4	1.7	4,638	82.1	1.4
Wisconsin	571,110	18,248	3.2	13,811	75.7	2.4	11,137	80.6	2
Wyoming	43,570	1,952	4.5	1,591	81.5	3.7	1,482	93.1	3.4
U.S. Subtotal	**39,769,125**	**816,213**	**2.1**	**713,960**	**87.5**	**1.8**	**540,535**	**75.7**	**1.4**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 1 *(continued from previous page)*

Target Population and GED® Test Candidates Who Tested, Completed, and Passed: 2013

Jurisdiction	Target Population (Adults Without a High School Credential)[1]	Tested		Completed[2]			Passed		
		Candidates	Target Population	Completers	Completion Rate	Target Population	Passers	Pass Rate	Target Population
	(N)	(N)	(%)	(N)	(%)	(%)	(N)	(%)	(%)
American Samoa	10,245	32	0.3	29	90.6	0.3	7	24.1	0.1
Federated States of Micronesia	NA	64	-	42	65.6	-	0	0	-
Guam	23,540	169	0.7	159	94.1	0.7	49	30.8	0.2
Marshall Islands	NA	25	-	21	84	-	1	4.8	-
Northern Mariana Islands	17,660	37	0.2	24	64.9	0.1	11	45.8	0.1
Palau	NA	79	-	59	74.7	-	10	16.9	-
Puerto Rico[3]	1,001,030	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	28,310	443	1.6	319	72	1.1	57	17.9	0.2
Insular Areas Subtotal	**1,080,785**	**849**	**0.1**	**653**	**76.9**	**0.1**	**135**	**20.7**	**0**
Alberta	614,865	1,732	0.3	1,667	96.2	0.3	1,139	68.3	0.2
British Columbia	675,345	957	0.1	907	94.8	0.1	652	71.9	0.1
Manitoba	267,745	259	0.1	242	93.4	0.1	166	68.6	0.1
New Brunswick	176,660	1,362	0.8	1,229	90.2	0.7	613	49.9	0.3
Newfoundland and Labrador	141,570	165	0.1	154	93.3	0.1	82	53.2	0.1
Northwest Territories	10,265	-	-	-	-	-	-	-	-
Nova Scotia	202,770	969	0.5	916	94.5	0.5	490	53.5	0.2
Nunavut	11,085	129	1.2	77	59.7	0.7	15	19.5	0.1
Ontario	2,183,625	3,490	0.2	3,396	97.3	0.2	2,363	69.6	0.1
Prince Edward Island	29,235	312	1.1	301	96.5	1	172	57.1	0.6
Quebec	1,547,870	203	0	196	96.6	0	116	59.2	0
Saskatchewan	231,730	1,314	0.6	1,132	86.1	0.5	543	48	0.2
Yukon Territory	5,555	22	0.4	21	95.5	0.4	14	66.7	0.3
Canada Subtotal	**6,098,320**	**10,914**	**0.2**	**10,238**	**93.8**	**0.2**	**6,365**	**62.2**	**0.1**
Bermuda	NA	362	-	341	94.2	-	200	58.7	-
DANTES[4]	NA	321	-	293	91.3	-	288	98.3	-
Federal Bureau of Prisons	NA	12,038	-	11,300	93.9	-	7,738	68.5	-
GED Testing Service-Proctored[5]	NA	-	-	-	-	-	-	-	-
Michigan Prisons	NA	4,924	-	4,026	81.8	-	2,467	61.3	-
International[6]	NA	3,142	-	2,325	74	-	2,045	88	-
VA Hospitals	NA	-	-	-	-	-	-	-	-
Inter-Regional Contracts Subtotal	**NA**	**20,787**	**-**	**18,285**	**88**	**-**	**12,738**	**69.7**	**-**
Program Total[7]	**46,948,230**	**848,763**	**1.8**	**743,136**	**87.6**	**1.6**	**559,773**	**75.3**	**1.2**

Sources: 2010 U.S. Census, 2011 Canadian Census of Population, and 2013 GED Testing Service® data.

NA = Not available.

- = Not applicable or not possible to calculate.

* Percentage calculated by not including Puerto Rico data.

[1] *Target Population* totals for the United States and the insular areas include adults 16 years and older, without a high school diploma and further training or degrees, based on 2010 U.S. Census data. Target Population totals for Canadian jurisdictions include out-of-school adults 15 years and older, without a high school diploma and further training or degrees, based on 2011 Canadian Census of Population data, as reported by Statistics Canada.

[2] Those test-takers who completed testing in all content areas in 2013 may have begun testing in a previous year. A candidate is considered a completer in 2013 only if he or she finished testing in all five content areas by December 31, 2013.

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[4] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[5] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[6] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[7] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 2

Target Population and First-Time GED® Candidates Who Tested, Completed, and Passed: 2013 Cohort

Jurisdiction	Target Population (Adults Without a High School Credential)[1]	First-Time Candidates[2]		Completers Among First-Time Candidates[3]			Passers Among First-Time Candidates[4]		
				2013 Cohort			2013 Cohort		
		2013 Cohort	Target Population	Completers	Completion Rate	Target Population	Passers	Pass Rate	Target Population
	(N)	(N)	(%)	(N)	(%)	(%)	(N)	(%)	(%)
Alabama	797,910	12,155	1.5	11,649	95.8	1.5	8,014	68.8	1
Alaska	51,665	2,323	4.5	1,810	77.9	3.5	1,629	90	3.2
Arizona	730,845	18,677	2.6	15,854	84.9	2.2	13,308	83.9	1.8
Arkansas	470,030	7,023	1.5	6,861	97.7	1.5	6,077	88.6	1.3
California	5,500,200	48,509	0.9	42,168	86.9	0.8	34,747	82.4	0.6
Colorado	435,120	14,016	3.2	10,249	73.1	2.4	9,217	89.9	2.1
Connecticut	395,380	5,036	1.3	4,213	83.7	1.1	2,728	64.8	0.7
Delaware	100,940	1,215	1.2	1,206	99.3	1.2	1,106	91.7	1.1
District of Columbia	93,635	1,949	2.1	1,373	70.4	1.5	902	65.7	1
Florida	2,441,300	53,173	2.2	39,354	74	1.6	31,089	79	1.3
Georgia	1,283,830	22,044	1.7	18,611	84.4	1.4	15,981	85.9	1.2
Hawaii	131,295	1,146	0.9	1,086	94.8	0.8	960	88.4	0.7
Idaho	139,725	4,550	3.3	3,768	82.8	2.7	3,532	93.7	2.5
Illinois	1,659,750	25,127	1.5	22,399	89.1	1.3	17,085	76.3	1
Indiana	786,020	16,854	2.1	15,811	93.8	2	13,227	83.7	1.7
Iowa	289,280	3,894	1.3	3,008	77.2	1	2,976	98.9	1
Kansas	272,595	3,851	1.4	3,661	95.1	1.3	3,433	93.8	1.3
Kentucky	750,890	11,574	1.5	11,141	96.3	1.5	9,790	87.9	1.3
Louisiana	786,880	9,457	1.2	9,119	96.4	1.2	7,301	80.1	0.9
Maine	136,170	2,179	1.6	1,536	70.5	1.1	1,373	89.4	1
Maryland	617,715	8,400	1.4	6,839	81.4	1.1	4,895	71.6	0.8
Massachusetts	695,875	10,311	1.5	8,979	87.1	1.3	6,810	75.8	1
Michigan	1,182,970	15,043	1.3	11,578	77	1	9,398	81.2	0.8
Minnesota	423,115	7,969	1.9	6,444	80.9	1.5	5,896	91.5	1.4
Mississippi	537,920	8,916	1.7	8,023	90	1.5	5,803	72.3	1.1
Missouri	756,515	14,220	1.9	12,891	90.7	1.7	10,654	82.6	1.4
Montana	84,510	2,373	2.8	2,018	85	2.4	1,731	85.8	2
Nebraska	163,380	2,275	1.4	1,582	69.5	1	1,387	87.7	0.8
Nevada	296,905	5,806	2	5,553	95.6	1.9	4,322	77.8	1.5
New Hampshire	114,330	1,856	1.6	1,687	90.9	1.5	1,560	92.5	1.4
New Jersey	1,089,940	12,649	1.2	11,805	93.3	1.1	8,737	74	0.8
New Mexico	272,275	7,747	2.8	6,479	83.6	2.4	5,047	77.9	1.9
New York	2,851,185	39,514	1.4	36,081	91.3	1.3	23,410	64.9	0.8
North Carolina	1,297,505	19,526	1.5	14,871	76.2	1.1	12,634	85	1
North Dakota	70,005	1,396	2	990	70.9	1.4	898	90.7	1.3
Ohio	1,397,220	18,384	1.3	16,483	89.7	1.2	12,464	75.6	0.9
Oklahoma	482,350	8,808	1.8	7,934	90.1	1.6	6,426	81	1.3
Oregon	389,020	10,769	2.8	9,024	83.8	2.3	8,332	92.3	2.1
Pennsylvania	1,604,370	18,087	1.1	16,222	89.7	1	13,538	83.5	0.8
Rhode Island	163,870	2,172	1.3	1,896	87.3	1.2	1,665	87.8	1
South Carolina	681,590	10,724	1.6	9,381	87.5	1.4	7,304	77.9	1.1
South Dakota	81,935	1,850	2.3	1,133	61.2	1.4	1,034	91.3	1.3
Tennessee	988,235	12,221	1.2	11,407	93.3	1.2	9,016	79	0.9
Texas	3,571,240	42,900	1.2	36,362	84.8	1	28,532	78.5	0.8
Utah	185,575	5,466	2.9	5,054	92.5	2.7	4,672	92.4	2.5
Vermont	59,580	647	1.1	466	72	0.8	419	89.9	0.7
Virginia	942,620	16,087	1.7	13,950	86.7	1.5	11,306	81	1.2
Washington	569,705	15,224	2.7	12,049	79.1	2.1	11,111	92.2	2
West Virginia	329,530	5,205	1.6	4,294	82.5	1.3	3,624	84.4	1.1
Wisconsin	571,110	9,470	1.7	6,312	66.7	1.1	5,551	87.9	1
Wyoming	43,570	1,691	3.9	1,371	81.1	3.1	1,303	95	3
U.S. Subtotal	**39,769,125**	**602,458**	**1.5**	**514,035**	**85.3**	**1.3**	**413,954**	**80.5**	**1**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 2 *(continued from previous page)*

Target Population and First-Time GED® Candidates Who Tested, Completed, and Passed: 2013 Cohort

Jurisdiction	Target Population (Adults Without a High School Credential)[1]	First-Time Candidates[2]		Completers Among First-Time Candidates[3]			Passers Among First-Time Candidates[4]		
				2013 Cohort			2013 Cohort		
		2013 Cohort	Target Population	Completers	Completion Rate	Target Population	Passers	Pass Rate	Target Population
	(N)	(N)	(%)	(N)	(%)	(%)	(N)	(%)	(%)
American Samoa	10,245	25	0.2	22	88	0.2	7	31.8	0.1
Federated States of Micronesia	-	48	-	29	60.4	-	0	0	-
Guam	23,540	117	0.5	107	91.5	0.5	45	42.1	0.2
Marshall Islands	-	20	-	16	80	-	0	0	-
Northern Mariana Islands	17,660	14	0.1	7	50	0	3	42.9	0
Palau	NA	43	-	27	62.8	-	5	18.5	-
Puerto Rico[5]	1,001,030	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	28,310	339	1.2	222	65.5	0.8	52	23.4	0.2
Insular Areas Subtotal	**1,080,785**	**606**	**0.1**	**430**	**71**	**0**	**112**	**26**	**0**
Alberta	614,865	1,550	0.3	1,490	96.1	0.2	1,058	71	0.2
British Columbia	675,345	807	0.1	761	94.3	0.1	576	75.7	0.1
Manitoba	267,745	218	0.1	201	92.2	0.1	150	74.6	0.1
New Brunswick	176,660	896	0.5	772	86.2	0.4	422	54.7	0.2
Newfoundland and Labrador	141,570	141	0.1	130	92.2	0.1	74	56.9	0.1
Northwest Territories	10,265	-	-	-	-	-	-	-	-
Nova Scotia	202,770	735	0.4	685	93.2	0.3	395	57.7	0.2
Nunavut	11,085	79	0.7	34	43	0.3	4	11.8	0
Ontario	2,183,625	2,977	0.1	2,888	97	0.1	2,147	74.3	0.1
Prince Edward Island	29,235	200	0.7	191	95.5	0.7	118	61.8	0.4
Quebec	1,547,870	189	0	182	96.3	0	109	59.9	0
Saskatchewan	231,730	928	0.4	773	83.3	0.3	398	51.5	0.2
Yukon Territory	5,555	18	0.3	17	94.4	0.3	11	64.7	0.2
Canada Subtotal	**6,098,320**	**8,738**	**0.1**	**8,124**	**93**	**0.1**	**5,462**	**67.2**	**0.1**
Bermuda	-	206	-	187	90.8	-	129	69	-
DANTES[6]	-	311	-	283	91	-	278	98.2	-
Federal Bureau of Prisons	-	8,773	-	8,138	92.8	-	5,708	70.1	-
GED Testing Service-Proctored[7]	-	-	-	-	-	-	-	-	-
Michigan Prisons	-	2,914	-	2,178	74.7	-	1,380	63.4	-
International[8]	-	2,911	-	2,145	73.7	-	1,920	89.5	-
VA Hospitals	-	*	-	-	-	-	-	-	-
Inter-Regional Contracts Subtotal	**-**	**15,115**	**-**	**12,931**	**85.6**	**-**	**9,415**	**72.8**	**-**
Program Total[9]	**46,948,230**	**626,917**	**1.3**	**535,520**	**85.4**	**1.1**	**428,943**	**80.1**	**0.9**

Sources: 2010 U.S. Census, 2011 Canadian Census of Population, and 2013 GED Testing Service® data.

NA = Not available.

- = Not applicable or not possible to calculate.

* = Percentage calculated by not including Puerto Rico data.

[1] *Target Population* totals for the United States and the insular areas include adults 16 years and older, without a high school diploma and further training or degrees, based on 2010 U.S. Census data. Target Population totals for Canadian jurisdictions include out-of-school adults 15 year and older, without a high school diploma and further training or degrees, based on 2011 Canadian Census of Population data, as reported by Statistics Canada.

[2] *First-Time Candidates* refers to candidates who took the 2002 series GED® test for the first time in the report year and who had never tested in previous years.

[3] *Completers Among First-Time Candidates* refers to first-time candidates (see definition above) who completed the GED® test.

[4] *Passers Among First-Time Candidates* refers to first-time candidates (see definition above) who completed and passed the GED® test.

[5] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[6] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[7] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[8] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[9] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 3

GED® Testing Program Policies, by Jurisdiction: 2013

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
United States											
Alabama	23	None	State of Alabama High School Equivalency Diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-
Alaska	3	None	Diploma by General Educational Development Examination	$120	-	410 min. & 450 avg.	-	No	No	-	-
Arizona	25	None	Arizona High School Equivalency Diploma	$150	-	410 min. & 450 avg.	-	No	No	-	-
Arkansas	35	Resident	Arkansas High School Diploma	$120	-	410 min. & 450 avg.	-	No	Yes	-	410 min. & 450 avg.
California	70	Resident	California High School Equivalency Certificate	$140	-	410 min. & 450 avg.	Examinees under 18 years of age will have their credential mailed on the date of their 18th birthday	No	No	-	-
Colorado	41	None	High School Equivalency Diploma	$120	-	410 min. & 450 avg.	Must be a Colorado resident; 17 years of age, and in school or dropped out at 16 years of age with waiver approval	No	No	-	-
Connecticut	13	Resident	Connecticut State High School Diploma	$0	-	410 min. & 450 avg.	-	No	No	-	-
Delaware	1	None	Delaware State Board of Education Endorsement	$120	-	410 min. & 450 avg.	-	No	No	-	-.
District of Columbia	2	Resident	General Educational Development Credential	$120	-	410 min. & 450 avg.	-	No	No	-	-
Florida	85	None	State of Florida High School Diploma	$130	-	410 min. & 450 avg.	-	No	No	-	-
Georgia	71	None	Georgia GED Diploma	$160	-	410 min. & 450 avg.	-	No	No	-	-
Hawaii	5	None	High School Diploma	$150	-	410 min. & 450 avg.	-	Yes	No	-	-
Idaho	7	None	GED Transcript	$120	-	410 min. & 450 avg.	-	No	No	-	-
Illinois	52	30 days resident	Illinois High School Equivalency Certificate	$120	-	410 min. & 450 avg.	Must pass the High School-level Constitution Test	No	No	-	-
Indiana	27	30 days resident	General Educational Development Certificate of Achievement	$120	-	410 min. & 450 avg.	-	No	No	-	-
Iowa	22	None	Iowa High School Equivalency Diploma	$120	-	410 min. & 450 avg.	-	Yes	Yes	-	450

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2013

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[3]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
United States (continued)												
Alabama	17	18	16	16	Yes (90 days)	No	No	Yes (30 days)	No	E + S + F	No	E + S + F
Alaska	16	18	16	16	No	No	No	No	No	E + S + F	No	E + S + F
Arizona	16	18	16	16	No	No	No	No	No	E + S + F	No	None
Arkansas	18	18	16	16	No	No	No	No	Yes	E + S + F	No	None
California	18	18	17	18	No	No	No	No	No	E + S + F	No	None
Colorado	17	17	16	17	No	No	No	No	No	E + S + F	No	E + S + F
Connecticut	17	19	17	17	No	No	No	No	No	E + S	No	E + S
Delaware	18	18	16	18	Yes (1-2 days)	No	Yes	Yes (45 days)	No	E + S	No	None
District of Columbia	18	18	16	16	No	No	Yes	Yes (30 days)	No	E + S + F	No	None
Florida	16	18	16	16	No	No	No	No	No	E + S + F	No	E + S + F
Georgia	16	18	16	16	No	No	No	No (Spanish 90 days)	No	E + S + F	No	None
Hawaii	18	18	16	16	No	No	Yes	No	No	E + S	No	E + S
Idaho	18	18	16	16	No	No	No	No	No	E + S	No	None
Illinois	17	18	16	17	No	No	No	No	No	E + S + F	No	E + S + F
Indiana	18	18	16	16	Yes (60 days)	No	No	No	No	E + S + F	No	None
Iowa	16	19	16	18	Yes (2 years; may be waived)	No	No	Yes (6 months)	Yes (passing CASAS or OPT scores)	E + S + F	No	E + S + F

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2013

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
United States (continued)											
Kansas	23	None	Kansas State High School Diploma	$120	-	420 min. & 450 avg.	-	No	No	-	-.
Kentucky	20	State mailing address	Diploma	$120	-	410 min. & 450 avg.	Must pass the official practice test	No	Yes, if less than 19 years of age	$0	410 min. & 450 avg.
Louisiana	3	None	Louisiana High School Equivalency Diploma	$135	-	410 min. & 450 avg.	-	Yes, if less than 18 years of age	Yes, if less than 19 years of age	$0	410 min. & 450 avg.
Maine	1	None	Maine High School Equivalency Diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-
Maryland	8	Resident	Maryland High School Diploma	$150	-	410 min. & 450 avg.	-	No	No	-	-
Massachusetts	0	None	High School Equivalency Credential	$120	-	410 min. & 450 avg.	-	No	No	-	-
Michigan	45	None	High School Equivalency Certificate	$150	-	410 min. & 450 avg.	Must be 18 years of age and class graduated, unless Michigan Youth Challenge participant.	No	No	-	-
Minnesota	19	None	State of Minnesota GED Diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-
Mississippi	15	None	State of Mississippi High School Equivalency Diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-
Missouri	11	Resident	Missouri Certificate of High School Equivalence	$140	-	410 min. & 450 avg.	-	No	No	-	-
Montana	0	None	State of Montana Equivalency Diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-
Nebraska	24	None	State of Nebraska Dept. of Ed. High School Diploma	$120	-	410 min. & 450 avg.	-	Yes, if under 18 years of age	No	-	-
Nevada	20	Resident	Certificate of High School Equivalency	$120	-	410 min. & 450 avg.	-	No	No	-	-
New Hampshire	0	Resident	Certificate of High School Equivalency	$120	-	410 min. & 450 avg.	-	No	No	-	-
New Jersey	2	Resident	NJ State issued high school diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-
New Mexico	16	None	New Mexico High School Diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-
New York	1	None	New York State High School Equivalency Diploma	$0	-	410 min. & 450 avg.	-	No	No	-	-
North Carolina	26	None	North Carolina State Board of Community Colleges General Development D	$120	-	410 min. & 450 avg.	-	No	No	-	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2013

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[3]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
United States (continued)												
Kansas	18	18	16	16	No	Yes (2 years)	No	No	No	E + S	No	None
Kentucky	16	19	16	16	No	No	Yes	Yes (30 days)	No	E + S + F	No	E + S + F
Louisiana	18	19	16	16	No	Yes (5 years)	Yes	Yes (30 days)	Yes, if under 19 years old with instruction	E + S + F	No	E + S + F
Maine	16	18	17	17	No	No	No	No	No	E + S + F	No	None
Maryland	16	19	16	16	Yes (5 years)	Yes (5 years)	No	No	No	E + S + F	No	E + S + F
Massachusetts	16	18	16	16	No	Yes (3 years)	Yes	No	No	E + S + F	No	None
Michigan	16	18	16	18	No	No	No	No	No	E + S + F	No	E + S + F
Minnesota	16	19	17	16	No	No	No	No	No	E + S	No	None
Mississippi	17	18	16	17	No	No	No	No	No	E + S + F	No	E + S + F
Missouri	17	17	16	16	Yes (2 years)	No	No	No	No	E + S + F	No	E + S + F
Montana	16	19	17	16	No	No	Yes	Yes	No	E + S	No	E + S
Nebraska	18	18	16	18	No	No	No	Yes (60 days)	Yes (study and retesting referral in order to waive wait period	E + S	No	None
Nevada	18	18	16	16	No	No	Yes	No	No	E + S	No	None
New Hampshire	18	18	16	16	No	No	No	No	No	E + S + F	No	None
New Jersey	16	18	16	16	No	No	Yes	No	No	E + S	Yes	None
New Mexico	18	18	16	16	Yes (3 years)	Yes (3 years)	Yes	No	Yes (if failed twice)	E + S	No	None
New York	16	19	16	16	No	No	Yes	Yes (60 days)	No	E + S + F	No	None
North Carolina	16	18	16	16	No	No	No	No	No	E + S + F	No	None

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2013

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
United States (continued)											
North Dakota	21	None	GED High School Diploma	$150	-	410 min. & 450 avg.	must be 16 years of age, present a valid photo ID, not currently enrolled in HS	No	No	-	-
Ohio	88	Resident	Ohio High School Equivalency Diploma	$120	-	410 min. & 450 avg.	16 years old/ parental waiver/ school age waiver	No	No	-	-
Oklahoma	20	Resident	Oklahoma High School Diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-
Oregon	24	None	General Educational Development Certificate	$155	-	410 min. & 450 avg.	none	No	No	-	-
Pennsylvania	64	Resident	Commonwealth Secondary School Diploma	$120	-	410 min. & 450 avg.	Must be 18 years of age.	No	No	-	-
Rhode Island	2	Resident	Senior High School Equivalency Diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-
South Carolina	38	Resident	South Carolina High School Equivalency Diploma	$150	-	410 min. & 450 avg.	-	No	No	-	-
South Dakota	17	None	GED Certificate	$130	-	420 min. & 450 avg.	Under 18 years of age, must have approval to test	No	No	-	-
Tennessee	21	None	High School Equivalency Diploma	$120	-	410 min. & 450 avg.	-	No	Yes	-	-
Texas	77	Resident	Certificate of High School Equivalency	$135	-	410 min. & 450 avg.	-	No	No	-	-
Utah	26	None	Utah High School Completion Diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-
Vermont	16	None	Vermont Secondary School Equivalency Certificate	$120	-	410 min. & 450 avg.	-	No	No	-	-
Virginia	65	None	GED Certificate	$120	-	410 min. & 450 avg.	-	No	No	-	-
Washington	40	Resident	Certificate of Educational Competency	$150	-	410 min. & 450 avg.	-	No	No	-	-
West Virginia	12	None	The State of West Virginia GED Diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-.
Wisconsin	52	Resident	Certificate of GED or HSED	$135	$24	410 min. & 450 avg.	-	No	No	-	-
Wyoming	12	None	Wyoming Certificate of High School Equivalency	$120	-	410 min. & 450 avg.	-	No	No	-	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2013

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[3]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
United States (continued)												
North Dakota	16	16	16	16	No	No	Yes	Yes (15 days)	No	E + S	No	None
Ohio	18	18	16	16	Yes (2 days)	No	No	No	No	E + S	No	E + S
Oklahoma	18	18	16	16	No	No	No	No	No	E + S	No	None
Oregon	18	18	16	16	No	No	No	No	No	E + S	No	E + S + F
Pennsylvania	16	18	16	18	No	No	No	No	No	E + S + F	No	None
Rhode Island	18	18	16	18	Yes (3 years)	Yes (3 Years)	No	No	Yes	E + S	No	E + S
South Carolina	17	19	16	16	Yes (3 years)	Yes (3 years)	Yes	No	No	E	-	-
South Dakota	18	18	16	16	No	No	No	No	No	E	-	-
Tennessee	18	18	17	17	No	No	No	No	No	E + S + F	No	E + S + F
Texas	18	18	16	16	No	No	No	No	No	E + S + F	No	-
Utah	18	18	16	16	Yes	No	No	No	No	E + S	No	E + S
Vermont	16	18	16	16	No	No	No	No	No	E + S + F	No	E + S + F
Virginia	18	18	16	16	No	No	No	No	No	E + S + F	No	E + S + F
Washington	18	19	16	16	No	No	No	No	No	E + S + F	No	-
West Virginia	17	19	16	16	No	No	Yes	No	Yes (OPT)	E + S + F	No	E + S + F
Wisconsin	18	19	17	17	Yes (6 weeks)	No	No	Yes (30 days)	No	E + S	No	E + S
Wyoming	16	18	16	16	No	No	No	No	Yes (instruction and proof of proficiency for 3rd retest and beyond)	E + S	No	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2013

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
Insular Areas											
American Samoa	1	Resident	American Samoa High School Diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-
Federated States of Micronesia	4	Resident	High School Equivalency Diploma	NA	-	410 min. & 450 avg.	-	No	No	-	-
Guam	1	None	High School Equivalency Diploma	$120	-	410 min. & 450 avg.	-	No	No	-	-
Marshall Islands	1	None	GED Diploma	NA	-	410 min. & 450 avg.	-	No	No	-	-
Northern Mariana Islands	1	None	GED diploma	NA	-	410 min. & 450 avg.	-	No	Yes	-	-
Palau	1	None	High School Equivalency Diploma	NA	-	410 min. & 450 avg.	-	Yes (60 hours)	No	-	-.
Puerto Rico[4]	0	None	Diploma de Equivalencia de Escuela Superior	NA	NA	Spanish language version: 410 min. and 2,700 total; English language version: 410 min. & 2,500 total	8th grade min.	Yes (180 hours)	No	-	-
Virgin Islands	1	None	High School Diploma	$120	-	410 min. & 450 avg.	-	No	Yes (Reading, Writing, and Math)	$15	410 min. & 450 avg.
Canada											
Alberta	15	Resident	High School Equivalency Diploma	NA	-	450 min	-	No	No	-	-
British Columbia	1	Resident	BC Secondary School Equivalency Certificate	NA	-	450 min	-	No	No	-	-
Manitoba	1	Resident	Manitoba High School Equivalency Certificate	NA	-	450 min	-	No	No	-	-
New Brunswick	2	Resident	High School Equivalency Diploma	$0	-	450 min	-	No	No	-	-
Newfoundland and Labrador	1	None	Diploma GED High School Equivalency	NA	-	450 min	-	No	No	-	-
Northwest Territories	1	Resident	Northwest Territories High School Equivalency Diploma	NA	-	450 min	-	No	No	-	-
Nova Scotia	1	Resident	GED High School Equivalency Certificate	NA	-	450 min.	19 and older, out of school for one year, no high school diploma	No	No	-	-
Nunavut	1	Resident	High School Equivalency Certificate	NA	-	450	-	No	No	-	-
Ontario	1	Resident	Grade 12 Equivalency Certificate	NA	-	450	-	No	No	-	-
Prince Edward Island	1	Resident or Canadian citizen	Grade 12 High School Equivalency Certificate	$0	-	450	-	No	No	-	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2013

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[3]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
Insular Areas												
American Samoa	18	18	16	18	Yes (2 days)	No	Yes	Yes (30 days)	Yes (if enrolled in ABE	E	-	-
Federated States of Micronesia	16	16	16	16	No	No	Yes	No	Yes (OPT)	E	-	-
Guam	16	16	16	16	Yes (2 days)	No	Yes	Yes (60 days)	No	E	-	-
Marshall Islands	16	19	17	17	Yes (2 half-days)	No	No	Yes (90 days)	No	E	-	-
Northern Mariana Islands	16	16	16	16	Yes (Varies)	No	Yes	Yes (90 days)	No	E	-	-
Palau	18	18	18	18	Yes	No	Yes	Yes (varies)	Yes (instruction)	E	-	-
Puerto Rico[5]	18	18	18	18	Yes (2 days)	No	Yes	Yes (30 days per subtest)	No	E + S	Yes	None
Virgin Islands	16	18	17	16	NA	No	No	No	No	E + S	No	E + S
Canada												
Alberta	16	18	17	17	No	No	No	Yes (90 days)	No	E + F	No	E + F
British Columbia	18	18	18	18	No	No	No	No	No	E + F	No	None
Manitoba	19	19	16	17	Yes (Varies)	No	Yes	No	No	E + F	No	None
New Brunswick	18	19	16	18	Yes	No	No	No	No	E + F	No	None
Newfoundland and Labrador	16	19	19	18	Yes (2 days)	No	Yes	Yes (90 days)	No	E + F	No	None
Northwest Territories	16	18	16	18	Yes (3-4 days)	No	No	Yes (180 days)	Yes (instruction)	E	No	None
Nova Scotia	16	19	19	19	No	No	No	Yes (90 days)	No	E + F	No	None
Nunavut	18	19	19	19	No	No	No	Yes (3-6 months)	No	E + F	No	None
Ontario	18	19	18	18	No	No	Yes	No	Yes (if score below 400	E + F	No	None
Prince Edward Island	18	18	16	16	No	No	No	No	No	E + F	No	None

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2013

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
Canada (continued)											
Quebec	1	Resident or Canadian citizen	certificat d'equivalence d'etudes secondaires	NA	-	450	-	No	No	-	-
Saskatchewan	25	Fixed address in Canada	GED Diploma	NA	-	450	-	No	No	-	-
Yukon Territory	1	None	Secondary School Equivalency Certificate	$150	-	450	-	No	No	-	-
Inter Regional Contracts											
DANTES[5]	18	See credentialing jurisdiction	See credentialing jurisdiction.	$50	-	410 min. & 450 avg.	No	Yes	-	450 on each subtest	No
Federal Bureau of Prisons	117	Incarcerated in a FBOP facility	See credentialing jurisdiction.	$0	$0	410 min. & 450 avg.	Yes	Yes	Yes	Varies	450
Michigan Prisons	31	Incarcerated in a MI Department of Corrections Facility	High School Equivalency Certificate	$0	$0	410 min. & 450 avg.	Yes	Yes	No	-	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2013

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[3]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
Canada (continued)												
Quebec	16	16	16	16	Yes (2 days)	No	No	Yes	No	E + F	No	None
Saskatchewan	16	18	16	17	Yes (1 year)	No	Yes	Yes (30 days)	No	E + F	No	E + F
Yukon Territory	16	18	17	17	Yes (2 days)	No	No	No	No	E + F	No	None
Inter Regional Contracts												
DANTES[5]	17	16	16	See credentialing jurisdiction.	Yes (30 days)	No	No	Yes (90 days)	No	E + S	No	NA
Federal Bureau of Prisons	-	16	16	See credentialing jurisdiction.	No	No	No	No	Yes (instruction)	E + S + F	Yes	None
Michigan Prisons	16	16	16	16	No	No	No	Yes (30 days)	Yes (instruction)	E + S	No	E + S

NA = Not available.

- = Not applicable.

E = English

S = Spanish

F = French

[1] Candidates who tested in St. Martin, Cayman Island, and Jamaica must adhere to the Maine testing requirements, but exceptions may apply on a case-by-case basis.

[2] OPT = Official GED® Practice Tests.

[3] See jurisdictional requirements in the GED® Policies and Procedures Manual for exceptions, limitations, and additional fees, or contact the jurisdictional GED Administrator™.

[4] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[5] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

Note: Information was collected by GED Testing Service from the jurisdictional GED Administrator™. Policies and procedures changed throughout 2013 as each jurisdiction implemented computer-based testing, and information is reported as of December 31, 2013. For more information, contact the jurisdictional GED Administrator ™.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 4

Percentage of GED® Test Candidates, by Age Group and Mean Age: 2013

Jurisdiction	Candidates with Reported Age		Age Group								Mean Age	Std. Dev.
			16–18	19–24	25–29	30–34	35–39	40–49	50–59	60+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(years)	
Alabama	17,164	99.9	22	33.7	15	10.9	7.2	7.2	3.2	0.8	26.9	10
Alaska	3,442	99.3	25.4	36.6	17.2	8.3	4.7	4.7	2.8	0.4	25.4	8.8
Arizona	23,807	100	21	32.5	16.2	10.6	6.6	8.7	3.7	0.7	27.4	10.1
Arkansas	8,203	99.5	34	28.5	11.7	8.9	6.3	6.7	3.3	0.7	25.7	10.1
California	64,979	100	12.5	33.8	17.2	12	8	11.3	4.5	0.7	29.1	10.3
Colorado	18,713	100	19.7	32.2	17.1	11.7	7.2	8.3	3.2	0.6	27.5	9.8
Connecticut	6,779	100	9.2	38.3	16.8	12.8	7.9	9.8	4.5	0.7	28.9	10.1
Delaware	1,276	99.6	14.2	39.4	18.3	10.7	7.1	6.6	2.7	1	27.3	9.4
District of Columbia	2,285	99.1	19.7	44	13.6	7.4	5.1	5.4	3.7	1.1	26.1	10
Florida	64,007	100	23.8	38.2	13.1	9.1	5.5	6.8	3	0.6	26	9.6
Georgia	32,697	100	17.4	35.3	15.8	11.5	7.2	8.3	3.8	0.8	27.7	10.2
Hawaii	1,399	99.8	46.5	28	8.8	6.9	2.5	5.1	1.8	0.5	23.3	8.8
Idaho	6,384	100	29.2	29.5	14	10.1	6	7	3.7	0.5	26.3	10
Illinois	35,998	100	16.5	34.4	16	11.8	7.7	8.9	4.1	0.7	28	10.2
Indiana	19,860	100	23.2	34.7	14.5	10.7	6.6	7.1	2.7	0.5	26.4	9.5
Iowa	5,485	100	18.7	36.6	15.5	11.3	7	7.3	3.2	0.5	27	9.6
Kansas	4,034	100	26.6	34	14.9	9.6	6.5	5.6	2.6	0.2	25.7	9.1
Kentucky	13,916	100	19.2	31.4	15.6	12.7	7.6	8.9	3.7	0.8	27.9	10.3
Louisiana	11,762	99.9	30.8	32.7	13.3	9.7	5.6	5.7	1.9	0.3	25	8.9
Maine	3,333	99.9	21.5	39.6	14.9	9.3	4.9	6.2	2.9	0.7	26.1	9.5
Maryland	10,745	97.4	21.8	34	14.4	9.9	6.3	8.6	4.2	0.7	27.3	10.4
Massachusetts	14,568	99	17.8	36.6	16.3	10.9	6.2	8.1	3.3	0.8	27.3	10
Michigan	21,881	98.4	18.6	42.8	13.6	9.3	6.2	6.4	2.6	0.4	26.1	9.1
Minnesota	12,042	99.6	11.9	39.5	17.5	13	6.9	7.6	3.2	0.5	27.6	9.4
Mississippi	14,046	99.7	28.8	32.5	12.6	10	6.9	6.1	2.5	0.5	25.7	9.5
Missouri	16,558	99.9	29.9	28.5	13.3	10.5	6.3	7.4	3.5	0.6	26.4	10.1
Montana	3,246	99.9	34.3	33.2	12.7	7	4.1	5.6	2.7	0.5	24.7	9.3
Nebraska	3,879	99.8	9.4	34.6	19	15.2	9	9.2	3.1	0.5	28.8	9.3
Nevada	6,846	98.6	19.7	35.3	15.3	10.4	6.7	8.1	4.1	0.4	27.3	9.9
New Hampshire	2,469	99.9	28.2	30.9	15	9.3	5	7.3	3.6	0.5	26.2	10
New Jersey	16,876	100	22.6	31.8	13.5	10.6	7.2	9.6	4	0.7	27.6	10.5
New Mexico	10,276	99.8	28	30.6	13.1	10.7	7	7.4	2.9	0.3	26.3	9.7
New York	56,598	99.9	11	38.3	17.2	11.5	7.1	9.6	4.5	0.8	28.6	10.3
North Carolina	30,056	97.1	13.4	34.4	16.3	12.3	7.9	9.8	4.8	1.2	29	10.7
North Dakota	1,946	96.9	34.1	35.9	12.5	6.7	4.4	4.3	1.6	0.5	24	8.5
Ohio	22,677	100	7.1	39.8	18.3	13.1	8	8.3	4.5	0.9	28.8	10
Oklahoma	10,333	99.8	25.1	34.1	15.1	10.3	6.2	6.4	2.5	0.3	26	9.3
Oregon	15,104	100	29.1	30.2	12.1	9.6	6.8	8.4	3.4	0.4	26.4	10.1
Pennsylvania	24,935	100	17.3	36.7	15.1	10.8	6.8	8.5	4	0.8	27.7	10.2
Rhode Island	3,142	99.8	25.5	40.8	12.5	8.2	4.1	6.1	1.9	0.8	25.1	9.1
South Carolina	13,130	100	19.1	37.4	14.3	10.6	7	7.5	3.2	0.9	27.1	10
South Dakota	2,027	100	22.4	39.6	16.7	8.7	4.7	5.2	2.5	0.3	25.5	8.7
Tennessee	16,148	99.8	15.4	30.6	17.3	12.9	8.2	10.4	4.2	1	29	10.4
Texas	56,297	96.7	17.3	29.8	16	12.2	8.8	10.8	4.3	0.9	28.8	10.6
Utah	6,253	100	27.3	36.4	13.4	9.6	5.6	5.5	1.9	0.4	25.3	8.8
Vermont	974	99.4	36.3	31.8	13.3	7.9	2.5	4.8	2.6	0.7	24.3	9.2
Virginia	23,904	100	20.8	28.6	14.5	10.9	7.4	10.8	5.5	1.5	28.9	11.5
Washington	22,564	99.3	18.9	38.4	15.4	10.2	6.1	7.4	3	0.5	26.7	9.5
West Virginia	6,584	99.6	40.8	29.5	9.8	7.8	4.2	5.3	2.2	0.5	24.1	9.1
Wisconsin	17,833	97.7	18.9	29.8	16	13.3	8.2	9.3	4.1	0.5	28.3	10.1
Wyoming	1,952	100	29	33.8	14.8	8.8	4.8	5.6	2.5	0.7	25.5	9.4
U.S. Subtotal	**811,412**	**99.4**	**19.2**	**34.5**	**15.3**	**11**	**7**	**8.5**	**3.7**	**0.7**	**27.5**	**10.1**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 4 *(continued from previous page)*

Percentage of GED® Test Candidates, by Age Group and Mean Age: 2013

Jurisdiction	Candidates with Reported Age		Age Group								Mean Age	Std. Dev.
			16–18	19–24	25–29	30–34	35–39	40–49	50–59	60+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(years)	
American Samoa	32	100	21.9	56.3	9.4	3.1	3.1	6.3	0	0	23.6	7.7
Federated States of Micronesia	56	87.5	26.8	55.4	7.1	7.1	0	1.8	1.8	0	22.5	6.1
Guam	131	77.5	23.7	36.6	15.3	8.4	6.9	6.1	3.1	0	25.9	8.9
Marshall Islands	25	100	32	44	8	12	4	0	0	0	23	6.2
Northern Mariana Islands	36	97.3	5.6	47.2	8.3	2.8	16.7	16.7	2.8	0	29.1	10.7
Palau	78	98.7	14.1	41	28.2	6.4	9	1.3	0	0	25.2	6.2
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	439	99.1	18.7	32.8	11.4	10.3	6.2	10.5	7.3	3	29.6	12.6
Insular Areas Subtotal	**797**	**93.9**	**19.6**	**37.8**	**13**	**8.8**	**6.4**	**8**	**4.8**	**1.6**	**27.6**	**11**
Alberta	1,732	100	3.2	29.4	18.8	13.8	9.7	15	9.1	0.9	32.5	11.1
British Columbia	724	75.7	5.9	27.9	17.7	15.9	12	13.4	6.5	0.7	31.7	10.5
Manitoba	245	94.6	0.8	30.6	19.2	13.5	9.8	13.1	11.4	1.6	33.4	11.8
New Brunswick	1,351	99.2	2.1	34.6	17.8	10.6	8.7	15	9.6	1.6	32.5	11.7
Newfoundland and Labrador	165	100	2.4	37	17.6	10.9	8.5	18.2	5.5	0	30.8	10.3
Northwest Territories	*	*	*	*	*	*	*	*	*	*	*	*
Nova Scotia	969	100	0	37.3	15	12.7	7.9	15.8	10	1.3	32.6	11.6
Nunavut	127	98.4	0	32.3	23.6	14.2	10.2	13.4	5.5	0.8	31.6	9.5
Ontario	3,490	100	2.2	38.3	19.8	10.6	9.1	12.8	6.7	0.6	30.7	10.5
Prince Edward Island	312	100	7.1	31.1	11.5	9.9	7.4	17.3	14.4	1.3	33.5	12.9
Quebec	203	100	16.7	44.8	14.3	4.4	8.4	6.4	4.9	0	26.6	9.7
Saskatchewan	1,314	100	4.6	33.7	20.2	13.8	7.5	12.7	6.5	0.9	30.8	10.5
Yukon Territory	22	100	13.6	13.6	18.2	22.7	4.5	13.6	13.6	0	33.2	12.2
Canada Subtotal	**10,6**	**97.6**	**3.1**	**34.6**	**18.5**	**12.1**	**9**	**13.8**	**8**	**0.9**	**31.6**	**11**
Bermuda	362	100	37.6	27.1	11	6.1	3.3	7.7	5.2	1.9	26.3	12
DANTES[2]	321	100	21.8	56.1	12.1	7.8	0.9	0.9	0.3	0	22.6	5
Federal Bureau of Prisons	12,036	100	0	12.6	19.5	23.3	17.5	19	6.6	1.3	35.2	9.3
GED Testing Service-Proctored[3]	*	*	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	4,924	100	4.5	36.3	19.3	13.1	8.6	12.6	5.1	0.6	30.2	10
International[4]	3,131	99.6	53.1	37.9	4.4	2.3	1.4	0.8	0	0	20.2	4.4
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**20,774**	**99.9**	**10.1**	**23**	**16.9**	**17.2**	**12.5**	**14.2**	**5.1**	**0.9**	**31.4**	**10.5**
Program Total[5]	**843,637**	**99.4**	**18.8**	**34.2**	**15.4**	**11.2**	**7.2**	**8.7**	**3.8**	**0.7**	**27.7**	**10.2**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[4] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[5] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 5

Percentage of GED® Test Candidates, by Gender: 2013

Jurisdiction	Candidates with Reported Gender		Gender	
			Male	Female
	(N)	Response Rate %	(%)	(%)
Alabama	17,189	100	48.4	51.6
Alaska	3,468	100	56.1	43.9
Arizona	23,807	100	50.9	49.1
Arkansas	8,245	100	54.6	45.4
California	64,983	100	54.4	45.6
Colorado	18,714	100	53	47
Connecticut	6,779	100	54.3	45.7
Delaware	1,281	100	61.7	38.3
District of Columbia	2,306	100	50	50
Florida	64,011	100	50.2	49.8
Georgia	32,705	100	49.8	50.2
Hawaii	1,402	100	54.7	45.3
Idaho	6,384	100	50.6	49.4
Illinois	35,998	100	48.9	51.1
Indiana	19,868	100	54.9	45.1
Iowa	5,485	100	56.7	43.3
Kansas	4,034	100	55	45
Kentucky	13,916	100	55.2	44.8
Louisiana	11,769	100	57.1	42.9
Maine	3,336	100	52.8	47.2
Maryland	11,034	100	55.7	44.3
Massachusetts	14,717	100	51.6	48.4
Michigan	22,233	100	52.6	47.4
Minnesota	12,094	100	57	43
Mississippi	14,087	100	52.3	47.7
Missouri	16,565	100	55	45
Montana	3,250	100	55	45
Nebraska	3,885	100	49.1	50.9
Nevada	6,946	100	53.2	46.8
New Hampshire	2,471	100	61.6	38.4
New Jersey	16,877	100	49.5	50.5
New Mexico	10,293	100	47.7	52.3
New York	56,635	100	47.5	52.5
North Carolina	30,957	100	51.3	48.7
North Dakota	2,009	100	54.5	45.5
Ohio	22,677	100	52.5	47.5
Oklahoma	10,349	100	50.4	49.6
Oregon	15,104	100	55.7	44.3
Pennsylvania	24,937	100	53.2	46.8
Rhode Island	3,147	100	53.4	46.6
South Carolina	13,135	100	50.7	49.3
South Dakota	1,781	87.9	56.8	43.2
Tennessee	16,184	100	50.8	49.2
Texas	58,235	100	45.5	54.5
Utah	6,253	100	46.6	53.4
Vermont	980	100	53	47
Virginia	23,904	100	53.9	46.1
Washington	22,734	100	53.3	46.7
West Virginia	6,611	100	56.7	43.3
Wisconsin	18,248	100	56.5	43.5
Wyoming	1,952	100	58	42
U.S. Subtotal	815,964	100	51.7	48.3

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 5 *(continued from previous page)*

Percentage of GED® Test Candidates, by Gender: 2013

Jurisdiction	Candidates with Reported Gender		Gender	
			Male	Female
	(N)	Response Rate (%)	(%)	(%)
American Samoa	32	100	53.1	46.9
Federated States of Micronesia	64	100	60.9	39.1
Guam	169	100	42	58
Marshall Islands	25	100	44	56
Northern Mariana Islands	37	100	45.9	54.1
Palau	79	100	58.2	41.8
Puerto Rico[1]	NA	NA	NA	NA
Virgin Islands	443	100	58.2	41.8
Insular Area Subtotal	**849**	**100**	**54.1**	**45.9**
Alberta	1,732	100	55	45
British Columbia	957	100	67.6	32.4
Manitoba	259	100	66	34
New Brunswick	1,362	100	53.2	46.8
Newfoundland and Labrador	165	100	54.5	45.5
Northwest Territories	*	*	*	*
Nova Scotia	969	100	54.1	45.9
Nunavut	129	100	40.3	59.7
Ontario	3,490	100	61.8	38.2
Prince Edward Island	312	100	49	51
Quebec	203	100	45.8	54.2
Saskatchewan	1,313	99.9	57.4	42.6
Yukon Territory	22	100	40.9	59.1
Canada Subtotal	**10,91**		**58**	**42**
Bermuda	362	100	59.9	40.1
DANTES[2]	321	100	74.5	25.5
Federal Bureau of Prisons	12,038	100	88.6	11.4
GED Testing Service-Proctored[3]	*	*	*	*
Michigan Prisons	4,924	100	96.2	3.8
International[4]	3,142	100	56.3	43.7
VA Hospitals	*	*	*	*
Inter-Regional Contracts Subtotal	**20,787**	**100**	**84.8**	**15.2**
Program Total[5]	**848,513**	**100**	**52.6**	**47.4**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[4] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[5] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 6

Percentage of GED® Test Candidates, by Ethnicity: 2013

Jurisdiction	Candidates with Reported Ethnicity		Ethnicity						
			Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White	Other
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	17,189	100	4.6	0.8	1	39.7	0.1	53.9	0
Alaska	3,467	100	5.4	40.4	2.5	7.5	3.4	40.8	0.1
Arizona	23,526	98.8	31.8	9	1.3	9.7	0.8	47.3	0.1
Arkansas	8,245	100	10.4	1.4	1.1	19.7	0.2	66.9	0.3
California	64,951	100	57.6	1.5	4.1	13.6	1.4	21.8	0.1
Colorado	18,679	99.8	45.8	2.9	1.2	10.1	0.6	39.3	0.1
Connecticut	6,778	100	39.7	0.4	2	29.4	0.2	26.8	1.5
Delaware	1,281	100	9.4	0.6	1.7	39.4	0.1	48.7	0
District of Columbia	2,114	91.7	18.5	0.2	0.9	78.9	0.1	1.4	0
Florida	64,011	100	21.6	0.8	2.2	30.7	0.5	44.1	0
Georgia	32,705	100	12.9	0.4	3.1	43.8	0.2	39.6	0
Hawaii	1,394	99.4	8.8	1.2	22.4	3.9	38.2	25.4	0
Idaho	6,384	100	20.6	3.5	1	3.8	0.6	70.4	0
Illinois	35,998	100	33.2	0.5	1.4	29.5	0.2	35.2	0.1
Indiana	19,822	99.8	9.6	0.7	0.7	21.4	0.2	67.4	0
Iowa	5,483	100	14.8	1.6	1.1	18.9	0.3	63.2	0.1
Kansas	4,028	99.9	22.2	2.4	2	12.7	0.2	60.5	0
Kentucky	13,916	100	5.5	0.6	0.5	16.3	0.2	77	0
Louisiana	11,767	100	4	1.3	0.8	43.6	0.1	50.1	0
Maine	3,336	100	3.2	2.1	20.8	7.9	0.6	65.1	0.2
Maryland	10,650	96.5	10.5	0.8	1.9	51.9	0.4	34.5	0
Massachusetts	14,717	100	32.1	0.7	3.6	19.7	0.4	43.1	0.3
Michigan	22,032	99.1	9.4	1.9	1.1	32.5	0.2	54.7	0.1
Minnesota	12,070	99.8	13	7.8	4	25.1	0.4	49.7	0
Mississippi	14,068	99.9	3.4	1.4	0.6	49	0.2	45.5	0
Missouri	16,343	98.6	4.4	1.1	0.9	24.3	0.3	69	0
Montana	3,250	100	5.6	21.7	0.5	2.8	0.4	69	0
Nebraska	3,863	99.4	26.8	4.7	1.6	18.3	0.3	48.1	0.1
Nevada	6,940	99.9	38.1	2.3	3.2	14.9	2.1	39.3	0.1
New Hampshire	2,471	100	7.1	1.2	1.3	4	0.2	86.1	0
New Jersey	16,877	100	35.1	0.7	1.9	35	0.4	26.6	0.2
New Mexico	10,266	99.7	59.8	14.2	1	2.8	0.4	21.7	0.1
New York	56,635	100	31.2	0.8	3.9	40.5	0.4	23.2	0
North Carolina	30,846	99.6	15.6	1.6	1	36.9	0.2	44.6	0.1
North Dakota	1,994	99.3	6.1	30.2	0.8	5.8	0.5	56.7	0
Ohio	22,264	98.2	5.8	0.6	0.7	38.1	0.2	54.6	0
Oklahoma	10,326	99.8	14.2	15.8	1.6	15.1	0.4	52.8	0.1
Oregon	15,078	99.8	24.7	3.8	1.9	6	1	62.5	0.1
Pennsylvania	24,749	99.2	15.6	0.7	1.7	33.9	0.3	47.8	0.1
Rhode Island	3,146	100	28.3	2.5	2.5	19.2	1.5	45.7	0.3
South Carolina	12,798	97.4	4.3	1	0.9	42.1	0.4	51.3	0
South Dakota	1,612	79.5	5.7	30.1	1.1	5	0.7	57.4	0
Tennessee	16,114	99.6	8.2	0.6	1	26.3	0.2	63.6	0.1
Texas	58,235	100	55.2	0.8	2.3	15.3	0.3	24.2	1.8
Utah	6,232	99.7	21	1.9	1.3	2.4	1.9	71.6	0
Vermont	976	99.6	5.4	1.8	1.2	9.2	0	82.3	0
Virginia	23,900	100	11.7	1	1.9	43.7	0.3	41.3	0.1
Washington	22,734	100	23.5	6.3	3.6	10.8	2	53.7	0
West Virginia	6,598	99.8	1.6	0.5	0.3	10.6	0.4	86.6	0
Wisconsin	18,204	99.8	17.1	3.1	1.7	31	0.4	46.6	0.1
Wyoming	1,951	99.9	13.6	18.5	0.9	5.3	0.6	61.1	0
U.S. Subtotal	**813,013**	**99.6**	**24.9**	**2.4**	**2.2**	**26.4**	**0.6**	**43.3**	**0.2**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 6 *(continued from previous page)*

Percentage of GED® Test Candidates, by Ethnicity: 2013

Jurisdiction	Candidates with Reported Ethnicity		Ethnicity						
			Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White	Other
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	32	100	0	0	3.1	0	84.4	12.5	0
Federated States of Micronesia	64	100	0	0	0	1.6	98.4	0	0
Guam	169	100	3	0.6	16.6	0	77.5	2.4	0
Marshall Islands	25	100	0	0	8	0	92	0	0
Northern Mariana Islands	36	97.3	0	0	16.7	0	83.3	0	0
Palau	79	100	1.3	0	0	0	97.5	1.3	0
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	442	99.8	5.7	0.5	0.5	89.1	0	4.1	0.2
Insular Areas Subtotal	**847**	**99.8**	**3.7**	**0.4**	**4.6**	**46.6**	**41.4**	**3.2**	**0.1**
Bermuda	362	100	0.8	0.3	0.3	89	0.6	9.1	0
DANTES[2]	181	56.4	14.9	0	3.9	14.4	1.7	65.2	0
Federal Bureau of Prisons	11,949	99.3	32	2.9	1	47.3	0.4	16.2	0.2
GED Testing Service-Proctored[3]	*	*	*	*	*	*	*	*	*
Michigan Prisons	4,924	100	3.9	1.6	0.5	63.7	0.1	30.2	0
International[4]	1,769	56.3	4.9	2	61.3	11.9	0.1	19.8	0
VA Hospitals	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**19,185**	**92.3**	**21.5**	**2.4**	**6.5**	**48.7**	**0.3**	**20.4**	**0.1**
Program Total	**833,045**	**99.4**	**24.8**	**2.4**	**2.3**	**26.9**	**0.6**	**42.8**	**0.2**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[4] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[5] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 7

Percentage of GED® Test Candidates, by Highest Grade Completed and Mode Highest Grade Completed: 2013

Jurisdiction	Candidates with Reported Highest Grade Completed[1]		Highest Grade Completed								Mode Highest Grade Completed
	(N)	Response Rate (%)	None–5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	
Alabama	17,189	100	0.3	0.6	2.1	8.5	18.9	26.8	28.9	13.9	11
Alaska	3,468	100	0.5	0.6	1.1	7	17.1	30.2	32.9	10.6	11
Arizona	23,807	100	1.3	1.2	1.3	7.6	15.5	24.3	35.7	13.1	11
Arkansas	8,245	100	0.7	1.1	1.9	7.5	18.6	28.2	34	8	11
California	64,983	100	0.9	1.5	1	4.1	11	21	41.9	18.5	11
Colorado	18,714	100	1.5	1.4	1.3	6.8	16.5	25.8	35.4	11.3	11
Connecticut	6,779	100	0.4	0.9	0.7	7.1	22.1	28.3	32.9	7.6	11
Delaware	1,281	100	0.3	0.5	1.4	14.9	24.7	27.3	26	4.8	10
District of Columbia	2,306	100	1.3	1.8	1.3	6.6	22.1	29.1	32.3	5.6	11
Florida	64,011	100	4.1	0.5	1.2	6.3	17	22.6	33.8	14.6	11
Georgia	32,705	100	2.5	1.1	4.2	13.3	23.9	27.1	19.2	8.7	10
Hawaii	1,402	100	0.5	0.1	0.4	7.2	17.8	28	37	8.8	11
Idaho	6,384	100	1.4	0.8	1.4	7.9	17.9	27.6	33.7	9.3	11
Illinois	35,998	100	1.2	1.4	2.1	8.8	19.8	28	30	8.7	11
Indiana	19,868	100	0.5	0.6	1.2	9.2	18	28.3	34.9	7.4	11
Iowa	5,485	100	0.3	0.6	0.6	6.3	15.8	30.5	40.6	5.3	11
Kansas	4,034	100	1	0.9	1.1	8.2	19.7	28.2	33.1	7.8	11
Kentucky	13,916	100	0.5	0.8	1.5	9.6	20.4	28.7	33.1	5.3	11
Louisiana	11,769	100	0.5	1.2	3.4	14.8	23.4	26.3	24.3	6.1	10
Maine	3,336	100	0.5	0.4	1.3	10.5	19.5	28.4	32.6	7	11
Maryland	11,034	100	0.7	0.4	1.1	9.8	21	29.5	30	7.5	11
Massachusetts	14,717	100	0.8	0.8	1.3	8.8	21.5	28	29.1	9.8	11
Michigan	22,233	100	0.4	0.5	0.8	6.5	17.1	30.3	38.2	6.2	11
Minnesota	12,094	100	0.6	0.4	0.7	4.2	12.4	24.9	44.9	11.9	11
Mississippi	14,087	100	0.6	1.1	3.2	11.7	21.6	27.6	24.2	10	10
Missouri	16,566	100	0.9	0.5	1.1	8	16.9	28	37.6	7	11
Montana	3,250	100	0.4	0.6	1	9.5	20	29.4	32.4	6.7	11
Nebraska	3,885	100	0.6	1.8	1.3	5.5	17.7	23.6	35.9	13.6	11
Nevada	6,946	100	0.9	0.8	1	4	11.9	23.1	38	20.2	11
New Hampshire	2,471	100	0.5	0.3	1.1	8.3	18.9	30.1	34.9	5.8	11
New Jersey	16,877	100	1.5	1	1.4	6.7	17.1	26.3	33.1	13	11
New Mexico	10,293	100	0.6	1.6	1.2	7.8	21.3	25.7	30.2	11.6	11
New York	56,635	100	1.1	0.4	0.9	5.6	14.9	23.3	35.7	18.1	11
North Carolina	30,957	100	1	0.9	2.7	13.3	25.5	28.4	23.7	4.5	10
North Dakota	2,009	100	0.4	0.3	0.6	7.5	20.2	33.7	33.8	3.5	11
Ohio	22,677	100	0.3	0.4	0.9	8.1	17.9	29	35.4	8.1	11
Oklahoma	10,349	100	0.5	1.1	1.8	12.1	21.1	26.8	30.4	6.2	11
Oregon	15,104	100	1.6	1.9	1.3	6.1	14.8	26	36.7	11.8	11
Pennsylvania	24,937	100	0.8	0.5	1	6.4	17.7	28.8	36.2	8.5	11
Rhode Island	3,147	100	0.5	0.6	1.1	10.4	21.8	26.1	32.7	6.9	11
South Carolina	13,135	100	0.1	0.2	0.9	6.3	21	31.7	32	7.8	11
South Dakota	1,781	87.9	0.8	0.4	0.6	9.4	18.8	30.2	35.9	3.8	11
Tennessee	16,184	100	0.5	0.6	1.4	7.3	17.5	28.1	36.8	7.7	11
Texas	58,235	100	1	1.9	1.9	9.1	22	24.4	25.9	13.7	11
Utah	6,253	100	1	0.6	0.6	2.7	11.9	28.6	42.2	12.4	11
Vermont	980	100	1.8	0.4	0.6	7.1	18.1	30.6	33.4	8	11
Virginia	23,904	100	0.8	0.9	1.7	8.5	20.5	28	31.1	8.6	11
Washington	22,734	100	1.3	1.5	1.2	5.9	15.1	25	38.1	12	11
West Virginia	6,611	100	0.4	0.3	1	7.2	19.1	29.5	35.7	6.9	11
Wisconsin	18,248	100	0.6	1	1	6.2	15.4	24.7	45.2	5.9	11
Wyoming	1,952	100	0.6	0.5	0.9	6	16.8	35.9	32.1	7.3	10
U.S. Subtotal	**815,965**	**100**	**1.2**	**0.9**	**1.5**	**7.8**	**18.1**	**26.1**	**33.3**	**11.1**	**11**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 7 *(continued from previous page)*

Percentage of GED® Test Candidates, by Highest Grade Completed and Mode Highest Grade Completed: 2013

Jurisdiction	Candidates with Reported Highest Grade Completed[1]		Highest Grade Completed								Mode Highest Grade Completed
			None–5th	6th	7th	8th	9th	10th	11th	12th	
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	
American Samoa	32	100	0	0	0	6.3	12.5	9.4	43.8	28.1	11
Federated States of Micronesia	64	100	0	0	0	3.1	35.9	34.4	15.6	10.9	9
Guam	169	100	1.2	0	0	4.7	7.7	27.8	51.5	7.1	11
Marshall Islands	25	100	0	0	0	8	0	24	40	28	11
Northern Mariana Islands	37	100	0	0	2.7	10.8	13.5	24.3	45.9	2.7	11
Palau	79	100	1.3	0	2.5	12.7	17.7	36.7	27.8	1.3	10
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	443	100	1.1	0.7	2.9	6.5	12	33.4	25.3	18.1	10
Insular Areas Subtotal	**849**	**100**	**0.9**	**0.4**	**1.9**	**6.7**	**13.2**	**31.1**	**32**	**13.8**	**11**
Bermuda	362	100	1.1	0.8	1.4	2.5	11.9	27.6	36.7	18	11
DANTES[3]	321	100	0.3	0	0.6	0.9	11.2	30.8	47.7	8.4	11
Federal Bureau of Prisons	12,038	100	1.4	2.7	3.3	12.8	24.7	26.3	22.8	6.1	10
GED Testing Service-Proctored[4]	*	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	4,924	100	0.5	0.9	2.1	10.2	18.4	28.4	33.6	5.9	11
International[5]	3,140	99.9	3.4	0.4	0.5	1.8	7.8	36.3	28.8	21	10
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**20,785**	**100**	**1.5**	**1.8**	**2.5**	**10.1**	**20.2**	**28.4**	**26.9**	**8.5**	**10**
Program Total[6]	**837,599**	**100**	**1.2**	**1**	**1.5**	**7.8**	**18.1**	**26.2**	**33.2**	**11**	**11**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on highest grade completed were not available because of legal restrictions on collecting such data.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[5] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[6] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

Due to rounding procedures, percentages may not equal 100 percent.

No highest grade completed demographics are reported for Canada as Canadian policies prohibit collection and reporting of such data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 8

Percentage of GED® Test Candidates, by Years Out of School and Mean Years Out: 2013

Jurisdiction	Candidates with Reported Years Out[1]		Years Out of School							Mean Years Out	Std. Dev.
			<1	1	2	3–5	6–10	11–20	21+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)		
Alabama	11,347	66	8.6	13.6	9.5	16.8	18.2	21.1	12.3	9.2	9.6
Alaska	2,843	82	13.6	12.8	9.7	18	19.6	17.8	8.5	7.7	8.8
Arizona	18,915	79.4	7.9	12.9	8.3	14.8	18.5	22.2	15.4	10.1	10.1
Arkansas	7,537	91.4	17	15.6	7.8	14.9	14.2	17.6	12.9	8.5	10.1
California	45,787	70.5	5.6	9.2	8.2	17.2	19.1	23.1	17.6	11	10.2
Colorado	16,966	90.7	8.4	11.7	8	15.9	17.8	24	14.4	10	9.8
Connecticut	6,778	100	2.3	6.6	7.7	18.9	20.9	25.2	18.4	11.8	10.3
Delaware	1,175	91.7	4	7.1	9	20.3	23.4	23.9	12.3	10	9.3
District of Columbia	2,180	94.5	9	10.7	13.8	24.5	14.6	16.4	11	8.2	9.7
Florida	58,000	90.6	10.4	16	11.8	18	15.8	16.7	11.3	8.1	9.5
Georgia	26,241	80.2	7.8	13.1	9.4	18	18.5	20.1	13.2	9.3	9.8
Hawaii	1,210	86.3	19.8	21.7	10.3	16.3	12.1	12.8	7	6	8.5
Idaho	5,230	81.9	12.7	15.3	9.3	14.6	15.8	19.9	12.3	8.8	10
Illinois	26,414	73.4	6.2	10.5	9.2	17.8	18.3	22.7	15.2	10.2	10
Indiana	17,464	87.9	9.2	13.6	9.7	18	16.8	20.7	12.1	9	9.5
Iowa	5,356	97.6	6.3	11.4	8.8	19.9	18.7	21.8	13.1	9.6	9.6
Kansas	3,111	77.1	9.7	15.5	9	17.7	17.2	20.7	10.2	8.3	8.8
Kentucky	11,870	85.3	6.9	11.6	8	16.5	17.6	24.3	15.1	10.4	10.2
Louisiana	10,500	89.2	12.2	17.9	9.6	17.3	15.3	18.2	9.5	7.6	8.8
Maine	2,600	77.9	6.3	14.8	12.4	21	16.9	17.5	11	8.3	9.4
Maryland	8,375	75.9	8.2	12.4	10.2	17.8	17.9	19.9	13.6	9.4	9.8
Massachusetts	9,247	62.8	6.5	12.5	10.8	18.8	18.6	20.8	12	9.1	9.4
Michigan	16,610	74.7	7.2	13.2	11.7	21.7	16.5	18.6	11.1	8.4	9.1
Minnesota	10,024	82.9	6.6	11.3	10	19.7	18.3	22	12	9.2	9.3
Mississippi	12,990	92.2	13.5	15.7	9.7	15.8	15.1	19.4	10.7	8.2	9.4
Missouri	13,886	83.8	12.2	16.3	9	14.9	15.2	19.6	12.8	8.8	9.9
Montana	2,789	85.8	12.7	17.4	11.2	18.1	16.2	14.8	9.6	7.4	9.2
Nebraska	3,457	89	3.1	7.8	7.3	17.1	20.7	29	14.9	11.1	9.5
Nevada	6,260	90.1	10.1	10.7	8.2	17.5	17.9	20.9	14.8	9.8	10.1
New Hampshire	1,940	78.5	16.9	14.2	7.4	15.9	15.7	17.7	12.3	8.4	9.9
New Jersey	13,335	79	10.2	13.4	9.6	15.8	15.2	20.7	15	9.6	10.2
New Mexico	8,707	84.6	11.6	14.8	10	16.2	15.7	19.9	11.8	8.5	9.4
New York	7,933	14	4.5	10.9	9.5	19.2	19.5	23.1	13.3	9.9	9.6
North Carolina	22,553	72.9	3.8	7.8	7.4	18.6	20	24.1	18.2	11.6	10.7
North Dakota	1,674	83.3	13.3	17.6	11.6	19.5	16.1	14.2	7.6	6.7	8.3
Ohio	20,711	91.3	4.3	7.5	7.6	18.8	20.3	25.3	16.2	11.2	10.3
Oklahoma	8,489	82	9.6	13.8	9.4	17.7	17.9	20.3	11.3	8.7	9.3
Oregon	12,792	84.7	9.8	16.2	10	15.8	13.8	19.6	14.8	9.3	10.2
Pennsylvania	20,699	83	7.3	11.6	9.6	18.7	17.4	21	14.5	9.8	10.1
Rhode Island	2,602	82.7	11.5	16.1	11	21.6	15.6	15.1	9.1	7.2	8.7
South Carolina	12,740	97	8	12.5	9.4	18.4	17.2	20.9	13.6	9.6	10.1
South Dakota	829	40.9	17.6	17	9.7	18	16.9	15.4	5.4	6.2	7.6
Tennessee	13,311	82.2	5.2	10	7.4	15.8	19	25.4	17.3	11.2	10.4
Texas	55,420	95.2	7.5	9.5	6.8	15.3	17.9	24.6	18.3	11.3	10.5
Utah	3,760	60.1	9.3	17.1	10.5	18.7	17	17.5	10	7.8	8.8
Vermont	746	76.1	11.5	18.1	11.3	17.6	15.7	17.6	8.3	7.3	8.7
Virginia	20,096	84.1	10.7	11.2	6.8	14	15.9	22.2	19.3	11.3	11.4
Washington	17,048	75	9	13.4	9.9	19.4	17.9	19.2	11.3	8.6	9.2
West Virginia	6,429	97.2	22	17.2	9.9	14	13.4	14.3	9.3	6.8	9.1
Wisconsin	13,949	76.4	8	13.5	7.2	14.3	16.6	24.8	15.6	10.4	10
Wyoming	1,685	86.3	11.6	17.7	8.2	16.7	17.5	18.3	10	8	9.2
U.S. Subtotal	**632,610**	**77.5**	**8.4**	**12.4**	**9**	**17.2**	**17.4**	**21.3**	**14.3**	**9.7**	**10**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 8 *(continued from previous page)*

Percentage of GED® Test Candidates, by Years Out of School and Mean Years Out: 2013

Jurisdiction	Candidates with Reported Years Out[1]		Years Out of School							Mean Years Out	Std. Dev.
			<1	1	2	3–5	6–10	11–20	21+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)		
American Samoa	31	96.9	3.2	19.4	9.7	32.3	19.4	9.7	6.5	6.3	7.6
Federated States of Micronesia	31	48.4	6.5	19.4	12.9	38.7	12.9	6.5	3.2	4.5	4.6
Guam	159	94.1	6.3	10.7	11.9	20.1	13.8	22	15.1	9.9	10.6
Marshall Islands	24	96	8.3	29.2	16.7	16.7	8.3	16.7	4.2	5.2	6
Northern Mariana Islands	29	78.4	0	10.3	13.8	27.6	6.9	20.7	20.7	10.9	10.8
Palau	63	79.7	1.6	9.5	9.5	33.3	25.4	14.3	6.3	7.2	6.2
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	302	68.2	10.3	11.6	7.9	18.5	13.2	19.9	18.5	10.9	11.7
Insular Areas Subtotal	**639**	**75.3**	**7.4**	**12.5**	**10**	**22.4**	**14.4**	**18.6**	**14.7**	**9.5**	**10.5**
Bermuda	290	80.1	12.1	19.3	9	15.9	15.2	11	17.6	9.5	12.2
DANTES[3]	296	92.2	6.1	17.6	16.2	27.7	19.6	11.5	1.4	5	5.2
Federal Bureau of Prisons	9,117	75.7	0.1	0.5	1	5.7	16.8	42.1	33.7	17.9	9.7
GED Testing Service-Proctored[4]	*	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	3,423	69.5	0.9	3.8	7	20.3	21.3	24.9	21.8	12.7	10.3
International[5]	2,971	94.6	15.7	32.5	15.7	21.6	7.4	6.1	1	3.1	4.4
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**16,097**	**77.4**	**3.5**	**7.8**	**5.4**	**12.3**	**16**	**30.7**	**24.3**	**13.7**	**10.7**
Program Total[6]	**649,346**	**77.5**	**8.3**	**12.3**	**8.9**	**17.1**	**17.4**	**21.5**	**14.5**	**9.8**	**10**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on years out of school were not available because of legal restrictions on collecting such data.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[5] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[6] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

Due to rounding procedures, percentages may not equal 100 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 9a

Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the United States: 2013

Jurisdiction	Candidates Indicating Reasons for Testing[1]		Educational Reasons						Military Reasons		
			Four-Year College	Two-Year College	Technical or Trade Prog.	Skills Certification	Job Training	Any Educ. Reason	Military Entrance	Military Career	Any Military Reason
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	15,363	89.4	8.8	22.8	36.9	9.2	12.7	60.3	3.5	1.7	5.1
Alaska	2,992	86.3	17.1	16	17.6	14.8	20.1	51.3	6.8	4.7	8.4
Arizona	18,349	77.1	17.3	25.7	15	9.8	9	52.3	3.9	2.2	4.5
Arkansas	8,067	97.8	23.3	27.5	15.2	7.8	7.3	54.3	4.6	2.5	5.4
California	52,729	81.1	19.2	30.5	17.7	9.7	8.9	59.7	3.5	1.6	3.9
Colorado	18,460	98.6	20.7	30.1	18.4	13.3	11.9	57.7	3.4	2.1	3.9
Connecticut	6,753	99.6	19.5	32.1	17.5	12.9	10.1	62.3	2.2	1.6	2.9
Delaware	1,254	97.9	24.5	30.5	33	14	11.7	68.8	4.5	2.3	4.9
District of Columbia	2,198	95.3	33	31.1	25.8	12.5	14.4	74.2	2.7	1.5	3.4
Florida	61,282	95.7	30.4	36.8	26.4	9.4	12.6	73.2	5.1	3.2	6.1
Georgia	30,640	93.7	25.1	32.2	36.9	11.3	9.4	70.7	4.5	3	5.6
Hawaii	1,298	92.6	32.1	37.7	10.7	9.6	8.7	65.7	12.8	7.4	15
Idaho	5,789	90.7	23.1	27.2	16.9	11.4	11.3	55.6	3.4	2	3.8
Illinois	31,009	86.1	13	22.9	90.2	11.4	11.2	96.3	4.3	3.7	6.7
Indiana	19,269	97	22.3	30.6	18.3	12	11	58.9	4.1	2.3	4.8
Iowa	4,676	85.3	15	32.6	11.3	7.6	6.7	50.7	2.5	1	3
Kansas	3,198	79.3	25.1	35.6	22.8	11.3	10.3	67.4	3	1.9	3.3
Kentucky	12,218	87.8	20	29.3	17.7	8	8.7	54.4	2.4	1.7	2.9
Louisiana	11,286	95.9	21.5	27.5	33.4	9.7	8.1	66.6	5.7	3.5	6.8
Maine	2,872	86.1	12.3	25.9	28.8	13.4	16.8	57.5	2.3	1.1	2.9
Maryland	8,677	78.6	28.2	29.4	20.7	9.7	9	64.5	6	3.4	7.1
Massachusetts	11,135	75.7	24	34.6	19.5	11.3	12.1	66	3.8	1.9	4.5
Michigan	18,036	81.1	22.7	33.4	15.2	10.2	10.2	58.2	3.9	2	4.4
Minnesota	11,246	93	21.7	36.8	21.8	10	7.9	64.4	2.9	1.4	3.3
Mississippi	13,513	95.9	22.7	46.2	18.8	9.6	10.8	69.2	5.3	2.9	6.6
Missouri	15,190	91.7	23.7	31	21.2	9.4	8.7	59.7	4.4	2.5	5.2
Montana	3,013	92.7	20.6	25.7	13.9	11.1	13.8	57.1	5.5	3.3	6.7
Nebraska	3,619	93.2	22.7	36.3	13.3	11	9.1	58.9	2.9	1.4	3.3
Nevada	6,473	93.2	20.9	29.1	17.7	11.2	10.5	57.8	3.9	2.3	4.4
New Hampshire	2,295	92.9	18	27.5	18.7	8.1	7	53.2	3.4	2	4.4
New Jersey	15,097	89.5	27.5	37.4	26.3	15.5	14.6	72.2	4.8	3.3	5.7
New Mexico	9,097	88.4	29.1	33.3	13.4	10.5	12	64	4.3	2.8	5
New York	13,113	23.2	24.8	30.7	12.3	7.4	7.4	58.9	3.1	1.9	4
North Carolina	22,562	72.9	21.4	36.5	20.5	11.6	10	63.8	6.7	2.4	7.8
North Dakota	1,676	83.4	18.4	30.4	16.6	8.1	7.2	54.4	2.5	2	3.7
Ohio	22,674	100	26.9	37.6	19.6	9.5	12.5	64.8	2.7	1.6	3.1
Oklahoma	9,022	87.2	13.4	21.9	22.3	9	11.4	51.3	2.7	5.6	7.7
Oregon	12,975	85.9	20.5	35	14.4	13.7	13.5	59.4	3.8	2.5	4.2
Pennsylvania	21,663	86.9	19.8	28	27.2	12.8	14.6	62	3.7	2.2	4.2
Rhode Island	2,665	84.7	11.3	29	32.9	14.3	13.7	63.3	2.5	2	4.3
South Carolina	12,798	97.4	22.3	39.7	42.5	13	14.1	73.4	5.4	3.5	6.5
South Dakota	1,412	69.7	23.7	26.2	24.4	11	14.5	64.6	5.2	3.2	6.2
Tennessee	15,096	93.3	21	28.4	25.1	8.4	8	60	3.2	1.8	3.9
Texas	56,116	96.4	21.9	34.7	20.7	14.4	13.7	62.5	2.8	1.8	3.4
Utah	3,513	56.2	26	28.7	18.7	14.4	12.3	60.6	3.2	2	3.7
Vermont	838	85.5	21.7	20.2	15.5	10.4	8.6	51	3.8	2.5	4.5
Virginia	21,284	89	18.1	30.2	17.5	11	10.4	56.3	4.7	3.2	6
Washington	17,162	75.5	19.3	34.6	19.3	12.5	13.2	62.7	4.8	3.1	6.4
West Virginia	6,437	97.4	17.8	18.3	19.6	10.1	12.1	49.8	4.7	3.9	5.9
Wisconsin	14,803	81.1	17.8	28.6	27.2	11.4	10.8	59	3.2	2	3.8
Wyoming	1,656	84.8	19.8	31.8	13.8	10.9	9.6	55.7	4.3	2.4	5
U.S. Subtotal	684,558	83.9	21.7	31.8	25.1	11	11.1	64	4	2.5	5

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 9a *(continued from previous page)*

Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the United States: 2013

Jurisdiction	Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason
	Get First Job	Keep Current Job	Get Better Job	Employer Required	Any Employ. Reason	Early Release	Court Order	Public Asst. Requirement	Any Social Reason	Positive Role Model	Personal Satisfaction	Any Personal Reason	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	2.1	45.3	8.1	5.8	52.4	3.2	0.5	25.5	28	46.4	14.1	54.1	0
Alaska	14.1	3.1	45.3	12.1	60.2	2.9	1.3	2.8	6.6	24.8	52.4	57.7	21
Arizona	15.7	3.4	41	9	58.2	2.9	1.8	1.1	5.2	29.1	49.5	55.3	11.7
Arkansas	14	2.2	38	6.9	51.9	6.1	5.3	0.5	11.2	25.1	55.7	59.5	19
California	12.4	2.7	39.8	9.6	53.5	2.8	0.7	1.2	4.5	26.8	49.8	54	13.6
Colorado	11	2.9	45.9	8.4	56.6	3.9	5	1.8	9.7	28.1	55.8	59.5	15.9
Connecticut	0.4	2.4	9.1	12.2	21.3	1.7	1.5	1.3	3.9	20.6	51.8	55.2	16.3
Delaware	10.8	2.2	47.9	11.2	60	4.5	3	0.2	6.8	35.4	60.8	66.4	13.8
District of Columbia	15.3	2.2	34.1	8.1	49.4	1.7	0.9	1.5	3.9	21.7	40.6	44.7	11.4
Florida	10.6	2.5	36.2	8.8	45.6	1.5	1	0.4	2.8	21.9	46.3	50	14.8
Georgia	12.1	2.9	38.4	5.8	50.9	1.9	2.2	0.3	4.1	21.5	43.2	47	10.6
Hawaii	21	2.8	32.7	11.4	54.5	6.8	2.2	0.6	9.3	20	48.1	51.7	20.1
Idaho	15.3	3	41.5	8.5	56	2	11.6	1.1	13.8	27.1	56	59	16.7
Illinois	9.1	14.3	21.8	11.4	44.5	3.9	5.6	13.8	19.2	23.5	17.7	31.5	3.4
Indiana	13.5	2.7	49	11.1	63.3	10.3	4.5	0.6	13.9	29.4	56	60.1	15.5
Iowa	9.6	2	46.6	7.5	57.8	2.1	7.8	2.2	11.8	23.8	55.5	59.4	14.6
Kansas	8.7	2.8	43.3	6.2	53.4	3.2	3.5	0.4	6.9	27.7	55	58.2	11.6
Kentucky	10.4	2.4	40.8	5.9	51.5	5.3	4.3	0.9	9.8	24.5	51.9	55.2	14.1
Louisiana	14	1.8	34.9	7.4	49.6	8.3	3.5	0.4	11.3	25	47.2	52.4	14.2
Maine	5.4	41.6	19.4	5.6	50.4	0.7	3.3	23.6	25	55.9	29.6	63.5	4.4
Maryland	11.5	2.6	41.1	9.2	53.6	1.8	2.1	0.3	3.9	23.7	44.8	49.7	14
Massachusetts	9.4	2.1	41	7.8	50.8	1	1.6	2.1	4.5	23.2	45.4	50	12.8
Michigan	14.2	2.9	42.2	10.5	57.2	1.7	5	0.8	7.2	24.6	50.4	54.3	16.9
Minnesota	8.2	2.4	46.8	9.8	56	0.7	2.1	1.9	4.5	26.8	54.7	58.7	15.3
Mississippi	15.6	2.5	38.9	7.6	54.2	2.2	3.2	0.5	5.4	23	41.4	47.3	14.6
Missouri	9.8	3.1	45.3	8.9	56	2.5	5.1	0.5	7.7	29.5	56	59.7	20.3
Montana	11.5	3.2	40.7	8.9	52.5	2.5	5.8	1.5	9.2	22	52.5	55.9	17.9
Nebraska	7.1	3.6	53	8.5	60.9	1.4	4.9	1.5	7.5	31.5	57.4	61.7	16.1
Nevada	13.1	3.1	40.3	13.6	56.1	4.4	2.1	1.1	7.2	22.5	46	49	17.5
New Hampshire	10.1	2.7	42.8	8	54.4	2.7	2.3	0.6	5.4	22	55.4	58.4	18.3
New Jersey	13.3	3.6	44.9	9.9	57.2	1.5	1.6	1.9	4.1	29.8	51.4	56.5	12
New Mexico	14.6	4.1	40.8	10.7	55.2	2.4	1.6	1	4.7	24.8	46.3	50.5	17
New York	7.1	2.5	40.5	6.5	49.4	1.2	0.7	1.1	2.8	23.6	41.1	46.7	11.7
North Carolina	11.7	2.5	43.9	8.1	55.7	3.5	3.3	1.8	8.2	26.1	49	53.5	14.8
North Dakota	8.2	3.3	41.1	15.3	58.2	6.9	6.5	0.8	10	20.2	48	51.4	14.8
Ohio	8.2	3.7	44.5	8.2	53.7	0.8	4.1	0.8	5.3	29.8	55.9	60.7	13.7
Oklahoma	5.3	31.1	20.6	5.1	50.2	5.8	2.8	18.8	25.1	46.1	28	60.6	5.4
Oregon	19.9	3.5	40	9.3	58.2	3.9	3.6	1.7	7.2	25.6	55.2	58.2	19.6
Pennsylvania	12.1	3.2	46.8	10.3	59.5	1.6	4.9	1.3	7.1	28.6	54.1	58.6	11.6
Rhode Island	2.7	41.2	11.8	5.4	51.8	0.9	1.5	21.3	22.6	46.2	16.2	55.6	0.2
South Carolina	13.2	3	44.2	9.1	57.1	0.7	1.5	0.5	2.6	25.7	49.5	53.3	12.3
South Dakota	9.3	3	43.7	7.4	53.8	4	5.9	0.5	8.7	23.4	52.4	55.7	16.5
Tennessee	10.3	3.1	46.4	9.2	58.5	2.7	2.5	0.6	5.4	26.1	49.6	54.3	14.4
Texas	11.2	3.4	43.7	6.9	53.7	3.4	5.9	0.7	9.5	28	47.7	52.5	15.8
Utah	11.7	3.5	50.4	9.8	61.6	2.5	3.6	1.1	6.8	28.4	55.2	57.8	16.9
Vermont	11.7	1.8	35.4	7.6	47.4	1.4	1.6	0.8	3.6	15.8	50.2	51.6	22
Virginia	11.9	2.5	42.2	7.6	54.4	2.4	2.6	0.6	5.2	23.7	48	52.7	14.5
Washington	17.6	4.3	40.5	11.7	59.1	2.3	3.9	4.9	9.4	20.9	45.3	49	15.2
West Virginia	13.3	2.1	34.7	7.1	47.8	3.6	5.7	2.5	10.3	17.8	41.6	44.7	26.5
Wisconsin	9.4	2.7	44.3	9.7	54.5	2.6	3.2	0.9	6.3	26.5	54.2	58.3	21
Wyoming	10.4	3.6	43.8	5.1	55.1	3.4	7.5	0.6	10.3	24	54.5	59.1	17
U.S. Subtotal	**11.4**	**5.1**	**39.4**	**8.7**	**53.3**	**2.9**	**3.2**	**2.6**	**8**	**26.4**	**46.9**	**53**	**13.8**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Candidates could report more than one reason for testing.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 9b

Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2013

Jurisdiction	Candidates Indicating Reasons for Testing[1]		Educational Reasons						Military Reasons		
			Four-Year College	Two-Year College	Technical or Trade Prog.	Skills Certification	Job Training	Any Educ. Reason	Military Entrance	Military Career	Any Military Reason
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	32	100	31.3	31.3	3.1	6.3	3.1	59.4	15.6	0	15.6
Federated States of Micronesia	36	56.3	41.7	33.3	11.1	13.9	13.9	69.4	22.2	2.8	22.2
Guam	157	92.9	35.7	22.3	15.3	17.8	12.1	63.1	17.8	10.2	18.5
Marshall Islands	25	100	64	20	16	8	8	84	8	4	12
Northern Mariana Islands	33	89.2	21.2	30.3	0	3	6.1	45.5	15.2	6.1	15.2
Palau	69	87.3	39.1	44.9	5.8	14.5	14.5	79.7	26.1	15.9	33.3
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	324	73.1	33	23.8	21.6	12.7	9.3	66.7	5.9	3.7	6.5
Insular Areas Subtotal	**676**	**79.6**	**35.2**	**26.6**	**15.8**	**13.2**	**10.2**	**66.6**	**12.6**	**6.4**	**13.9**
Bermuda	309	85.4	23.3	25.2	15.2	16.2	7.4	61.8	0.6	0.3	0.6
DANTES[3]	101	31.5	14.9	12.9	7.9	5	4	28.7	82.2	26.7	89.1
Federal Bureau of Prisons	10,573	87.8	12.1	17.3	27.2	16.1	14.8	47.6	0.6	0.4	0.8
GED Testing Service-Proctored[4]	*	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	3,781	76.8	14.1	20.2	27.7	16.9	17.2	48.6	1.6	0.8	1.8
International[5]	424	13.5	72.2	20.3	6.8	17.5	5.4	85.8	2.8	2.1	3.8
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**15,188**	**73.1**	**14.5**	**18.2**	**26.4**	**16.3**	**14.9**	**49.1**	**1.5**	**0.7**	**1.7**
Program Total[6, 7]	**700,422**	**83.6**	**21.6**	**31.5**	**25.1**	**11.1**	**11.2**	**63.7**	**4**	**2.4**	**4.9**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 9b *(continued from previous page)*

Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2013

Jurisdiction	Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason
	Get First Job	Keep Current Job	Get Better Job	Employer Required	Any Employ. Reason	Early Release	Court Order	Public Asst. Requirement	Any Social Reason	Positive Role Model	Personal Satisfaction	Any Personal Reason	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	28.1	6.3	34.4	9.4	62.5	0	0	0	0	12.5	25	25	15.6
Federated States of Micronesia	8.3	5.6	41.7	19.4	58.3	11.1	0	0	11.1	19.4	16.7	25	5.6
Guam	28.7	2.5	31.8	10.8	57.3	0	0	1.3	1.3	30.6	44.6	51.6	19.7
Marshall Islands	16	0	24	8	40	0	0	4	4	28	28	36	24
Northern Mariana Islands	9.1	0	30.3	6.1	39.4	3	0	0	3	12.1	39.4	45.5	15.2
Palau	14.5	1.4	47.8	11.6	58	1.4	0	0	1.4	23.2	24.6	36.2	11.6
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	17	5.9	38	9.3	58.6	0.9	2.8	0.3	3.1	19.4	40.1	44.1	11.1
Insular Areas Subtotal	**19.1**	**4.1**	**36.7**	**10.2**	**56.8**	**1.3**	**1.3**	**0.6**	**2.8**	**22**	**37.1**	**42.9**	**13.8**
Bermuda	18.1	2.3	29.8	7.4	50.2	1.6	0.3	0.6	2.6	16.8	38.8	44	14.9
DANTES[3]	2	1	15.8	5.9	17.8	0	0	0	0	12.9	16.8	17.8	2
Federal Bureau of Prisons	8.5	2.7	41.8	16	50	4.4	8.6	1.6	12.7	38.4	67.1	73.8	15.2
GED Testing Service-Proctored[4]	*	*	*	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	15.6	2.7	30.2	13.1	44.8	13.9	29.6	1.6	37.5	30.6	56.9	63.3	24.9
International[5]	7.1	2.6	12.5	4.5	18.6	4.2	0.5	0.9	4.7	9.7	24.8	26.9	24.3
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**10.4**	**2.7**	**37.7**	**14.7**	**47.6**	**6.7**	**13.4**	**1.5**	**18.4**	**35**	**62.5**	**68.9**	**17.8**
Program Total[6, 7]	**11.4**	**5**	**39.4**	**8.8**	**53.2**	**3**	**3.4**	**2.6**	**8.2**	**26.6**	**47.2**	**53.3**	**13.9**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Candidates could report more than one reason for testing.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[5] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[6] Canadian data on reasons for testing were not available because of legal restrictions on collecting such data.

[7] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Note: Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 10

Number of GED® Test Candidates Tested, by Language Version: 2013

Jurisdiction	Total Number Tested	Language Version[1]		
		English	French	Spanish
	(N)	(N)	(N)	(N)
Alabama	17,189	17,089	5	95
Alaska	3,468	3,446	3	19
Arizona	23,808	21,616	2	2,190
Arkansas	8,245	7,939	0	306
California	64,983	56,359	0	8,624
Colorado	18,714	16,610	8	2,096
Connecticut	6,779	6,133	0	646
Delaware	1,281	1,271	0	10
District of Columbia	2,306	2,185	4	117
Florida	64,011	62,683	20	1,308
Georgia	32,705	32,097	9	599
Hawaii	1,402	1,402	0	0
Idaho	6,384	6,240	0	144
Illinois	35,998	32,037	18	3,943
Indiana	19,868	19,570	3	295
Iowa	5,485	5,211	0	274
Kansas	4,034	3,853	0	181
Kentucky	13,916	13,602	0	314
Louisiana	11,769	11,660	2	107
Maine	3,336	3,326	3	7
Maryland	11,034	10,935	27	72
Massachusetts	14,717	13,638	0	1,079
Michigan	22,233	21,976	2	255
Minnesota	12,094	11,882	5	207
Mississippi	14,087	14,030	0	57
Missouri	16,567	16,518	1	48
Montana	3,250	3,249	0	1
Nebraska	3,885	3,444	0	441
Nevada	6,946	6,498	0	448
New Hampshire	2,471	2,449	0	22
New Jersey	16,877	15,304	0	1,573
New Mexico	10,293	8,829	0	1,464
New York	56,635	52,476	385	3,774
North Carolina	30,957	29,220	0	1,737
North Dakota	2,009	2,007	0	2
Ohio	22,677	22,424	0	253
Oklahoma	10,349	9,991	0	358
Oregon	15,104	13,652	0	1,452
Pennsylvania	24,937	24,201	29	707
Rhode Island	3,147	2,915	0	232
South Carolina	13,135	13,135	0	0
South Dakota	2,027	2,027	0	0
Tennessee	16,184	15,740	3	441
Texas	58,235	52,681	4	5,550
Utah	6,253	6,043	0	210
Vermont	980	976	2	2
Virginia	23,904	23,078	10	816
Washington	22,734	21,362	0	1,372
West Virginia	6,611	6,600	2	9
Wisconsin	18,248	16,888	0	1,360
Wyoming	1,952	1,919	0	33
U.S. Subtotal	816,213	770,416	547	45,250

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 10 *(continued from previous page)*

Number of GED® Test Candidates Tested, by Language Version: 2013

Jurisdiction	Total Number Tested	Language Version[1]		
		English	French	Spanish
	(N)	(N)	(N)	(N)
American Samoa	32	32	0	0
Federated States of Micronesia	64	63	1	0
Guam	169	169	0	0
Marshall Islands	25	25	0	0
Northern Mariana Islands	37	37	0	0
Palau	79	79	0	0
Puerto Rico[2]	NA	NA	NA	NA
Virgin Islands	443	434	2	7
Insular Areas Subtotal	849	839	3	7
Alberta	1,732	1,729	3	0
British Columbia	957	953	4	0
Manitoba	259	258	1	0
New Brunswick	1,362	1,020	342	0
Newfoundland and Labrador	165	165	0	0
Northwest Territories	*	*	*	*
Nova Scotia	969	967	2	0
Nunavut	129	129	0	0
Ontario	3,490	3,474	16	0
Prince Edward Island	312	311	1	0
Quebec	203	47	156	0
Saskatchewan	1,314	1,312	2	0
Yukon Territory	22	22	0	0
Canada Subtotal	10,914	10,387	527	0
Bermuda	362	362	0	0
DANTES[3]	321	321	0	0
Federal Bureau of Prisons	12,038	10,628	1	1,409
GED Testing Service-Proctored[4]	*	*	*	*
Michigan Prisons	4,924	4,915	0	9
International[5]	3,142	3,142	0	0
VA Hospitals	*	*	*	*
Inter-Regional Contracts Subtotal	20,787	19,368	1	1,418
Program Total[6]	848,763	801,010	1,078	46,675

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Candidates who tested in multiple languages were classified according to their predominant test language.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[5] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[6] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 11

Number of GED® Test Candidates Tested, by Special Edition of the GED® Test: 2013

Jurisdiction	Total Number Tested	Standard Print	Special Edition[1]		
			Audiocassette	Braille	Large Print
	(N)	(N)	(N)	(N)	(N)
Alabama	17,189	17,155	22	0	12
Alaska	3,468	3,465	3	0	0
Arizona	23,808	23,803	2	0	3
Arkansas	8,245	8,213	14	1	17
California	64,983	64,962	7	0	14
Colorado	18,714	18,704	6	0	4
Connecticut	6,779	6,779	0	0	0
Delaware	1,281	1,280	0	0	1
District of Columbia	2,306	2,294	2	0	10
Florida	64,011	63,986	18	1	6
Georgia	32,705	32,640	22	0	43
Hawaii	1,402	1,402	0	0	0
Idaho	6,384	6,381	0	0	3
Illinois	35,998	35,963	13	1	21
Indiana	19,868	19,849	17	0	2
Iowa	5,485	5,480	4	0	1
Kansas	4,034	4,026	1	1	6
Kentucky	13,916	13,880	8	0	28
Louisiana	11,769	11,754	9	0	6
Maine	3,336	3,330	4	0	2
Maryland	11,034	11,025	2	1	6
Massachusetts	14,717	14,666	7	0	44
Michigan	22,233	22,213	7	0	13
Minnesota	12,094	12,041	4	1	48
Mississippi	14,087	14,071	15	0	1
Missouri	16,567	16,542	22	0	3
Montana	3,250	3,240	2	0	8
Nebraska	3,885	3,884	1	0	0
Nevada	6,946	6,942	3	0	1
New Hampshire	2,471	2,471	0	0	0
New Jersey	16,877	16,871	3	0	3
New Mexico	10,293	10,284	6	0	3
New York	56,635	56,596	8	13	18
North Carolina	30,957	30,925	19	2	11
North Dakota	2,009	1,997	12	0	0
Ohio	22,677	22,647	5	0	25
Oklahoma	10,349	10,299	3	0	47
Oregon	15,104	15,034	22	0	48
Pennsylvania	24,937	24,897	6	0	34
Rhode Island	3,147	3,147	0	0	0
South Carolina	13,135	13,103	24	0	8
South Dakota	2,027	2,025	1	0	1
Tennessee	16,184	16,174	4	0	6
Texas	58,235	58,140	3	3	89
Utah	6,253	6,253	0	0	0
Vermont	980	977	1	0	2
Virginia	23,904	23,828	26	0	50
Washington	22,734	22,704	24	3	3
West Virginia	6,611	6,588	22	0	1
Wisconsin	18,248	18,199	43	0	6
Wyoming	1,952	1,950	0	0	2
U.S. Subtotal	816,213	815,079	447	27	660

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 11 *(continued from previous page)*

Number of GED® Test Candidates Tested, by Special Edition of the GED® Test: 2013

Jurisdiction	Total Number Tested	Standard Print	Special Edition[1]		
			Audiocassette	Braille	Large Print
	(N)	(N)	(N)	(N)	(N)
American Samoa	32	32	0	0	0
Federated States of Micronesia	64	64	0	0	0
Guam	169	168	0	0	1
Marshall Islands	25	25	0	0	0
Northern Mariana Islands	37	37	0	0	0
Palau	79	79	0	0	0
Puerto Rico[2]	NA	NA	NA	NA	NA
Virgin Islands	443	443	0	0	0
Insular Areas Subtotal	849	848	0	0	1
Alberta	1,732	1,728	3	0	1
British Columbia	957	952	4	1	0
Manitoba	259	259	0	0	0
New Brunswick	1,362	1,357	1	0	4
Newfoundland and Labrador	165	165	0	0	0
Northwest Territories	*	*	*	*	*
Nova Scotia	969	961	4	0	4
Nunavut	129	129	0	0	0
Ontario	3,490	3,445	5	0	40
Prince Edward Island	312	302	10	0	0
Quebec	203	203	0	0	0
Saskatchewan	1,314	1,260	54	0	0
Yukon Territory	22	22	0	0	0
Canada Subtotal	10,914	10,783	81	1	49
Bermuda	362	362	0	0	0
DANTES[3]	321	321	0	0	0
Federal Bureau of Prisons	12,038	11,937	22	0	79
GED Testing Service-Proctored[4]	*	*	*	*	*
Michigan Prisons	4,924	4,880	7	0	37
International[5]	3,142	3,142	0	0	0
VA Hospitals	*	*	*	*	*
Inter-Regional Contracts Subtotal	20,787	20,642	29	0	116
Program Total[6]	848,763	847,352	557	28	826

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Candidates who tested on multiple editions were classified according to their predominant edition.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas..

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[5] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[6] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 12a

Standard Score Statistics for GED® Test Candidates in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2013

Jurisdiction	Writing					Social Studies					Reading				
	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)
Alabama	13,854	440	455	61	85.2	14,079	480	485	84	87	14,013	490	515	97	92
Alaska	2,590	490	496	72	95	2,549	510	525	91	96	2,493	530	549	104	97.4
Arizona	18,612	490	499	74	94.8	19,075	500	511	86	94	18,900	520	541	101	96
Arkansas	7,432	520	523	74	97	7,408	510	522	84	96	7,341	540	554	100	97.6
California	50,486	490	499	80	93.2	51,288	500	514	87	94.2	51,239	520	541	102	95.6
Colorado	13,583	500	512	75	96.8	13,489	500	520	88	95.8	13,391	530	548	102	97
Connecticut	5,296	500	507	84	90.2	5,347	480	490	88	87.6	5,301	490	510	99	90.4
Delaware	1,240	510	519	72	98.2	1,234	530	540	81	98.8	1,234	560	574	98	99
District of Columbia	1,667	500	508	66	95.2	1,710	460	464	71	83.2	1,693	480	494	84	91.4
Florida	47,036	490	502	78	92.8	49,746	500	508	86	92.2	49,511	520	539	103	94.6
Georgia	23,483	520	525	79	96	23,604	490	503	81	93.4	23,995	500	529	98	95.4
Hawaii	1,189	500	511	81	95.8	1,190	520	532	93	95.4	1,198	540	556	103	96.2
Idaho	4,966	500	513	76	97.6	4,719	530	540	88	98	4,684	560	573	103	98.4
Illinois	28,410	450	476	74	89.4	28,185	490	497	84	91	27,956	500	522	96	93.8
Indiana	17,471	480	491	71	94	17,521	500	517	84	95	17,419	520	543	100	96
Iowa	4,146	510	515	70	98.6	4,105	530	541	83	98.8	4,103	560	571	98	99.2
Kansas	3,817	530	534	79	97.6	3,812	540	555	90	98	3,814	570	584	102	98.8
Kentucky	12,365	480	491	68	95.6	12,450	500	517	82	96.2	12,393	510	536	96	97.2
Louisiana	10,470	480	487	68	93.4	10,689	490	499	81	91.8	10,584	510	528	96	94.4
Maine	2,351	450	472	68	92.6	2,355	520	532	87	97	2,282	540	562	103	97.8
Maryland	8,818	470	483	75	88.8	8,620	490	503	91	90	8,559	500	525	103	91.8
Massachusetts	11,771	470	484	74	89.8	12,054	490	500	88	90.6	11,853	500	522	102	92.6
Michigan	15,807	470	484	73	91.4	15,636	500	513	90	92.8	15,418	510	539	102	95.4
Minnesota	9,036	480	490	71	94.8	8,401	520	534	89	97.2	8,420	540	559	101	97.8
Mississippi	10,414	460	469	64	88.8	10,844	470	479	79	87	10,716	490	506	91	92.4
Missouri	14,608	490	500	75	94.2	14,726	510	523	90	94	14,635	520	543	104	95.4
Montana	2,539	480	495	76	93.6	2,513	520	533	94	95.6	2,475	540	562	107	97
Nebraska	2,567	490	501	73	95.6	2,362	510	527	90	95.4	2,320	540	557	104	97.2
Nevada	6,202	470	482	72	90.8	6,232	500	513	88	92.6	6,216	510	537	103	94
New Hampshire	2,044	490	499	73	96	1,947	530	545	89	97.6	1,938	540	560	100	98.4
New Jersey	13,619	480	486	73	90.4	14,022	480	491	85	89	13,921	490	517	99	91.6
New Mexico	8,181	480	493	74	93	8,309	490	501	83	92.6	8,220	510	530	99	95
New York	46,968	450	473	78	82.8	48,933	470	483	85	86.2	48,119	490	509	99	89.6
North Carolina	22,020	480	490	71	94.4	21,122	490	508	82	95	20,814	520	541	99	96.8
North Dakota	1,438	480	494	79	94.6	1,377	510	522	83	96.4	1,384	540	549	97	97.8
Ohio	18,939	460	475	67	90.6	18,796	500	512	87	93.6	18,773	510	537	98	95.6
Oklahoma	9,001	460	476	73	90.4	8,962	500	515	87	93.2	8,967	530	546	102	95.2
Oregon	11,740	510	519	79	97.6	11,173	520	536	93	96.6	11,084	550	569	107	97.6
Pennsylvania	19,656	480	494	74	93.2	19,644	500	511	87	93.4	19,541	520	540	101	95.4
Rhode Island	2,571	450	472	65	93.4	2,499	500	517	80	96.6	2,505	530	545	94	97.8
South Carolina	10,901	470	483	72	91.2	10,903	490	504	83	92.8	10,893	510	531	97	95.4
South Dakota	1,533	510	518	81	95.8	1,444	510	526	84	96.6	1,442	540	551	99	97.4
Tennessee	13,181	470	484	69	92.8	13,420	500	507	84	93.4	13,251	500	527	97	95
Texas	44,811	510	510	78	93.4	45,671	490	497	84	91.4	45,237	510	528	101	93.6
Utah	5,448	550	560	86	98.6	5,513	540	544	88	97.6	5,520	560	575	107	98
Vermont	677	500	514	83	96.2	649	540	550	98	96.4	613	580	585	103	99
Virginia	17,867	470	484	71	92.2	18,134	490	501	85	92.4	17,953	500	523	97	94.4
Washington	16,502	520	530	82	97	16,082	520	533	91	96.8	15,918	550	565	107	97.6
West Virginia	5,352	470	487	70	93.2	5,500	500	507	82	94.6	5,414	510	532	96	96.6
Wisconsin	11,987	480	492	70	95	10,677	500	519	90	95	10,488	530	548	100	97.4
Wyoming	1,599	520	527	75	98.4	1,581	530	542	86	98.2	1,558	560	575	101	98.8
U.S. Subtotal	**638,261**	**480**	**494**	**77**	**92.4**	**642,301**	**500**	**508**	**87**	**92.6**	**637,709**	**510**	**535**	**101**	**94.8**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 12a *(continued from previous page)*

Standard Score Statistics for GED® Test Candidates in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2013

Jurisdiction	Writing					Social Studies					Reading				
	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)
American Samoa	27	470	474	71	81.4	31	450	454	92	74.2	29	440	467	109	65.6
Federated States of Micronesia	46	400	412	53	45.6	52	360	354	67	23	54	390	380	59	33.4
Guam	123	460	482	77	90.2	134	490	499	69	97.8	137	490	516	91	97
Marshall Islands	20	420	427	52	70	23	420	391	64	56.6	23	390	395	70	39.2
Northern Mariana Islands	16	465	488	72	93.8	22	490	490	73	91	17	490	511	87	94.2
Palau	46	440	443	47	82.6	50	470	473	67	90	52	460	463	68	86.6
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	295	450	462	65	82.8	295	460	466	76	84.4	282	480	496	99	89
Insular Areas Subtotal	**573**	**450**	**461**	**68**	**81.2**	**607**	**460**	**462**	**83**	**81.2**	**594**	**470**	**482**	**99**	**82.6**
Alberta	1,585	530	538	83	95.6	1,556	540	542	94	93	1,561	590	600	120	96.6
British Columbia	831	560	571	105	96.2	828	560	553	94	94.4	836	600	610	123	96.2
Manitoba	223	510	521	83	95.6	227	540	540	96	92	215	600	612	118	96.2
New Brunswick	1,044	480	488	72	90.4	1,058	480	487	81	87.2	937	540	561	106	95
Newfoundland and Labrador	146	485	505	87	89.8	143	500	506	79	90.2	140	560	575	116	96.4
Northwest Territories	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Nova Scotia	811	500	508	81	91.4	770	500	507	90	88.8	776	540	560	114	94.2
Nunavut	59	430	441	61	67.8	83	420	417	71	59	83	410	425	63	53
Ontario	3,140	540	544	85	96.4	3,060	540	548	90	95	3,072	600	602	115	97.2
Prince Edward Island	249	490	506	78	95.6	222	510	509	76	93.6	213	540	567	110	98.2
Quebec	193	520	521	66	97.4	195	490	492	70	91.8	192	590	586	83	98
Saskatchewan	1,000	490	496	77	89.8	1,019	490	491	88	84.4	1,013	520	543	112	92.6
Yukon Territory	18	520	524	94	94.4	21	480	529	112	90.4	19	600	607	136	94.8
Canada Subtotal	**9,299**	**520**	**527**	**88**	**94.2**	**9,182**	**520**	**527**	**93**	**91.4**	**9,057**	**570**	**585**	**117**	**95.6**
Bermuda	242	460	469	60	86.4	254	460	463	67	86.6	252	470	491	86	90.8
DANTES[2]	299	550	557	71	99.6	296	550	556	77	99.6	293	540	569	98	99.6
Federal Bureau of Prisons	10,222	450	465	58	88.6	10,166	470	487	75	91.2	10,019	490	508	87	93.8
GED Testing Service-Proctored[3]	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	3,454	440	453	58	83.4	3,478	460	478	76	88.6	3,341	480	503	86	93.4
International[4]	2,559	530	535	78	97	2,516	510	516	87	93.4	2,548	500	523	107	91.8
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**16,776**	**460**	**475**	**68**	**89**	**16,710**	**480**	**490**	**78**	**91**	**16,453**	**490**	**510**	**91**	**93.6**
Program Total[5]	**664,909**	**480**	**494**	**77**	**92.4**	**668,800**	**500**	**508**	**87**	**92.6**	**663,813**	**510**	**535**	**102**	**94.8**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[4] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[5] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Note: Caution should be exercised in interpreting results because some results are based on a small number of candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 12b

Standard Score Statistics for GED® Test Candidates in Science and Mathematics Tests: 2013

Jurisdiction	Science					Mathematics				
	N	Median	Mean	Std. Dev.	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev.	Met Min. Score Req. (%)
Alabama	13,791	480	486	78	87	15,675	440	443	74	72.4
Alaska	2,501	520	524	84	95.2	2,742	470	485	84	89.4
Arizona	18,795	500	509	79	93.8	21,022	450	465	81	82.4
Arkansas	7,345	520	521	75	96.6	7,814	480	486	78	91
California	50,913	500	509	78	93.8	56,959	450	463	80	81.8
Colorado	13,322	520	522	81	96	15,249	460	471	80	85.8
Connecticut	5,412	470	483	82	85.2	6,116	430	439	84	66.4
Delaware	1,233	530	528	73	98.6	1,256	500	507	79	95.4
District of Columbia	1,686	460	465	65	85.8	2,041	420	427	67	66.6
Florida	49,142	510	508	82	91.8	56,466	450	461	83	78.2
Georgia	23,390	500	506	77	93.8	27,872	450	455	76	79.4
Hawaii	1,178	530	534	87	95	1,296	480	497	93	87.6
Idaho	4,729	530	542	80	98	5,331	480	488	82	90.8
Illinois	27,727	490	494	76	90.8	32,012	450	453	79	76.6
Indiana	17,334	510	517	77	95	18,638	470	478	81	86
Iowa	4,130	530	540	74	99	4,328	490	500	76	96
Kansas	3,799	540	549	78	98.4	3,884	500	522	90	95
Kentucky	12,344	510	515	71	96.6	12,983	460	471	69	89.6
Louisiana	10,628	490	496	76	90.8	11,196	460	467	77	83.8
Maine	2,287	530	533	81	96.6	2,391	480	486	80	90.6
Maryland	8,554	490	495	82	88.4	10,013	450	453	85	72.8
Massachusetts	11,869	480	492	82	88.8	13,093	440	453	86	75.2
Michigan	15,467	510	511	84	92.4	17,928	450	461	81	79.2
Minnesota	8,400	530	529	82	96.6	9,748	470	484	84	88.8
Mississippi	10,590	470	479	73	87	12,202	440	444	72	74
Missouri	14,561	520	521	81	94.2	15,605	470	478	84	84
Montana	2,479	530	532	87	95	2,787	470	481	89	85
Nebraska	2,390	520	522	80	95.4	2,970	460	467	81	81
Nevada	6,207	510	508	81	91.8	6,638	450	462	81	80.2
New Hampshire	1,954	530	541	80	98.2	2,159	480	492	84	91
New Jersey	13,865	470	485	77	88	15,779	440	449	84	73.6
New Mexico	8,141	500	506	79	93.6	9,196	450	456	78	78
New York	48,634	470	474	79	82.8	53,332	440	441	84	67.2
North Carolina	21,056	500	504	75	94.2	24,853	460	469	78	85
North Dakota	1,365	530	528	81	95.8	1,547	470	484	85	88.6
Ohio	18,686	500	506	80	92.6	21,039	450	458	79	78
Oklahoma	8,908	510	515	80	93.2	9,589	460	467	78	83.8
Oregon	11,112	530	541	84	97.4	12,853	470	482	85	88.8
Pennsylvania	19,478	500	507	81	92.8	22,259	450	464	84	80.6
Rhode Island	2,494	510	509	75	95.6	2,672	470	476	75	89.2
South Carolina	10,853	500	501	78	92	11,970	450	462	79	79.8
South Dakota	1,427	520	529	78	96.4	1,649	480	486	80	90.2
Tennessee	13,168	500	505	76	93.6	14,688	450	457	73	80.4
Texas	45,152	490	497	78	91	51,110	450	459	81	78.8
Utah	5,472	550	554	83	97.8	5,798	480	488	85	89.8
Vermont	653	540	550	92	97	755	490	500	91	91
Virginia	17,878	490	496	77	91.4	20,671	440	450	76	77.4
Washington	15,874	530	534	83	97	18,412	470	480	85	87.4
West Virginia	5,425	510	510	74	95	5,447	460	470	72	87.8
Wisconsin	10,388	510	516	83	95	13,317	450	465	81	82.2
Wyoming	1,569	540	545	77	98.6	1,711	490	499	82	93.6
U.S. Subtotal	**635,755**	**500**	**506**	**81**	**92.2**	**717,061**	**450**	**462**	**82**	**80.2**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 12b *(continued from previous page)*

Standard Score Statistics for GED® Test Candidates in Science and Mathematics Tests: 2013

Jurisdiction	Science					Mathematics				
	N	Median	Mean	Std. Dev.	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev.	Met Min. Score Req. (%)
American Samoa	30	435	446	96	70	29	420	438	123	65.6
Federated States of Micronesia	52	365	367	60	30.8	52	335	344	63	17.4
Guam	137	490	495	67	92	163	440	454	82	75.4
Marshall Islands	23	400	392	44	43.4	23	370	372	45	21.8
Northern Mariana Islands	18	500	502	71	100	22	465	465	64	91
Palau	56	465	461	68	78.6	56	480	494	114	82.2
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	294	460	465	70	80.6	388	420	415	66	56.4
Insular Areas Subtotal	**610**	**460**	**460**	**77**	**77.4**	**733**	**420**	**426**	**84**	**60.2**
Alberta	1,545	570	576	98	95.4	1,650	490	498	98	84.8
British Columbia	811	580	586	95	96.4	887	490	500	100	85.4
Manitoba	222	570	579	109	91.8	239	480	493	93	85.4
New Brunswick	952	530	528	89	92.6	1,138	450	462	80	75.8
Newfoundland and Labrador	141	550	548	87	94.4	151	460	463	87	75.4
Northwest Territories	*	*	*	*	*	*	*	*	*	*
Nova Scotia	750	540	545	97	92.6	888	450	459	90	73.6
Nunavut	75	430	435	82	58.6	90	380	371	64	35.6
Ontario	3,011	570	577	94	96.8	3,281	490	499	94	86.8
Prince Edward Island	208	550	553	92	96.6	263	460	464	83	77.2
Quebec	194	530	528	76	95.4	200	480	483	81	84.6
Saskatchewan	971	530	530	95	90.8	1,088	450	456	90	71.6
Yukon Territory	18	540	574	129	88.8	21	450	470	121	76.2
Canada Subtotal	**8,898**	**560**	**561**	**98**	**94.6**	**9,896**	**480**	**483**	**95**	**81.2**
Bermuda	243	470	471	65	88.4	321	420	427	60	64.8
DANTES[2]	291	550	560	79	99.6	307	520	527	84	97.4
Federal Bureau of Prisons	10,144	470	478	68	89.6	11,037	440	444	65	77
GED Testing Service-Proctored[3]	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	3,407	460	471	72	85.4	4,098	420	428	66	66
International[4]	2,541	530	535	94	93.4	2,616	520	539	112	91.6
VA Hospitals	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**16,626**	**470**	**487**	**78**	**89.4**	**18,379**	**440**	**455**	**83**	**76.8**
Program Total[5]	**661,889**	**500**	**506**	**81**	**92.2**	**746,069**	**450**	**462**	**82**	**80**

Source: GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[4] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[5] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Note: Caution should be exercised in interpreting results because some results are based on a small number of candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 13

GED® Test Candidate Participation, by Number Tested, Percentage Who Completed the GED® Test, and Percentage Who Passed: Changes from 2012 to 2013

Jurisdiction	Tested			Completed			Passed		
	2012 (N)	2013 (N)	Percent Change (2012–13) (%)	2012 (%)	2013 (%)	Percent Change (2012–13) (%)	2012 (%)	2013 (%)	Percent Change (2012–13) (%)
Alabama	14,737	17,189	16.6	99.2	96.7	-2.5	54.5	63.5	9.0
Alaska	2,808	3,468	23.5	63.8	81.1	17.3	86.9	86.9	0.0
Arizona	18,237	23,808	30.5	87.7	86.8	-0.9	72.4	78.9	6.5
Arkansas	7,597	8,245	8.5	99	97.8	-1.2	84.4	85.9	1.5
California	53,011	64,983	22.6	83.4	88.4	5.0	68.3	78.1	9.8
Colorado	15,540	18,714	20.4	73.2	76.7	3.5	82.5	85.7	3.2
Connecticut	5,351	6,779	26.7	88.9	85.5	-3.4	57	62	5.0
Delaware	788	1,281	62.6	99.7	99.3	-0.4	92.1	91.2	-0.9
District of Columbia	869	2,306	165.4	92.2	74.4	-17.8	55.2	64	8.8
Florida	44,794	64,011	42.9	93.7	77.6	-16.1	67.7	73.9	6.2
Georgia	30,373	32,705	7.7	79.2	87.9	8.7	66.4	77.2	10.8
Hawaii	1,629	1,402	-13.9	95.9	95.5	-0.4	77.4	84.9	7.5
Idaho	5,379	6,384	18.7	69	84.5	15.5	85.9	89.5	3.6
Illinois	27,096	35,998	32.9	90.4	90.5	0.1	60.1	69.6	9.5
Indiana	14,635	19,868	35.8	98.7	94.6	-4.1	74.5	80.8	6.3
Iowa	5,268	5,485	4.1	63.1	78.9	15.8	97.8	98.4	0.6
Kansas	3,057	4,034	32.0	98.4	95.3	-3.1	93.3	93.3	0.0
Kentucky	11,638	13,916	19.6	98.4	96.7	-1.7	77.6	85.4	7.8
Louisiana	10,935	11,769	7.6	98.7	96.9	-1.8	67.5	76.9	9.4
Maine	3,460	3,336	-3.6	65.3	73.3	8.0	83.1	86.5	3.4
Maryland	8,562	11,034	28.9	95	85.2	-9.8	59.1	67.9	8.8
Massachusetts	12,124	14,717	21.4	88.2	89.7	1.5	62	70.2	8.2
Michigan	19,848	22,233	12.0	74.4	81.1	6.7	69.7	75.7	6.0
Minnesota	9,712	12,094	24.5	70.6	83.9	13.3	81.1	86.3	5.2
Mississippi	12,549	14,087	12.3	89.3	92.2	2.9	55.3	65.3	10.0
Missouri	12,578	16,567	31.7	98.2	91.6	-6.6	74.6	79.9	5.3
Montana	3,342	3,250	-2.8	83.5	87	3.5	77.6	80.6	3.0
Nebraska	3,605	3,885	7.8	65.3	77.5	12.2	79.6	80.7	1.1
Nevada	5,888	6,946	18.0	98.4	96.1	-2.3	69.3	74.6	5.3
New Hampshire	2,114	2,471	16.9	82.3	91.1	8.8	83.3	88.8	5.5
New Jersey	13,591	16,877	24.2	97.1	94.1	-3.0	59.2	68.1	8.9
New Mexico	7,991	10,293	28.8	86.3	86.5	0.2	65.1	74.4	9.3
New York	44,200	56,635	28.1	97.7	93.5	-4.2	53.8	59.1	5.3
North Carolina	23,256	30,957	33.1	60.5	81.3	20.8	84.8	82.6	-2.2
North Dakota	1,725	2,009	16.5	66.3	75.3	9.0	85.9	87.4	1.5
Ohio	19,516	22,677	16.2	98.6	91.3	-7.3	68.9	72.5	3.6
Oklahoma	9,052	10,349	14.3	97.9	91.3	-6.6	72.1	78	5.9
Oregon	12,691	15,104	19.0	74	86.1	12.1	84.1	88.7	4.6
Pennsylvania	20,956	24,937	19.0	88	91	3.0	70.5	77.8	7.3
Rhode Island	2,799	3,147	12.4	73.6	88.9	15.3	75.8	84.4	8.6
South Carolina	10,690	13,135	22.9	97.1	89.5	-7.6	72.1	74.1	2.0
South Dakota	1,490	2,027	36.0	64	59.9	-4.1	67.6	90.5	22.9
Tennessee	13,838	16,184	17.0	95.8	94.7	-1.1	67.2	74	6.8
Texas	49,740	58,235	17.1	89.2	87.3	-1.9	67.5	73.5	6.0
Utah	7,237	6,253	-13.6	95.4	93.1	-2.3	81.7	89.5	7.8
Vermont	900	980	8.9	63.1	78.7	15.6	84.5	88.8	4.3
Virginia	19,655	23,904	21.6	84.7	89	4.3	65.6	74.2	8.6
Washington	22,442	22,734	1.3	71	81.3	10.3	81.5	85.9	4.4
West Virginia	6,033	6,611	9.6	87.4	85.4	-2.0	76.4	82.1	5.7
Wisconsin	17,085	18,248	6.8	54.6	75.7	21.1	76.2	80.6	4.4
Wyoming	1,640	1,952	19.0	82	81.5	-0.5	91	93.1	2.1
U.S. Subtotal	**674,051**	**816,213**	**21.1**	**86.2**	**87.5**	**1.3**	**69.1**	**75.7**	**6.6**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 13 *(continued from previous page)*

GED® Test Candidate Participation, by Number Tested, Percentage Who Completed the GED® Test, and Percentage Who Passed: Changes from 2012 to 2013

Jurisdiction	Tested			Completed			Passed		
	2012 (N)	2013 (N)	Percent Change (2012–13) (%)	2012 (%)	2013 (%)	Percent Change (2012–13) (%)	2012 (%)	2013 (%)	Percent Change (2012–13) (%)
American Samoa	30	32	6.7	100	90.6	-9.4	33.3	24.1	-9.2
Federated States of Micronesia	49	64	30.6	83.7	65.6	-18.1	7.3	0	-7.3
Guam	307	169	-45.0	99.3	94.1	-5.2	48.9	30.8	-18.1
Marshall Islands	66	25	-62.1	93.9	84	-9.9	3.2	4.8	1.6
Northern Mariana Islands	32	37	15.6	40.6	64.9	24.3	69.2	45.8	-23.4
Palau	57	79	38.6	77.2	74.7	-2.5	54.5	16.9	-37.6
Puerto Rico[1]	*	*	NA	*	*	NA	*	*	NA
Virgin Islands	209	443	112.0	97.6	72	-25.6	41.7	17.9	-23.8
Insular Areas Subtotal	**750**	**849**	**13.2**	**93.2**	**76.9**	**-**	**40.3**	**20.7**	**19.6**
Alberta	1,709	1,732	1.3	98	96.2	-1.8	71	68.3	-2.7
British Columbia	1,130	957	-15.3	96.4	94.8	-1.6	72.2	71.9	-0.3
Manitoba	236	259	9.7	98.3	93.4	-4.9	62.1	68.6	6.5
New Brunswick	1,453	1,362	-6.3	97.7	90.2	-7.5	47.5	49.9	2.4
Newfoundland and Labrador	140	165	17.9	97.1	93.3	-3.8	55.1	53.2	-1.9
Northwest Territories	*	*	NA	*	*	NA	*	*	NA
Nova Scotia	833	969	16.3	96.2	94.5	-1.7	56.6	53.5	-3.1
Nunavut	74	129	74.3	93.2	59.7	-33.5	13	19.5	6.5
Ontario	3,859	3,490	-9.6	98.1	97.3	-0.8	73.4	69.6	-3.8
Prince Edward Island	401	312	-22.2	97	96.5	-0.5	62.5	57.1	-5.4
Quebec	126	203	61.1	97.6	96.6	-1.0	57.7	59.2	1.5
Saskatchewan	1,396	1,314	-5.9	86.9	86.1	-0.8	52.8	48	-4.8
Yukon Territory	15	22	46.7	93.3	95.5	2.2	78.6	66.7	-11.9
Canada Subtotal	**11,372**	**10,914**	**4.0**	**96.2**	**93.8**	**-2.4**	**64.6**	**62.2**	**-2.4**
Bermuda	278	362	30.2	98.2	94.2	-4.0	45.1	58.7	13.6
DANTES[2]	713	321	-55.0	100	91.3	-8.7	93.3	98.3	5.0
Federal Bureau of Prisons	9,619	12,038	25.1	88.4	93.9	5.5	60.9	68.5	7.6
GED Testing Service-Proctored[3]	130	*	NA	99.2	*	NA	38.8	*	NA
Michigan Prisons	3,299	4,924	49.3	83.5	81.8	-1.7	56.2	61.3	5.1
International[4]	2,650	3,142	18.6	84	74	-10.0	76.9	88	11.1
VA Hospitals	*	*	NA	*	*	NA	*	*	NA
Inter-Regional Contracts Subtotal	**16,689**	**20,787**	**24.6**	**87.5**	**88**	**0.5**	**63.5**	**69.7**	**6.2**
Program Total[5]	**702,862**	**848,763**	**20.8**	**86.4**	**87.6**	**1.2**	**68.8**	**75.3**	**6.5**

Source: 2012 and 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[4] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[5] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Note: Due to rounding procedures, the data listed under Percentage Point Change 2012–2013 may not equal the difference between the 2012 and 2013 completion and pass rates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 14

Percentage of GED® Test Passers, by Age Group and Mean Age: 2013

Jurisdiction	Passers with Reported Age		Age Group								Mean Age	Std. Dev.
			16–18	19–24	25–29	30–34	35–39	40–49	50–59	60+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(years)	
Alabama	10,547	99.9	25	32.4	15.2	10.9	6.9	6.8	2.5	0.5	26.3	9.4
Alaska	2,429	99.4	27.5	36.6	16.6	8.3	4.5	4.1	1.9	0.3	24.8	8.2
Arizona	16,313	100	25	33.2	15.1	10	6	7.4	2.8	0.6	26.3	9.6
Arkansas	6,915	99.9	36.8	29.1	11.1	8.2	5.7	5.8	2.7	0.6	25	9.7
California	44,862	100	13.9	34	17.4	12.1	7.9	10.3	3.8	0.5	28.5	9.9
Colorado	12,291	100	24	32.7	15.9	10.9	6.6	6.8	2.6	0.5	26.4	9.3
Connecticut	3,592	100	13.6	42.7	16.5	10.7	5.9	7	3.2	0.4	27	9.3
Delaware	1,156	99.7	14.4	40.4	19.3	10.4	6.6	6	2	1	26.8	8.9
District of Columbia	1,089	99.1	23.7	46.8	12.2	6.2	5.4	3.5	1.7	0.6	24.4	8.3
Florida	36,682	100	29.3	37.2	12.1	8.6	4.6	5.5	2.2	0.3	24.8	8.9
Georgia	22,173	100	21.3	35.6	15.3	11	6.4	7.1	2.9	0.5	26.6	9.5
Hawaii	1,135	99.8	49.3	26.6	8.6	6.6	2.2	4.4	1.8	0.4	22.9	8.6
Idaho	4,829	100	32.7	29.9	13.3	9.1	5.5	5.9	3.2	0.4	25.5	9.6
Illinois	22,675	100	19.2	35.1	16.5	11.5	7.2	7.5	2.7	0.3	26.9	9.3
Indiana	15,180	100	24.8	35.1	14.5	10.4	6.2	6.4	2.2	0.3	25.8	9
Iowa	4,260	100	19.9	37.7	15.1	11	6.4	6.7	2.7	0.4	26.5	9.2
Kansas	3,586	100	27.9	34.7	14.6	9.6	5.5	5	2.3	0.3	25.3	8.8
Kentucky	11,490	100	21	31.8	15.6	12.4	7.4	8	3.2	0.6	27.3	9.9
Louisiana	8,762	100	33.2	31.3	13	9.8	5.4	5.4	1.6	0.2	24.7	8.7
Maine	2,116	100	24.1	40.5	13.7	8.6	4.8	4.9	3	0.5	25.5	9.1
Maryland	6,246	97.8	25.9	35.4	14.5	9.5	5.3	6.7	2.5	0.2	25.7	9.2
Massachusetts	9,203	99.3	22.9	37.7	15.1	10.3	5.2	6	2.4	0.4	25.8	9.1
Michigan	13,506	99	21.3	44.3	13.3	8.4	5.6	5	1.8	0.3	25.1	8.4
Minnesota	8,739	99.8	14.1	41.4	17	12.3	5.9	6.3	2.6	0.3	26.7	8.9
Mississippi	8,458	99.8	33.2	30.6	12.1	9.8	6.3	5.5	2.2	0.3	25.1	9.1
Missouri	12,116	100	32.1	28.3	13.6	10.6	5.9	6.4	2.6	0.4	25.7	9.4
Montana	2,277	99.9	37.6	33.5	12	6.7	3.3	4.2	2.1	0.5	23.9	8.7
Nebraska	2,430	99.9	12.1	37.8	18.4	14.2	8.2	6.5	2.3	0.5	27.6	8.9
Nevada	4,918	98.8	22.1	35.6	15.1	10.4	6.1	6.8	3.4	0.3	26.6	9.5
New Hampshire	1,999	100	31.6	30.6	14.2	9	4.8	6.5	3	0.4	25.5	9.5
New Jersey	10,810	100	28.1	31.9	12.9	9.6	6.2	7.9	2.9	0.4	26.1	9.8
New Mexico	6,619	99.9	32.8	30	13	10	6.2	5.9	1.9	0.3	25.2	9
New York	31,262	99.9	16	40.6	16.5	10.6	6.1	7.1	2.7	0.4	26.7	9.2
North Carolina	20,167	97.1	15.4	36.1	16.5	11.9	7.5	8.4	3.6	0.7	27.8	9.9
North Dakota	1,279	96.7	36.2	34.5	12	7	4.1	4.1	1.6	0.5	23.9	8.6
Ohio	15,021	100	8.6	42.5	18.4	12.6	7.1	6.9	3.4	0.5	27.7	9.3
Oklahoma	7,356	99.8	26.8	34.3	14.8	10.2	5.8	5.6	2.2	0.3	25.5	9
Oregon	11,542	100	32.7	30.2	11.3	9	6.3	7.3	2.8	0.3	25.6	9.7
Pennsylvania	17,652	100	19.8	38.4	14.9	10.4	5.9	7	3.1	0.6	26.6	9.5
Rhode Island	2,360	99.9	27.8	40.8	12.6	8	3.3	5.5	1.4	0.5	24.5	8.4
South Carolina	8,709	100	22.1	38.3	14.6	10.3	6.4	5.8	2.2	0.4	25.8	8.9
South Dakota	1,100	100	31.5	41.5	14	5	3	3.1	1.8	0.1	23.5	7.5
Tennessee	11,315	99.8	17.3	32.5	17	12.4	7.9	8.9	3.3	0.7	28	9.9
Texas	36,013	96.5	18.9	31.8	16.4	12.1	7.8	9	3.3	0.6	27.8	9.9
Utah	5,212	100	29.3	36.9	12.8	9.2	5.3	4.7	1.6	0.3	24.7	8.4
Vermont	683	99.7	36.6	31.8	14.1	8.2	2.2	5	2	0.1	23.9	8.5
Virginia	15,773	100	25.6	28.7	14.2	10.5	6.9	9.2	4	0.8	27.4	10.6
Washington	15,748	99.3	21.7	39.5	15	9.5	5.5	6.2	2.2	0.4	25.8	8.9
West Virginia	4,618	99.6	40.6	30.9	10	8.1	3.9	4.6	1.7	0.3	23.7	8.5
Wisconsin	10,892	97.8	16.9	31.3	17.1	14	8.2	8.6	3.6	0.3	28.1	9.6
Wyoming	1,482	100	34.6	33.4	13.8	8	3.9	4	1.7	0.5	24.2	8.6
U.S. Subtotal	**537,587**	**99.5**	**22.4**	**35.1**	**15.1**	**10.6**	**6.4**	**7.2**	**2.8**	**0.5**	**26.5**	**9.5**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 14 *(continued from previous page)*

Percentage of GED® Test Passers, by Age Group and Mean Age: 2013

Jurisdiction	Passers with Reported Age		Age Group								Mean Age	Std. Dev.
			16–18	19–24	25–29	30–34	35–39	40–49	50–59	60+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(years)	
American Samoa	7	100	42.9	28.6	14.3	0	0	14.3	0	0	24	11.6
Federated States of Micronesia	*	*	*	*	*	*	*	*	*	*	*	*
Guam	40	81.6	40	32.5	12.5	7.5	2.5	2.5	2.5	0	23.4	7.6
Marshall Islands	1	*	*	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	11	100	9.1	72.7	0	0	9.1	9.1	0	0	24.7	8.3
Palau	10	100	20	40	30	0	10	0	0	0	24.1	5.5
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	57	100	31.6	35.1	8.8	10.5	0	10.5	3.5	0	25.6	10.4
Insular Areas Subtotal	**126**	**93.3**	**31.7**	**37.3**	**11.9**	**7.1**	**2.4**	**7.1**	**2.4**	**0**	**24.6**	**9**
Alberta	1,139	100	3.5	31.3	18.6	13.7	9.2	13.7	9	0.9	32.1	11.1
British Columbia	536	82.2	6.2	29.3	17.5	16	12.3	12.7	5.4	0.6	31.2	10.1
Manitoba	158	95.2	1.3	31	18.4	13.3	10.1	13.9	10.1	1.9	33.2	11.6
New Brunswick	611	99.7	2.9	36.8	19.5	8.3	8.3	14.9	7.4	1.8	31.5	11.5
Newfoundland and Labrador	82	100	1.2	45.1	14.6	11	9.8	13.4	4.9	0	29.6	9.9
Northwest Territories	*	*	*	*	*	*	*	*	*	*	*	*
Nova Scotia	490	100	0	42.9	15.5	13.1	8	11	8.4	1.2	30.8	11.1
Nunavut	15	100	0	26.7	26.7	13.3	6.7	20	6.7	0	32.3	10
Ontario	2,363	100	2.7	40.8	18.5	9.7	8.8	12.7	6.3	0.6	30.3	10.5
Prince Edward Island	172	100	9.3	36.6	10.5	10.5	7.6	15.1	8.7	1.7	31.2	12.3
Quebec	116	100	17.2	46.6	15.5	5.2	7.8	3.4	4.3	0	25.9	8.9
Saskatchewan	543	100	7.4	32.8	20.3	12.2	8.3	11.6	7	0.6	30.3	10.3
Yukon Territory	14	100	7.1	14.3	28.6	28.6	7.1	14.3	0	0	30.9	8.1
Canada Subtotal	**6,239**	**98**	**3.8**	**36.8**	**18.2**	**11.4**	**9**	**12.8**	**7.1**	**0.9**	**30.9**	**10.8**
Bermuda	200	100	48	24.5	9	4.5	3.5	6	4	0.5	24.1	10.5
DANTES[2]	288	100	21.9	59.4	11.8	6.3	0.3	0.3	0	0	22.1	4
Federal Bureau of Prisons	7,737	100	0.1	14.8	21.7	23.3	16.6	16.9	5.5	1.2	34.3	9.1
GED Testing Service-Proctored[3]	*	*	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	2,467	100	6.2	40.5	19.4	12.1	7.6	10.6	3	0.4	28.7	9.3
International[4]	2,043	99.9	59.2	33.6	3.5	1.8	1	0.8	0	0	19.8	4.2
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**12,735**	**100**	**12**	**23.9**	**17.9**	**17**	**11.8**	**12.6**	**4**	**0.8**	**30.4**	**10.1**
Program Total[5]	**556,687**	**99.4**	**21.9**	**34.9**	**15.2**	**10.8**	**6.5**	**7.3**	**2.9**	**0.5**	**26.6**	**9.5**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[4] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[5] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Notes: Due to rounding procedures, percentages may not equal 100 percent.

Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 15

Percentage of GED® Test Passers, by Gender: 2013

Jurisdiction	Passers with Reported Gender		Gender	
			Male	Female
	(N)	Response Rate (%)	(%)	(%)
Alabama	10,560	100	51.1	48.9
Alaska	2,444	100	55.9	44.1
Arizona	16,313	100	53.6	46.4
Arkansas	6,923	100	54.1	45.9
California	44,864	100	56.9	43.1
Colorado	12,292	100	54.6	45.4
Connecticut	3,592	100	59	41
Delaware	1,160	100	62.4	37.6
District of Columbia	1,099	100	54	46
Florida	36,683	100	55.7	44.3
Georgia	22,178	100	53	47
Hawaii	1,137	100	54.4	45.6
Idaho	4,829	100	52.2	47.8
Illinois	22,675	100	52.9	47.1
Indiana	15,184	100	57	43
Iowa	4,260	100	56.5	43.5
Kansas	3,586	100	55.9	44.1
Kentucky	11,490	100	56	44
Louisiana	8,766	100	59	41
Maine	2,116	100	53.4	46.6
Maryland	6,388	100	58.8	41.2
Massachusetts	9,269	100	55	45
Michigan	13,641	100	54.2	45.8
Minnesota	8,753	100	57.1	42.9
Mississippi	8,479	100	55.5	44.5
Missouri	12,118	100	57.6	42.4
Montana	2,279	100	55.7	44.3
Nebraska	2,432	100	51	49
Nevada	4,979	100	55.5	44.5
New Hampshire	1,999	100	61.8	38.2
New Jersey	10,811	100	54.1	45.9
New Mexico	6,625	100	51	49
New York	31,282	100	52.5	47.5
North Carolina	20,780	100	51.2	48.8
North Dakota	1,322	100	55.7	44.3
Ohio	15,021	100	56.2	43.8
Oklahoma	7,368	100	53.1	46.9
Oregon	11,542	100	57.2	42.8
Pennsylvania	17,654	100	56.1	43.9
Rhode Island	2,363	100	55.5	44.5
South Carolina	8,713	100	53.9	46.1
South Dakota	1,053	95.7	59	41
Tennessee	11,334	100	54	46
Texas	37,338	100	48.8	51.2
Utah	5,212	100	47.5	52.5
Vermont	685	100	52.7	47.3
Virginia	15,773	100	56.7	43.3
Washington	15,865	100	54.3	45.7
West Virginia	4,638	100	57.5	42.5
Wisconsin	11,137	100	58.4	41.6
Wyoming	1,482	100	58.2	41.8
U.S. Subtotal	**540,486**	**100**	**54.5**	**45.5**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 15 *(continued from previous page)*

Percentage of GED® Test Passers, by Gender: 2013

Jurisdiction	Passers with Reported Gender		Gender	
			Male	Female
	(N)	Response Rate (%)	(%)	(%)
American Samoa	7	100	71.4	28.6
Federated States of Micronesia	*	*	*	*
Guam	49	100	51	49
Marshall Islands	1	*	*	*
Northern Mariana Islands	11	100	63.6	36.4
Palau	10	100	90	10
Puerto Rico[1]	NA	NA	NA	NA
Virgin Islands	57	100	52.6	47.4
Insular Areas Subtotal	**135**	**100**	**56.3**	**43.7**
Alberta	1,139	100	57.5	42.5
British Columbia	652	100	69.3	30.7
Manitoba	166	100	69.3	30.7
New Brunswick	613	100	55.6	44.4
Newfoundland and Labrador	82	100	62.2	37.8
Northwest Territories	*	*	*	*
Nova Scotia	490	100	62.4	37.6
Nunavut	15	100	33.3	66.7
Ontario	2,363	100	64.4	35.6
Prince Edward Island	172	100	57	43
Quebec	116	100	49.1	50.9
Saskatchewan	542	99.8	65.1	34.9
Yukon Territory	14	100	50	50
Canada Subtotal	**6,364**	**100**	**62.2**	**37.8**
Bermuda	200	100	64.5	35.5
DANTES[2]	288	100	79.2	20.8
Federal Bureau of Prisons	7,738	100	88.5	11.5
GED Testing Service-Proctored[3]	*	*	*	*
Michigan Prisons	2,467	100	94.8	5.2
International[4]	2,045	100	55.5	44.5
VA Hospitals	*	*	*	*
Inter-Regional Contracts Subtotal	**12,738**	**100**	**83.8**	**16.2**
Program Total[5]	**559,723**	**100**	**55.3**	**44.7**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[4] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[5] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Notes: Due to rounding procedures, percentages may not equal 100 percent.

Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 16

Percentage of GED® Test Passers, by Ethnicity: 2013

Jurisdiction	Passers with Reported Ethnicity[1]		Ethnicity						
			Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White	Other
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	10,560	100	4.5	0.8	1.1	29.4	0.1	64.1	0
Alaska	2,443	100	5.2	36.5	2.8	6.5	3.1	45.8	0
Arizona	16,247	99.6	29.2	7.6	1.3	8.4	0.9	52.5	0.1
Arkansas	6,923	100	10.1	1.5	1	16	0.2	70.9	0.3
California	44,841	99.9	55.8	1.4	4.1	12.5	1.4	24.8	0.1
Colorado	12,284	99.9	41.2	2.6	1.3	8.4	0.6	45.9	0
Connecticut	3,591	100	35.9	0.5	1.7	22.7	0.2	37.2	1.8
Delaware	1,160	100	9.8	0.5	1.7	36.4	0.1	51.5	0
District of Columbia	1,027	93.4	18.1	0.5	1.3	77.9	0.1	2.1	0
Florida	36,683	100	20.8	0.8	2.1	22.8	0.4	53.2	0
Georgia	22,178	100	12.7	0.5	3.2	36.8	0.2	46.5	0
Hawaii	1,130	99.4	9.1	1.2	21.9	3.8	35.3	28.7	0
Idaho	4,829	100	18.4	3	0.9	3.5	0.7	73.5	0
Illinois	22,675	100	32.6	0.5	1.5	24.2	0.2	41	0
Indiana	15,167	99.9	8.6	0.7	0.6	17.8	0.2	72.1	0
Iowa	4,258	100	13.8	1.4	1.2	16.1	0.2	67.3	0
Kansas	3,583	99.9	20.2	2.6	2	11.8	0.2	63.2	0
Kentucky	11,490	100	5.2	0.5	0.5	13.2	0.2	80.4	0
Louisiana	8,764	100	4.1	1.4	0.7	36.7	0.1	57	0
Maine	2,116	100	2.6	2	21.1	6.1	0.6	67.5	0.1
Maryland	6,181	96.8	9.8	1	2.2	43.2	0.4	43.4	0
Massachusetts	9,269	100	27.8	0.8	3.5	17.1	0.2	50.4	0.1
Michigan	13,567	99.5	9.2	2	1	23.1	0.2	64.4	0.1
Minnesota	8,740	99.9	12.4	6.9	3.9	20.4	0.5	55.8	0
Mississippi	8,467	99.9	3.3	0.9	0.5	38.3	0.2	56.9	0
Missouri	12,025	99.2	4.3	1.1	0.7	18.8	0.3	74.8	0
Montana	2,279	100	5.1	16.4	0.4	2.2	0.4	75.5	0
Nebraska	2,420	99.5	23.4	4.1	1.7	14.5	0.4	55.9	0.1
Nevada	4,973	99.9	34.4	2.2	3	13.1	2.5	44.7	0.1
New Hampshire	1,999	100	5.9	1.1	1.1	3	0.3	88.8	0
New Jersey	10,811	100	32.8	0.6	1.8	31.1	0.4	33.1	0.1
New Mexico	6,620	99.9	56	12.6	1.1	2.9	0.4	26.9	0.1
New York	31,282	100	29.5	0.8	3.8	33.4	0.3	32.1	0
North Carolina	20,772	100	14.9	1.7	1.1	31.3	0.2	50.8	0.1
North Dakota	1,314	99.4	6.2	24.9	0.9	4.7	0.4	62.9	0
Ohio	14,945	99.5	5.5	0.6	0.6	29.6	0.2	63.5	0
Oklahoma	7,353	99.8	12	16.1	1.3	13.1	0.3	57.1	0.1
Oregon	11,527	99.9	21.4	3.6	1.8	4.8	1	67.4	0.1
Pennsylvania	17,511	99.2	14.1	0.7	1.5	28	0.2	55.4	0
Rhode Island	2,363	100	25.3	2.5	2.5	18.2	1.4	49.9	0.2
South Carolina	8,572	98.4	4.2	1.1	0.9	34.1	0.4	59.4	0
South Dakota	968	88	4.9	22.8	0.9	3.5	0.5	67.4	0
Tennessee	11,310	99.8	7.4	0.7	0.8	21.2	0.2	69.7	0
Texas	37,338	100	52.3	0.9	2	13.6	0.3	28.8	2.1
Utah	5,194	99.7	18.9	1.7	1.1	2.2	1.8	74.2	0
Vermont	681	99.4	4.6	1.8	1.3	7	0	85.3	0
Virginia	15,770	100	11.2	1	1.9	36.8	0.3	48.7	0.1
Washington	15,865	100	21.5	5.4	3.5	8.6	1.8	59.1	0
West Virginia	4,634	99.9	1.6	0.6	0.2	8.5	0.3	88.8	0
Wisconsin	11,123	99.9	16.5	3	1.8	23.3	0.4	55	0
Wyoming	1,482	100	12.5	17.3	1.1	3.5	0.5	65.1	0
U.S. Subtotal	**539,304**	**99.8**	**23.2**	**2.3**	**2.1**	**21.1**	**0.6**	**50.6**	**0.2**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 16 *(continued from previous page)*

Percentage of GED® Test Passers, by Ethnicity: 2013

Jurisdiction	Passers with Reported Ethnicity[1]		Ethnicity						
			Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White	Other
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	7	100	0	0	0	0	57.1	42.9	0
Federated States of Micronesia	*	*	*	*	*	*	*	*	*
Guam	49	100	4.1	0	26.5	0	63.3	6.1	0
Marshall Islands	1	*	*	*	*	*	*	*	*
Northern Mariana Islands	10	90.9	0	0	20	0	80	0	0
Palau	10	100	0	0	0	0	100	0	0
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	56	98.2	5.4	0	3.6	80.4	0	10.7	0
Insular Areas Subtotal	133	98.5	3.8	0	12.8	33.8	40.6	9	0
Bermuda	200	100	1	0.5	0.5	85.5	0.5	12	0
DANTES[3]	158	54.9	13.9	0	3.2	10.8	1.9	70.3	0
Federal Bureau of Prisons	7,708	99.6	32.7	2.9	1.2	42.4	0.4	20.3	0.1
GED Testing Service-Proctored[4]	*	*	*	*	*	*	*	*	*
Michigan Prisons	2,467	100	3.6	1.7	0.5	56.4	0.1	37.7	0
International[5]	1,124	55	6.7	0.4	64.2	9.7	0.1	19	0
VA Hospitals	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	11,657	91.5	23.2	2.3	7.1	42.6	0.3	24.4	0.1
Program Total[6]	551,094	99.6	23.2	2.3	2.2	21.5	0.6	50	0.2

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on ethnicity were not available because of legal restrictions on collecting such data.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[5] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[6] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

No ethnicities are reported for Canada as Canadian policies prohibit collection and reporting of such data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 17

Percentage of GED® Test Passers, by Highest Grade Completed and Mode Highest Grade Completed: 2013

Jurisdiction	Passers with Reported Highest Grade Completed[1]		Highest Grade Completed								Mode Highest Grade Completed
	(N)	Response Rate (%)	None–5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	
Alabama	10,560	100	0.3	0.7	2.2	8.5	18.7	27.7	30.2	11.7	11
Alaska	2,444	100	0.5	0.6	0.9	6.9	16.3	30.4	33.8	10.5	11
Arizona	16,313	100	1.1	0.9	1.1	6.9	14.3	24.3	38.1	13.2	11
Arkansas	6,923	100	0.7	0.9	1.7	7.1	17.9	28.5	35.2	8.2	11
California	44,864	100	0.7	1.2	0.9	4	10.6	21.4	42.8	18.5	11
Colorado	12,292	100	1.2	1	1	5.9	15.7	26.4	37	11.9	11
Connecticut	3,592	100	0.3	0.5	0.5	6.6	20	30.9	33.8	7.3	11
Delaware	1,160	100	0.3	0.4	1.4	14.3	25	28	25.8	4.8	10
District of Columbia	1,099	100	1.1	1.7	1	6	18	28.9	36.6	6.6	11
Florida	36,683	100	3.2	0.4	1.3	6.5	16.8	24.5	34.5	12.8	11
Georgia	22,178	100	1.7	0.9	4.5	13.8	24.9	28.2	18.4	7.7	10
Hawaii	1,137	100	0.4	0	0.4	7.1	17.2	27.9	38.3	8.6	11
Idaho	4,829	100	1.3	0.7	1.2	7.3	16.8	27.9	35.1	9.6	11
Illinois	22,675	100	1	0.9	1.8	8.6	19.5	28.4	30.9	8.9	11
Indiana	15,184	100	0.4	0.5	1.2	9.3	17.9	28.1	35.6	6.9	11
Iowa	4,260	100	0.4	0.4	0.5	5.8	15.1	30.4	42.2	5.2	11
Kansas	3,586	100	1.1	0.8	1	8.2	19.2	28.6	33.5	7.6	11
Kentucky	11,490	100	0.5	0.7	1.4	9.5	20	29.1	33.5	5.3	11
Louisiana	8,766	100	0.4	1.1	3.2	14.4	23.5	27.1	25.1	5.2	10
Maine	2,116	100	0.4	0.3	0.9	9.4	17.4	29.3	34.9	7.4	11
Maryland	6,388	100	0.5	0.4	1	9.7	20.3	30.6	31.1	6.5	11
Massachusetts	9,269	100	0.4	0.5	1.1	8.6	21.3	29.1	30.2	8.8	11
Michigan	13,641	100	0.4	0.4	0.6	5.9	16.3	30.1	40.2	6.1	11
Minnesota	8,753	100	0.4	0.3	0.5	4.1	12	24.8	46	11.8	11
Mississippi	8,479	100	0.6	1.1	2.9	11.7	21.6	28.5	25.8	7.9	10
Missouri	12,119	100	1.1	0.5	1.2	7.9	16.7	28.3	37.3	7.1	11
Montana	2,279	100	0.4	0.7	0.7	9.3	18.6	30.3	32.8	7.2	11
Nebraska	2,432	100	0.2	0.9	1.1	5.3	16.7	24.9	37	13.8	11
Nevada	4,979	100	0.6	0.5	0.8	3.9	11.2	24.5	39.5	19	11
New Hampshire	1,999	100	0.5	0.2	1	7.5	18.4	30.6	36.2	5.8	11
New Jersey	10,811	100	1.1	0.7	1.1	6.4	16.8	26.5	34.8	12.6	11
New Mexico	6,625	100	0.4	0.9	1	7.5	19.5	26.8	32.1	11.8	11
New York	31,282	100	1	0.3	0.9	5.7	15.1	23.9	36	17.1	11
North Carolina	20,780	100	0.8	0.6	2.4	13.2	24.8	29	24.6	4.5	10
North Dakota	1,322	100	0.3	0.5	0.7	6.5	20.2	33.4	35.1	3.3	11
Ohio	15,021	100	0.3	0.3	0.9	8	17.8	29.1	36.6	7.1	11
Oklahoma	7,368	100	0.5	0.9	1.6	11.5	20.7	27.6	31.4	5.9	11
Oregon	11,542	100	1.2	1.2	1.1	5.6	14.1	26.9	38.2	11.6	11
Pennsylvania	17,654	100	0.7	0.4	0.9	6.4	17	28.9	37.3	8.4	11
Rhode Island	2,363	100	0.5	0.4	0.8	9.8	20.8	26	34.5	7.2	11
South Carolina	8,713	100	0.1	0.3	0.8	5.9	20.9	32.2	33.3	6.6	11
South Dakota	1,053	95.7	0.4	0.3	0.6	7.9	16.2	29	40.7	4.9	11
Tennessee	11,334	100	0.4	0.6	1.2	6.9	16.6	28.5	38.6	7.2	11
Texas	37,338	100	0.7	1.3	1.7	8.9	20.9	25.5	27.8	13	11
Utah	5,212	100	1	0.4	0.5	2.4	11.4	28.5	43.2	12.6	11
Vermont	685	100	2.2	0.4	0.6	8.3	17.1	31.4	31.8	8.2	11
Virginia	15,773	100	0.6	0.7	1.4	8.4	19.8	28.2	32.3	8.7	11
Washington	15,865	100	1	1.1	1.1	5.4	14.4	25.3	39.5	12.2	11
West Virginia	4,638	100	0.3	0.2	0.9	6.9	18.8	29.8	35.9	7.1	11
Wisconsin	11,137	100	0.5	0.8	1.1	6	15.1	26.1	44.2	6.2	11
Wyoming	1,482	100	0.5	0.2	0.7	5.8	16.8	36.8	31.4	7.9	10
U.S. Subtotal	540,487	100	0.9	0.7	1.4	7.6	17.6	26.8	34.4	10.5	11

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 17 *(continued from previous page)*

Percentage of GED® Test Passers, by Highest Grade Completed and Mode Highest Grade Completed: 2013

Jurisdiction	Passers with Reported Highest Grade Completed[1]		Highest Grade Completed								Mode Highest Grade Completed
	(N)	Response Rate (%)	None–5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	
American Samoa	7	100	0	0	0	14.3	14.3	0	57.1	14.3	11
Federated States of Micronesia	*	*	*	*	*	*	*	*	*	*	*
Guam	49	100	0	0	0	4.1	10.2	34.7	44.9	6.1	11
Marshall Islands	1	*	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	11	100	0	0	0	18.2	9.1	45.5	27.3	0	10
Palau	10	100	0	0	10	10	30	30	20	0	9
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	57	100	0	0	0	8.8	5.3	26.3	26.3	33.3	12
Insular Areas Subtotal	135	100	0	0	0.7	8.1	9.6	29.6	34.1	17.8	11
Bermuda	200	100	1	1	0.5	3	13.5	27	36.5	17.5	11
DANTES[3]	288	100	0.3	0	0.7	0.7	10.1	31.6	48.6	8	11
Federal Bureau of Prisons	7,738	100	1.1	2.5	2.9	12.6	23.8	26.5	24	6.6	10
GED Testing Service-Proctored[4]	*	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	2,467	100	0.4	0.9	1.3	9.3	18	28.7	35	6.5	11
International[5]	2,045	100	2.6	0.5	0.4	1.4	7.5	36.5	30.7	20.4	10
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	12,738	100	1.2	1.8	2.1	9.8	19.6	28.7	27.9	9	10
Program Total[6]	553,360	100	0.9	0.8	1.4	7.7	17.6	26.9	34.3	10.5	11

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on highest grade completed were not available because of legal restrictions on collecting such data.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[5] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[6] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Notes: Due to rounding procedures, percentages may not equal 100 percent.

Caution should be exercised in interpreting results when response rate is below 85 percent.

No highest grade completed demographics are reported for Canada as Canadian policies prohibit collection and reporting of such data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 18

Percentage of GED® Test Passers, by Years Out of School and Mean Years Out: 2013

Jurisdiction	Passers with Reported Years Out of School[1]		Years Out of School							Mean Years Out	Std. Dev.
			<1	1	2	3–5	6–10	11–20	21+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)		
Alabama	7,146	67.7	9.6	13.8	9.7	16.1	18.2	21.2	11.3	8.8	9.2
Alaska	2,062	84.4	14	13.8	10.3	18	18.8	17.7	7.3	7.2	8.3
Arizona	13,138	80.5	9.6	14.9	9.2	14.9	17.9	20.7	12.8	9.1	9.6
Arkansas	6,380	92.2	18.6	16.8	8.2	14.9	13.7	16.5	11.4	7.8	9.7
California	32,496	72.4	5.9	9.9	8.4	17	19.4	23.2	16.3	10.6	10
Colorado	11,227	91.3	10.2	13.6	8.8	16	16.9	22.4	12.2	9	9.4
Connecticut	3,591	100	3.3	8.5	9.4	22.3	21.2	22.4	12.9	9.9	9.4
Delaware	1,069	92.2	3.9	7.5	9.3	20.7	24.5	23.1	11	9.6	9
District of Columbia	1,043	94.9	9.7	14.1	13.1	27.1	13.8	15.4	6.7	6.7	8.1
Florida	33,076	90.2	12.2	18.3	12.3	17.5	14.9	15.4	9.3	7.2	8.8
Georgia	18,396	82.9	9.2	14.9	9.8	18	17.9	19	11.2	8.5	9.2
Hawaii	994	87.4	21.4	22.2	10.3	15.6	11.4	12.8	6.3	5.7	8.2
Idaho	4,041	83.7	14.7	16.6	9.8	14.4	15.7	18	10.7	8.1	9.6
Illinois	17,340	76.5	7.3	11.7	9.6	17.7	18.7	22.3	12.8	9.4	9.3
Indiana	13,585	89.5	9.9	14.3	9.8	17.7	16.9	20.4	11	8.5	9.1
Iowa	4,155	97.5	6.7	12.2	9.6	20.4	18.7	20.8	11.8	9	9.2
Kansas	2,749	76.7	10.3	16.2	9.5	17.6	17.8	19.6	9	7.9	8.6
Kentucky	9,917	86.3	7.7	12.6	8.3	16.5	17.5	23.7	13.8	9.9	9.8
Louisiana	7,941	90.6	13.2	18.6	9.4	16.4	15.1	18.2	9.1	7.4	8.6
Maine	1,704	80.5	7.6	16.1	13.5	20.4	15.8	17.3	9.3	7.7	8.9
Maryland	5,188	81.2	9.6	13.7	10.8	17.8	18.6	18.8	10.7	8.3	9
Massachusetts	6,405	69.1	8.2	14.7	11.8	18.1	18.5	19	9.7	8.1	8.7
Michigan	10,695	78.4	8.2	15	12.4	21.9	16.3	17.2	8.9	7.6	8.4
Minnesota	7,609	86.9	7.7	12.9	10.3	19.8	18.2	21.1	10.1	8.5	8.8
Mississippi	7,952	93.8	15.1	16.9	9.4	14.9	14.9	19.2	9.6	7.7	9
Missouri	10,220	84.3	13.2	17.1	8.7	15	15.6	19.6	10.7	8.2	9.3
Montana	2,020	88.6	14.2	18.6	11.2	18.2	15.8	14.3	7.7	6.7	8.7
Nebraska	2,230	91.7	3.9	9.5	8.1	18.7	21.2	26.8	11.7	10	9
Nevada	4,578	91.9	11	11.2	8.4	17.8	18.3	20.3	12.9	9.2	9.7
New Hampshire	1,627	81.4	18.9	15.3	6.9	15.9	15.1	16.9	11.1	7.9	9.6
New Jersey	8,898	82.3	12.7	15.7	10.1	15.8	15.2	18.4	12	8.4	9.5
New Mexico	5,683	85.8	13.9	16.8	10.7	15.2	15.7	18.6	9.2	7.5	8.7
New York	5,163	16.5	5.8	12.8	10.2	18.8	20.1	21.5	10.7	8.8	8.8
North Carolina	15,240	73.3	4.3	8.7	8	19.7	20.5	23.6	15.2	10.6	9.9
North Dakota	1,105	83.6	14.2	18.7	11.9	18.5	15.7	13.8	7.1	6.5	8.3
Ohio	13,709	91.3	5.1	8.7	8.4	19.5	20.9	24.3	13.2	10.1	9.5
Oklahoma	6,133	83.2	10.7	14.3	9.5	17.8	17.5	20	10.2	8.3	8.9
Oregon	9,893	85.7	11.1	17.7	10.7	15.6	13.7	18.3	12.9	8.5	9.7
Pennsylvania	14,953	84.7	8.5	13	10.3	19.2	17.1	20	11.9	8.8	9.5
Rhode Island	1,972	83.5	12.9	17.6	10.8	20.2	16	15	7.6	6.8	8.2
South Carolina	8,455	97	8.6	14.1	10.3	18.3	18	20	10.8	8.5	9
South Dakota	614	55.8	22.5	20	9.9	16	14.8	12.4	4.4	5.2	7.1
Tennessee	9,601	84.7	5.7	11.1	8	16.5	19.1	24.8	14.9	10.4	9.9
Texas	35,543	95.2	8.3	10.2	7.1	16	18.9	24.2	15.2	10.4	9.8
Utah	3,169	60.8	10.1	17.9	10.5	18.8	16.8	16.8	9.2	7.4	8.4
Vermont	547	79.9	11	15.7	11.7	16.3	17.6	19.4	8.4	7.5	8.5
Virginia	13,532	85.8	13.3	12.9	7	13.9	15.6	21.6	15.7	10	10.6
Washington	12,271	77.3	10.5	15	10.3	19.4	17.3	17.9	9.5	7.8	8.7
West Virginia	4,505	97.1	19.4	19.1	10.4	14.8	13.9	14.5	7.9	6.5	8.5
Wisconsin	8,876	79.7	5.6	13	7.6	15.3	17.7	26.1	14.7	10.4	9.7
Wyoming	1,299	87.7	14.3	20.7	8.2	16.7	16.7	16.2	7.2	6.8	8.5
U.S. Subtotal	**431,735**	**79.9**	**9.5**	**13.7**	**9.4**	**17.3**	**17.5**	**20.5**	**12.1**	**8.9**	**9.4**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 18 *(continued from previous page)*

Percentage of GED® Test Passers, by Years Out of School and Mean Years Out: 2013

Jurisdiction	Passers with Reported Years Out of School[1]		Years Out of School							Mean Years Out	Std. Dev.
			<1	1	2	3–5	6–10	11–20	21+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)		
American Samoa	6	85.7	16.7	33.3	0	16.7	16.7	0	16.7	7.3	12.8
Federated States of Micronesia	*	*	*	*	*	*	*	*	*	*	*
Guam	44	89.8	11.4	18.2	13.6	11.4	13.6	18.2	13.6	9	13.1
Marshall Islands	1	*	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	11	100	0	18.2	18.2	36.4	9.1	9.1	9.1	6.7	8.9
Palau	10	100	0	20	10	30	30	0	10	6.9	7.5
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	54	94.7	16.7	20.4	11.1	11.1	5.6	22.2	13	8.2	10.4
Insular Areas Subtotal	126	93.3	11.9	19.8	11.9	15.1	11.9	16.7	12.7	8.2	11.1
Bermuda	166	83	14.5	24.7	9.6	14.5	15.1	9	12.7	7.6	10.7
DANTES[3]	263	91.3	5.3	18.3	17.5	29.3	19.8	9.9	0	4.4	3.9
Federal Bureau of Prisons	6,052	78.2	0.1	0.6	1.1	6.2	19	42.9	30.1	17	9.5
GED Testing Service-Proctored[4]	*	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	1,881	76.2	1.3	4.8	8.3	22.1	22	23.7	17.8	11.3	9.6
International[5]	1,961	95.9	18.8	35.3	15	18.4	6.8	4.8	1	2.8	4.1
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	10,323	81	4.2	8.8	5.6	12.1	17.1	30.8	21.3	12.8	10.4
Program Total[6]	442,184	79.9	9.4	13.6	9.3	17.2	17.4	20.8	12.3	9	9.5

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on highest grade completed were not available because of legal restrictions on collecting such data.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[5] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[6] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

Due to rounding procedures, percentages may not equal 100 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 19a

Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the United States: 2013

Jurisdiction	Passers Indicating Reasons for Testing[1]		Educational Reasons						Military Reasons		
			Four-Year College	Two-Year College	Technical or Trade Prog.	Skills Certification	Job Training	Any Educ. Reason	Military Entrance	Military Career	Any Military Reason
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	9,546	90.4	8.8	23.5	38	8.9	12.9	61	3	1.8	4.8
Alaska	2,156	88.2	19.1	17.4	18	15.3	19.1	53.2	5.9	3.9	7.2
Arizona	13,123	80.4	19.2	27.2	15.7	9.7	8.3	54.7	4.2	2.2	4.8
Arkansas	6,806	98.3	24.7	28.4	14.7	7.4	6.8	55.6	4.9	2.6	5.6
California	36,594	81.6	20.5	31.8	18.7	9.9	8.4	61.4	3.8	1.7	4.2
Colorado	12,202	99.3	23.1	32.8	19.4	14	12.2	61.1	3.7	2.3	4.3
Connecticut	3,572	99.4	21.6	33.3	18.2	12.5	9	63.3	2.8	1.9	3.5
Delaware	1,140	98.3	25.1	31.1	33.3	14.2	11.7	69.6	4.6	2.4	5.1
District of Columbia	1,039	94.5	38.6	31.5	25.5	13.3	15.7	77.9	3.2	1.5	3.8
Florida	35,077	95.6	30.3	36.3	26.3	9	13.3	73.1	5.3	3.1	6.2
Georgia	20,802	93.8	26.6	33.4	37.8	11.8	9.8	72.3	4.8	3.1	5.8
Hawaii	1,061	93.3	34.6	38.5	11.5	9.2	8.1	67.7	12	6.9	14
Idaho	4,435	91.8	25.2	28.1	17.6	11.3	10.9	57.7	3.6	2.1	4
Illinois	19,704	86.9	13.8	24.4	90.4	11.7	11.5	96.8	4.5	3.9	6.9
Indiana	14,834	97.7	23.3	31	19.3	12.5	11	60.1	4.3	2.3	4.9
Iowa	3,646	85.6	16	33.6	11.6	7.7	6.6	52.2	2.5	1.1	2.9
Kansas	2,829	78.9	25.7	35.6	22.5	11.4	10.1	67.3	3.1	1.9	3.5
Kentucky	10,188	88.7	20.9	30	18	8.2	8.6	55.4	2.5	1.7	3
Louisiana	8,474	96.7	22.7	28.1	33.8	10.1	8.2	67.3	6.3	3.8	7.4
Maine	1,857	87.8	13.2	29.2	31.5	12.7	17.2	59.7	2.4	1	2.9
Maryland	5,316	83.2	30.7	30.4	21.4	9.8	8.8	66.2	6.2	3.3	7.3
Massachusetts	7,402	79.9	26.7	35.7	20.6	11.7	12.3	68.1	4.3	2.1	5
Michigan	11,410	83.6	24.4	34.7	15.5	10.1	9.6	59.9	4.4	2.1	4.9
Minnesota	8,362	95.5	22.7	37.8	22	9.8	7.2	65.1	3	1.4	3.4
Mississippi	8,181	96.5	23.6	46.4	19.3	9.8	10.3	69.5	5.7	2.7	6.7
Missouri	11,103	91.6	24.6	31.4	21.2	9.1	8.4	60.1	4.5	2.5	5.1
Montana	2,148	94.3	22.6	25.8	14.6	11.3	12.9	58.5	5.9	3.3	6.9
Nebraska	2,323	95.5	24.4	37.8	13.4	10.5	8.6	60.2	3.1	1.6	3.7
Nevada	4,696	94.3	22.4	30.5	19	11.2	10.3	59.5	4.1	2.3	4.5
New Hampshire	1,897	94.9	19	27.9	19.2	7.4	6.1	53.7	3.4	1.8	4.3
New Jersey	9,796	90.6	29.9	39.7	28.1	15.8	14.3	74.5	5.4	3.4	6.2
New Mexico	5,882	88.8	33.3	34.5	13.9	11.2	11.6	67.5	4.5	2.9	5.4
New York	7,556	24.2	27	32.3	13.7	7.7	7.4	61.3	3.5	1.8	4.4
North Carolina	15,594	75	22.4	38.6	20.3	11.7	9.6	65.6	6.4	2.4	7.4
North Dakota	1,101	83.3	19.8	31.4	15.1	8.6	6.9	54.6	3	2.1	3.9
Ohio	15,018	100	27.6	37.1	20.1	9.5	12.5	64.8	3.1	1.8	3.6
Oklahoma	6,484	88	14.1	22.7	22.7	8.9	11	52	2.5	6.7	8.5
Oregon	10,052	87.1	22	36.5	14.7	14.1	13.4	60.9	3.9	2.6	4.4
Pennsylvania	15,312	86.7	21.1	28.8	28	13	14.1	62.9	3.9	2.2	4.5
Rhode Island	2,032	86	11.6	30.3	34.7	13.8	13.9	65	2.7	1.8	4.3
South Carolina	8,487	97.4	22.8	40	42.7	12.5	13.9	74.7	5.5	3.3	6.4
South Dakota	1,035	94.1	26.2	26.8	25.6	11.4	14	67.2	5.5	3.9	6.8
Tennessee	10,689	94.3	22.5	28.9	25.8	8.6	7.7	61.3	3.4	1.9	4.2
Texas	35,906	96.2	23.7	35.8	21.6	15.2	13.6	64.2	3.1	1.9	3.6
Utah	2,935	56.3	27.8	29.5	19.5	14.8	12.5	62.4	3.4	2	3.9
Vermont	620	90.5	22.6	20.5	16.3	11.3	9.2	54.4	3.1	2.3	3.7
Virginia	14,172	89.8	19.8	32	18.1	11.2	10.1	58	5	3.2	6.1
Washington	12,341	77.8	20.3	36.1	20.2	12.6	13.1	64.3	5	3.1	6.5
West Virginia	4,509	97.2	20	19.5	20.6	10.7	12.6	52.5	4.9	4.1	6.2
Wisconsin	9,291	83.4	18.4	30	28.5	11.6	10.8	60.5	3.4	2.1	4
Wyoming	1,285	86.7	21.4	34.6	14.4	11.1	9	58.4	4.6	2.5	5.4
U.S. Subtotal	**462,020**	**85.5**	**22.9**	**32.6**	**25.4**	**11.2**	**11**	**65**	**4.3**	**2.5**	**5.1**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 19a *(continued from previous page)*

Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the United States: 2013

Jurisdiction	Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason
	Get First Job	Keep Current Job	Get Better Job	Employer Required	Any Employ. Reason	Early Release	Court Order	Public Asst. Requirement	Any Social Reason	Positive Role Model	Personal Satisfaction	Any Personal Reason	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	1.8	45	8.2	5.9	52	3.3	0.4	27.4	30	52.7	13.9	59.2	0
Alaska	14.4	3.4	45.4	12.2	60.9	2.8	0.9	2.5	5.8	25.9	55.2	60.1	21.3
Arizona	15.9	3	40.2	8.9	57.7	2.9	1.8	1	5	28.8	51.9	56.6	11.5
Arkansas	14.5	2.1	37.1	6.8	51.8	5.3	5.3	0.4	10.3	24.5	56	59.3	18.9
California	12.6	2.5	39	9.6	53.2	3.1	0.7	1.2	4.8	27.3	52.5	56.1	13.6
Colorado	12	2.9	45.8	8.9	57.6	3.9	4.7	1.7	9.4	28.3	58.8	61.7	15.4
Connecticut	0.5	1.8	9.6	11.3	20.7	1.7	1.5	1.2	3.8	21.3	53.6	56.7	15.8
Delaware	11.1	2.1	47.8	11.1	59.9	4.6	2.9	0.3	6.8	36.1	61.2	66.7	13.5
District of Columbia	16.1	1.9	35.3	9	51.1	1.7	1	0.7	3.4	23.4	41	45.4	9.7
Florida	10.8	2.1	34.5	9	43.9	2	1.2	0.4	3.4	22.8	50.1	53.2	14.9
Georgia	13.2	2.6	38.1	6.1	51.5	2.1	2.3	0.3	4.3	22.6	45.6	49.3	10.8
Hawaii	20.6	2.5	31.6	11.1	54	6.9	2	0.6	9.2	20.2	51.6	53.7	19
Idaho	15.4	2.8	41.1	8.8	55.9	2.1	11.6	1	13.8	26.4	57.7	59.9	16.1
Illinois	9.2	14.6	22.2	12	45.6	4.3	5.7	14.8	20.4	26	19.4	34.6	3.4
Indiana	13.7	2.4	49.3	11.3	63.9	11.5	4.5	0.6	15.1	30.5	59.3	62.8	15
Iowa	9.2	2.1	46.1	7.5	57	2	6.9	2.1	10.6	23.9	55.7	59.2	15.1
Kansas	8.7	2.7	43.9	6.4	54	3.5	3.7	0.5	7.4	27.1	55.6	58.6	11.3
Kentucky	10.5	2.3	41.2	6	52	5	4.2	0.8	9.4	24.6	53.3	56.3	13.8
Louisiana	14.4	1.6	35.3	7.6	50.4	9.4	3.4	0.3	12.3	26.1	50.9	55.3	14.7
Maine	5.6	42.3	19.8	5.5	51.1	0.5	2.4	22.7	23.6	58.5	29.9	65.2	3.7
Maryland	11.7	1.8	40.5	9.4	53.3	2.2	2.2	0.2	4.4	24.8	49.4	53.6	13.9
Massachusetts	9.9	1.9	40.1	8.2	50.5	1.1	1.6	1.9	4.5	22.9	49.5	53	12.6
Michigan	14.3	2.9	43	10.9	58.4	1.9	4.9	0.8	7.2	24.7	53.5	56.8	16
Minnesota	8	2.1	47	9.6	56.2	0.6	1.9	1.6	4.1	26.7	56.9	60.5	15.5
Mississippi	15.2	2.5	37.8	7.6	53.4	2.4	3.6	0.4	5.9	23.1	45.5	49.9	15.1
Missouri	9.8	2.8	45.1	8.7	55.9	2.8	5.7	0.5	8.6	30.1	59.5	62.4	21.1
Montana	11.1	3.5	40.8	9.5	52.5	2.9	5.7	1	8.9	22.2	55.4	58.3	18
Nebraska	6.9	3.4	52.4	8.5	60.4	1.5	5	1.2	7.4	30.5	58.9	62.3	16.4
Nevada	13.4	2.9	39.3	13.8	55.5	5	2.2	1	8.1	23.3	48.7	51.3	18.2
New Hampshire	10.1	2.6	41.7	7.7	53.7	2.8	1.8	0.5	5	21	55.1	57.6	19.2
New Jersey	14.2	3	43.7	10.1	56.7	1.7	1.6	1.6	4.1	30.6	55.4	59.6	11.9
New Mexico	14.4	3.7	40.1	10.8	54.3	3	1.7	0.9	5.4	25	49.3	52.7	16.5
New York	7.7	2	39.2	6.3	48.2	1.6	0.9	1.2	3.5	24.9	46.2	50.8	12.1
North Carolina	11.8	2.2	43.8	8.3	56	3.1	3.1	1.5	7.3	26.6	51.1	55	14.8
North Dakota	6.6	3.6	43	15.4	58.6	7	6.3	0.5	10.2	20.5	52.2	54.8	15.3
Ohio	8.3	3.6	45.4	8.6	55	1	4.1	0.9	5.5	30.1	57.6	62.2	14.4
Oklahoma	5	32.7	18.7	4.8	50	6	2.4	20.7	26.8	50	26.9	63.6	4.4
Oregon	20.6	3.3	38.5	9.5	57.5	4.2	3.5	1.6	7.3	24.9	56.5	59	20.2
Pennsylvania	12.3	2.9	46.8	10.4	59.7	1.6	5	1.2	7.1	29	57.7	61.5	11.6
Rhode Island	2.8	41.6	11	5.5	51.4	0.9	1.4	21.6	22.8	48.5	16.1	57.9	0.1
South Carolina	12.9	2.8	43.3	9.4	56.4	0.9	1.6	0.4	2.7	25.9	49.8	53.3	11.7
South Dakota	8.2	3	44.1	8.2	54.1	3.7	5.4	0.3	7.9	22.6	53.6	55.7	16.8
Tennessee	10.6	2.7	46.4	9.2	58.9	2.9	2.4	0.5	5.4	26.5	53.1	56.9	14.4
Texas	10.8	3.1	42.5	7.1	52.4	4.1	6.1	0.6	10.2	29.5	51.2	55.4	16
Utah	11.9	3.5	49.9	10.2	61.7	2.5	3.1	0.9	6.2	28.4	56.7	59	16.9
Vermont	12.1	1.8	35	7.9	48.1	1.9	1	1	3.5	16.3	51.5	52.6	18.9
Virginia	12.3	2.2	40.9	7.5	53.5	2.8	2.7	0.6	5.7	23.8	51.2	55.2	15.3
Washington	18.8	4.2	40.4	12.1	60	2.3	3.9	4.8	9.3	21.6	47.9	51.3	14.7
West Virginia	14	1.9	35.8	7.6	49.6	3.9	5.6	2.4	10.2	18.8	44.7	47.5	24.8
Wisconsin	9.3	2.8	46.3	9.9	56.7	2.5	3.3	0.8	6.2	28	58.8	62.2	20
Wyoming	10.5	3.8	45	4.8	56	3	7.2	0.3	9.7	24	57.1	60.9	15.8
U.S. Subtotal	**11.7**	**4.8**	**39.3**	**8.8**	**53.5**	**3.2**	**3.3**	**2.6**	**8.3**	**27.3**	**49.9**	**55.6**	**13.9**

Source: 2013 GED Testing Service® data.

[1] Passers could report more than one reason for testing.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 19b

Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2013

Jurisdiction	Passers Indicating Reasons for Testing[1]		Educational Reasons						Military Reasons		
			Four-Year College	Two-Year College	Technical or Trade Prog.	Skills Certification	Job Training	Any Educ. Reason	Military Entrance	Military Career	Any Military Reason
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	7	100	28.6	28.6	0	0	0	57.1	14.3	0	14.3
Federated States of Micronesia	*	*	*	*	*	*	*	*	*	*	*
Guam	43	87.8	37.2	20.9	11.6	9.3	9.3	58.1	20.9	11.6	20.9
Marshall Islands	1	*	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	10	90.9	20	20	0	0	0	30	20	10	20
Palau	10	100	30	40	30	10	30	60	40	20	50
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	56	98.2	50	25	23.2	12.5	5.4	76.8	7.1	5.4	7.1
Insular Areas Subtotal	**127**	**94.1**	**40.9**	**24.4**	**16.5**	**9.4**	**7.9**	**64.6**	**15.7**	**8.7**	**16.5**
Bermuda	178	89	24.7	28.7	15.7	15.2	6.2	65.2	0.6	0	0.6
DANTES[3]	100	34.7	15	12	8	5	4	28	83	27	90
Federal Bureau of Prisons	6,869	88.8	13.2	18.1	28.1	16.4	13.8	48.7	0.6	0.3	0.7
GED Testing Service-Proctored[4]	*	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	2,022	82	15.5	22.4	28.3	17.4	17.6	50.2	1.5	1	1.8
International[5]	237	11.6	70.9	21.9	7.6	19	5.1	86.1	2.5	3	3.8
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**9,406**	**73.8**	**15.4**	**19.3**	**27.2**	**16.5**	**14.1**	**50.1**	**1.7**	**0.8**	**2**
Program Total[6, 7]	**471,553**	**85.2**	**22.7**	**32.4**	**25.5**	**11.3**	**11**	**64.7**	**4.2**	**2.5**	**5.1**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 19b *(continued from previous page)*

Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2013

Jurisdiction	Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason
	Get First Job	Keep Current Job	Get Better Job	Employer Required	Any Employ. Reason	Early Release	Court Order	Public Asst. Requirement	Any Social Reason	Positive Role Model	Personal Satisfaction	Any Personal Reason	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	14.3	0	14.3	0	28.6	0	0	0	0	0	28.6	28.6	14.3
Federated States of Micronesia	*	*	*	*	*	*	*	*	*	*	*	*	*
Guam	37.2	2.3	18.6	7	58.1	0	0	0	0	27.9	41.9	53.5	16.3
Marshall Islands	*	*	*	*	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	0	0	20	10	30	10	0	0	10	20	40	50	10
Palau	0	0	10	10	20	0	0	0	0	20	20	30	20
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	10.7	5.4	35.7	7.1	48.2	1.8	3.6	0	5.4	19.6	42.9	48.2	8.9
Insular Areas Subtotal	**18.1**	**3.1**	**25.2**	**7.1**	**46.5**	**1.6**	**1.6**	**0**	**3.1**	**21.3**	**39.4**	**47.2**	**12.6**
Bermuda	19.1	2.8	27	9	50.6	1.7	0.6	0	2.2	17.4	39.9	44.4	16.9
DANTES[3]	2	1	16	6	18	0	0	0	0	13	17	18	2
Federal Bureau of Prisons	7.5	1.9	40.5	14.6	47.9	4.7	8.5	1.3	12.5	37.9	69.1	75	15.4
GED Testing Service-Proctored[4]	*	*	*	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	15.2	1.6	30.2	12.2	45.3	15.3	32.1	1.2	40	30	58.7	63.6	26.4
International[5]	6.8	1.7	10.5	5.5	15.6	5.1	0.8	1.3	5.5	10.5	25.3	26.6	25.3
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**9.3**	**1.9**	**37**	**13.7**	**46.3**	**6.9**	**13.1**	**1.2**	**17.9**	**34.9**	**64.7**	**70.1**	**17.9**
Program Total[6, 7]	**11.7**	**4.7**	**39.2**	**8.9**	**53.4**	**3.3**	**3.5**	**2.6**	**8.5**	**27.4**	**50.2**	**55.9**	**14**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Passers could report more than one reason for testing.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[5] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[6] Canadian data on reasons for testing were not available because of legal restrictions on collecting such data.

[7] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 20a

Standard Score Statistics for GED® Test Passers in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2013

Jurisdiction	Passers	Writing			Social Studies			Reading		
	(N)	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median	Mean	Std. Dev
Alabama	10,560	460	474	58	500	516	70	530	547	87
Alaska	2,444	490	503	69	520	537	84	540	562	101
Arizona	16,313	500	510	71	510	528	79	540	559	95
Arkansas	6,923	520	530	72	520	533	79	540	565	96
California	44,864	500	512	77	520	531	79	540	560	95
Colorado	12,292	510	518	73	520	532	82	540	561	97
Connecticut	3,592	520	536	77	510	525	80	520	545	93
Delaware	1,160	520	525	70	540	547	78	570	581	95
District of Columbia	1,099	520	526	62	480	494	61	500	521	79
Florida	36,683	510	516	74	520	531	78	540	565	94
Georgia	22,178	520	532	75	500	517	73	520	545	92
Hawaii	1,137	510	519	77	530	543	86	550	570	96
Idaho	4,829	510	519	74	530	546	84	570	581	99
Illinois	22,675	470	492	72	500	520	74	520	546	89
Indiana	15,184	490	502	68	520	533	77	540	560	93
Iowa	4,260	510	517	69	530	544	80	560	576	97
Kansas	3,586	530	538	77	550	562	87	580	592	99
Kentucky	11,490	490	497	65	510	527	76	520	547	91
Louisiana	8,766	490	501	64	500	520	73	530	550	88
Maine	2,116	470	485	67	530	546	80	570	579	97
Maryland	6,388	490	504	71	520	533	80	540	557	94
Massachusetts	9,269	490	503	70	510	526	80	530	552	95
Michigan	13,641	490	498	69	520	536	80	540	563	95
Minnesota	8,753	480	497	68	530	541	82	550	567	96
Mississippi	8,479	470	485	60	490	505	68	510	533	85
Missouri	12,120	500	513	72	530	544	81	540	566	96
Montana	2,279	490	505	73	530	548	85	560	578	99
Nebraska	2,432	490	508	71	530	539	81	550	572	99
Nevada	4,979	480	498	68	520	537	78	550	564	94
New Hampshire	1,999	490	504	71	540	550	84	550	566	97
New Jersey	10,811	490	505	67	500	518	76	530	547	90
New Mexico	6,625	500	508	71	510	522	77	530	554	93
New York	31,282	490	503	74	500	522	74	530	551	90
North Carolina	20,780	490	500	67	510	523	75	540	558	93
North Dakota	1,322	480	500	76	520	533	78	540	560	92
Ohio	15,021	480	489	65	520	535	79	540	560	92
Oklahoma	7,368	470	489	70	520	535	77	550	568	93
Oregon	11,542	510	523	77	530	543	86	570	577	102
Pennsylvania	17,654	490	505	70	510	527	78	540	557	93
Rhode Island	2,363	460	481	64	510	528	75	540	559	91
South Carolina	8,713	480	497	69	510	525	75	540	555	91
South Dakota	1,100	520	534	81	530	545	79	560	573	95
Tennessee	11,334	480	495	66	510	526	76	520	546	91
Texas	37,338	520	525	73	500	518	75	530	551	94
Utah	5,212	550	563	84	540	552	83	570	584	102
Vermont	685	500	519	79	540	559	91	580	590	98
Virginia	15,773	480	496	67	500	519	77	510	542	91
Washington	15,865	520	535	79	530	540	85	560	575	102
West Virginia	4,638	480	495	67	510	523	76	530	549	91
Wisconsin	11,137	490	499	68	520	533	81	540	563	95
Wyoming	1,482	520	532	74	530	549	82	570	583	98
U.S. Subtotal	540,535	500	508	73	510	528	78	540	558	94

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 20a *(continued from previous page)*

Standard Score Statistics for GED® Test Passers in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2013

Jurisdiction	Passers	Writing			Social Studies			Reading		
	(N)	Median	Mean	Std. Dev.	(N)	Median	Mean	Std. Dev.	(N)	Median
American Samoa	7	520	539	64	540	559	80	610	593	74
Federated States of Micronesia	*	*	*	*	*	*	*	*	*	*
Guam	49	510	531	80	550	552	67	580	595	91
Marshall Islands	1	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	11	500	517	70	520	524	76	560	566	83
Palau	10	485	500	41	505	545	75	500	513	47
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	57	520	528	61	540	555	79	580	599	109
Insular Areas Subtotal	**135**	**510**	**526**	**68**	**530**	**550**	**73**	**570**	**587**	**97**
Alberta	1,139	560	565	74	570	576	77	650	637	105
British Columbia	652	570	597	95	580	582	76	650	643	107
Manitoba	166	530	548	72	560	574	75	650	641	102
New Brunswick	613	510	524	61	510	530	70	590	602	92
Newfoundland and Labrador	82	520	545	76	540	545	68	590	620	110
Northwest Territories	*	*	*	*	*	*	*	*	*	*
Nova Scotia	490	540	544	70	540	551	74	600	606	102
Nunavut	15	480	491	33	490	493	28	490	505	44
Ontario	2,363	560	568	76	560	575	76	610	628	104
Prince Edward Island	172	520	531	71	525	536	63	565	578	101
Quebec	116	530	541	60	510	524	59	615	619	64
Saskatchewan	543	530	538	65	530	544	70	590	602	100
Yukon Territory	14	530	568	95	590	586	90	675	673	98
Canada Subtotal	**6,365**	**550**	**559**	**77**	**560**	**565**	**77**	**610**	**623**	**103**
Bermuda	200	470	484	54	470	484	57	490	517	81
DANTES[2]	288	550	557	71	550	559	75	540	569	96
Federal Bureau of Prisons	7,738	470	480	55	490	510	68	510	533	82
GED Testing Service-Proctored[3]	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	2,467	460	472	55	490	509	68	510	533	81
International[4]	2,045	530	548	74	520	533	77	520	543	100
VA Hospitals	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**12,738**	**480**	**491**	**65**	**500**	**514**	**70**	**510**	**535**	**86**
Program Total[5]	**559,773**	**500**	**509**	**73**	**510**	**528**	**78**	**540**	**558**	**94**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[4] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[5] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Note: Caution should be exercised in interpreting results because some results are based on a small number of candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 20b

Standard Score Statistics for GED® Test Passers in Science, Mathematics, and Test Battery: 2013

Jurisdiction	Passers	Science			Mathematics			Battery		
	(N)	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median	Mean	Std. Dev
Alabama	10,560	510	516	63	460	477	61	492	506	52
Alaska	2,444	530	540	76	480	499	76	514	528	64
Arizona	16,313	520	526	71	470	490	72	508	523	60
Arkansas	6,923	530	531	69	480	499	72	520	532	60
California	44,864	520	527	69	470	487	70	510	524	60
Colorado	12,292	530	535	74	470	491	73	514	528	63
Connecticut	3,592	510	521	72	470	485	72	506	522	63
Delaware	1,160	530	534	70	500	515	75	534	540	59
District of Columbia	1,099	480	491	57	450	465	57	486	499	47
Florida	36,683	530	531	71	480	494	72	516	527	60
Georgia	22,178	510	520	68	460	480	66	504	519	58
Hawaii	1,137	530	546	78	500	515	83	526	539	66
Idaho	4,829	540	551	75	490	501	76	530	540	63
Illinois	22,675	510	517	65	470	484	68	498	512	55
Indiana	15,184	530	532	69	480	499	72	514	525	58
Iowa	4,260	530	543	72	490	506	72	528	537	59
Kansas	3,586	540	555	75	510	532	86	546	556	65
Kentucky	11,490	520	525	65	470	483	63	502	516	57
Louisiana	8,766	510	517	66	480	491	67	502	515	55
Maine	2,116	540	551	71	490	501	74	522	532	60
Maryland	6,388	520	525	70	480	494	75	508	523	61
Massachusetts	9,269	510	520	72	470	488	75	500	518	62
Michigan	13,641	530	535	72	470	489	69	512	524	59
Minnesota	8,753	530	538	75	480	500	76	516	529	61
Mississippi	8,479	500	506	62	460	475	60	484	501	51
Missouri	12,120	530	542	71	490	503	74	522	534	61
Montana	2,279	540	549	76	490	504	79	524	537	65
Nebraska	2,432	530	539	71	480	493	70	518	530	61
Nevada	4,979	520	532	70	480	490	71	510	524	59
New Hampshire	1,999	540	548	75	490	505	77	524	535	62
New Jersey	10,811	500	511	66	470	486	72	498	513	58
New Mexico	6,625	520	528	70	470	485	69	504	519	59
New York	31,282	500	513	65	470	488	71	500	516	58
North Carolina	20,780	510	521	67	480	490	69	504	518	57
North Dakota	1,322	530	541	75	480	502	79	512	527	63
Ohio	15,021	520	529	70	470	488	70	506	520	58
Oklahoma	7,368	530	536	68	480	492	67	512	524	57
Oregon	11,542	540	550	78	480	498	77	526	538	66
Pennsylvania	17,654	520	525	71	470	489	73	506	521	60
Rhode Island	2,363	520	523	68	480	492	68	504	517	55
South Carolina	8,713	520	523	68	480	491	70	504	518	57
South Dakota	1,100	540	549	72	500	510	77	532	542	62
Tennessee	11,334	520	523	67	460	480	65	498	514	57
Texas	37,338	510	518	68	470	488	71	506	520	59
Utah	5,212	550	562	78	485	502	77	544	552	66
Vermont	685	550	560	84	500	516	85	538	549	69
Virginia	15,773	510	516	68	460	477	66	492	510	58
Washington	15,865	530	543	77	480	497	77	526	538	66
West Virginia	4,638	520	526	66	470	486	66	502	516	57
Wisconsin	11,137	530	534	75	470	488	71	510	523	60
Wyoming	1,482	540	553	73	500	512	78	536	546	62
U.S. Subtotal	**540,535**	**520**	**527**	**70**	**470**	**490**	**71**	**508**	**522**	**60**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 20b *(continued from previous page)*

Standard Score Statistics for GED® Test Passers in Science, Mathematics, and Test Battery: 2013

Jurisdiction	Passers	Science			Mathematics			Battery		
	(N)	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median	Mean	Std. Dev
American Samoa	7	520	556	92	530	593	126	560	568	71
Federated States of Micronesia	*	*	*	*	*	*	*	*	*	*
Guam	49	530	549	61	510	537	95	540	553	62
Marshall Islands	1	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	11	510	529	84	490	497	52	518	527	52
Palau	10	520	526	37	490	520	60	521	521	30
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	57	540	537	59	480	506	69	536	545	59
Insular Areas Subtotal	135	530	540	62	490	521	83	532	545	59
Alberta	1,139	600	611	80	520	543	80	582	586	64
British Columbia	652	600	611	82	520	540	81	596	594	69
Manitoba	166	600	617	87	520	533	76	566	583	64
New Brunswick	613	550	565	78	500	515	62	538	547	56
Newfoundland and Labrador	82	580	588	65	510	520	57	558	563	54
Northwest Territories	*	*	*	*	*	*	*	*	*	*
Nova Scotia	490	570	587	83	500	518	70	554	561	61
Nunavut	15	530	531	51	470	471	17	500	498	21
Ontario	2,363	580	603	82	520	538	77	578	582	64
Prince Edward Island	172	560	573	85	500	513	62	534	546	59
Quebec	116	550	560	65	510	520	58	546	553	45
Saskatchewan	543	560	580	77	510	521	69	550	557	59
Yukon Territory	14	600	619	102	515	534	92	597	596	70
Canada Subtotal	6,365	580	597	82	510	532	75	568	575	64
Bermuda	200	490	497	55	440	459	48	476	488	42
DANTES[2]	288	550	564	77	520	535	79	550	557	58
Federal Bureau of Prisons	7,738	490	503	60	460	470	55	484	499	48
GED Testing Service-Proctored[3]	*	*	*	*	*	*	*	*	*	*
Michigan Prisons	2,467	500	505	61	450	463	55	480	496	49
International[4]	2,045	550	557	83	540	566	102	542	549	66
VA Hospitals	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	12,738	500	513	68	460	485	75	490	508	55
Program Total[5]	559,773	520	527	71	470	490	71	508	523	60

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[4] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[5] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Note: Caution should be exercised in interpreting results because some results are based on a small number of candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 21

GED® Test Pass Rates, by Age Group: 2013

Jurisdiction	Overall Pass Rate	Pass Rates by Age Group							
		16–18	19–24	25–29	30–34	35–39	40–49	50–59	60+
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	63.5	71.1	61.1	64.3	63.1	61.3	60.3	51	42.5
Alaska	86.9	94.9	86.7	85	84.5	79.7	75.8	65.3	80
Arizona	78.9	88.3	80.7	76.2	76	72.6	68.2	63.3	66.9
Arkansas	85.9	91.9	87.7	82.4	79.5	79.6	76.5	70.5	76.9
California	78.1	85.4	79	79	78.6	75.9	72.1	67.9	61.5
Colorado	85.7	93.3	87.9	82.9	81.6	81.9	76.5	72.5	71.8
Connecticut	62	84.3	67.7	62.1	53.8	47.3	45.5	46.6	43.2
Delaware	91.2	92.3	93.6	96.5	88.9	83.5	82.1	67.6	84.6
District of Columbia	64	67.2	69.3	62.1	53.6	65.6	50	33.3	30
Florida	73.9	84.1	72.1	71.3	71.9	66.4	64	60	51.2
Georgia	77.2	90.5	78.4	75	73.3	69.9	67.9	61.4	50.2
Hawaii	84.9	89	80.3	87.5	80.6	78.1	76.9	87	83.3
Idaho	89.5	94.4	90.7	89	86.8	82.6	80.3	77.2	77.3
Illinois	69.6	81.1	70.8	71	66.9	65.8	59.1	48.3	36.3
Indiana	80.8	84.8	81.6	81.3	79.3	77.4	74.5	66.9	55.1
Iowa	98.4	99.3	99.1	97.4	98.3	98.2	96	95.8	90
Kansas	93.3	96	94.2	91.9	94.2	87.3	86.2	85.7	100
Kentucky	85.4	91.7	86.8	85.5	83.6	82.4	76.9	75.7	66.3
Louisiana	76.9	82.5	73.8	75.7	77.2	75.3	72.3	66.4	50
Maine	86.5	90.3	87.7	84.3	83.6	86.4	76.3	84	66.7
Maryland	67.9	77.6	71.3	68	65.8	58.1	54.9	44.2	26.3
Massachusetts	70.2	87.5	72	65.5	66.7	59.4	54.4	53.6	41.4
Michigan	75.7	85.2	78.1	74.8	69.8	67.7	61.4	55.4	54.8
Minnesota	86.3	95.1	90.7	84.7	82.1	76.8	75	72.3	63.8
Mississippi	65.3	74.6	62	62.1	63.3	59	59.9	58.4	40
Missouri	79.9	84.5	79.7	81.5	80.2	76.8	71.2	61.3	50.6
Montana	80.6	84.7	80.6	79.4	80.1	72.4	66.9	69.1	85.7
Nebraska	80.7	93.7	86.9	78.2	75.8	74	64.6	68.7	78.6
Nevada	74.6	83.3	75.5	74.2	74.6	67.6	62.7	64	73.9
New Hampshire	88.8	96.3	88.8	86.6	85.6	83.3	81.6	69.8	72.7
New Jersey	68.1	82.4	68.3	66.1	63.1	59.8	56.7	49.8	39.8
New Mexico	74.4	83	73.2	74.4	71.5	68.1	62.5	55.4	62.1
New York	59.1	83.4	62.8	56.3	54.2	50.5	44.6	37	31
North Carolina	82.6	91.8	86.6	83.1	80.2	79.2	72	62.5	54
North Dakota	87.4	91.1	87.5	83.2	86.4	80	80	84	87.5
Ohio	72.5	84.8	76.2	72.6	69.9	65.8	63.3	58.3	46.2
Oklahoma	78	81.3	78.3	77.1	78.8	74.4	70.1	72.1	65.5
Oregon	88.7	95	88.9	86.8	85.7	85.3	79.6	76.2	68.5
Pennsylvania	77.8	86.6	81.3	76.7	74.7	68.9	65.9	61.9	62.6
Rhode Island	84.4	90.5	85.3	83.7	80.4	71.8	76.3	66	60
South Carolina	74.1	82.3	75.2	75.8	71.9	69	60.8	56.9	35.6
South Dakota	90.5	96.9	90.1	88.5	80.9	84.6	79.1	80	*
Tennessee	74	82.1	78.3	73	71.1	71	64	59.6	57.1
Texas	73.5	79.8	77.7	75.4	72.7	66.1	61.4	57.3	47.5
Utah	89.5	94.1	90.4	87.4	86.9	85.2	81.2	73.6	69.6
Vermont	88.8	92.6	85.1	92.3	91.8	88.2	89.5	70	*
Virginia	74.2	87.8	74.7	72	72.5	69.9	64.8	57.2	44
Washington	85.9	93.4	88.5	84.5	80.9	77.2	75	69.1	70.9
West Virginia	82.1	85.7	82	81.3	80.4	73.9	74.4	67.5	50
Wisconsin	80.6	89.6	84.2	80.2	78.4	73.9	70.3	68.2	59
Wyoming	93.1	97	92.4	91.5	92.9	86.6	88.2	78.1	100
U.S. Subtotal	75.7	85.7	77.1	74.7	73.1	69.6	65.2	59.5	51.4

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 21 *(continued from previous page)*

GED® Test Pass Rates, by Age Group: 2013

Jurisdiction	Overall Pass Rate (%)	Pass Rates by Age Group							
		16–18 (%)	19–24 (%)	25–29 (%)	30–34 (%)	35–39 (%)	40–49 (%)	50–59 (%)	60+ (%)
American Samoa	24.1	50	12.5	*	*	*	*	*	*
Federated States of Micronesia	0	0	0	*	*	*	*	*	*
Guam	30.8	51.6	29.5	25	30	14.3	14.3	*	*
Marshall Islands	4.8	0	0	*	*	*	*	*	*
Northern Mariana Islands	45.8	*	72.7	*	*	20	*	*	*
Palau	16.9	33.3	15.4	17.6	*	20	*	*	*
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	17.9	31.6	19.4	15.6	16.2	0	17.1	8.7	0
Insular Areas Subtotal	**20.7**	**34.8**	**20.2**	**19**	**15.5**	**7.1**	**18.8**	**10.3**	**0**
Alberta	68.3	75.5	72	67.9	69.3	64.8	61.9	67.3	71.4
British Columbia	71.9	76.7	82.6	77	81.1	82.5	73.1	65.9	60
Manitoba	68.6	*	72.1	64.4	67.7	72.7	73.3	59.3	*
New Brunswick	49.9	72	53.3	56.7	38.3	47.7	48.4	38.8	57.9
Newfoundland and Labrador	53.2	*	64.9	42.9	56.3	61.5	37.9	57.1	*
Northwest Territories	*	*	*	*	*	*	*	*	*
Nova Scotia	53.5	*	60.7	57.1	53.8	52.7	39.1	44.1	46.2
Nunavut	19.5	*	18.2	21.1	18.2	12.5	33.3	14.3	*
Ontario	69.6	84	74.5	65.3	63.8	67.6	67.8	64.6	71.4
Prince Edward Island	57.1	76.2	69.2	50	60	61.9	49.1	33.3	*
Quebec	59.2	64.5	59.3	62.1	75	56.3	33.3	55.6	*
Saskatchewan	48	76.9	48.1	48.7	40.5	55.6	42	48.1	27.3
Yukon Territory	66.7	*	*	*	80	*	*	*	*
Canada Subtotal	**62.2**	**76**	**66.7**	**61.8**	**59**	**63**	**57.2**	**54.8**	**58.7**
Bermuda	58.7	72.2	53.8	48.6	47.4	58.3	48	44.4	16.7
DANTES[2]	98.3	95.5	99.4	100	94.7	*	*	*	*
Federal Bureau of Prisons	68.5	80	78.9	75.2	68.2	64.9	61.4	59.5	63.6
GED Testing Service-Proctored[3]	*	*	*	*	*	*	*	*	*
Michigan Prisons	61.3	77.8	68	62.3	56.5	55.8	51.9	38.5	45.8
International[4]	88	90.6	83.5	92.3	87.8	95.5	84.2	*	*
VA Hospitals	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**69.7**	**87.9**	**76.1**	**72.4**	**66.6**	**63.8**	**59.7**	**54.8**	**59.4**
Program Total[5]	**75.3**	**85.7**	**76.9**	**74.4**	**72.6**	**69.2**	**64.7**	**59.1**	**51.8**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[4] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[5] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 22

GED® Test Pass Rates, by Gender: 2013

Jurisdiction	Overall Pass Rate	Pass Rates by Gender	
		Male	Female
	(%)	(%)	(%)
Alabama	63.5	67.3	60
Alaska	86.9	88.4	85.1
Arizona	78.9	82.4	75.3
Arkansas	85.9	85.5	86.3
California	78.1	82.1	73.5
Colorado	85.7	88.2	82.8
Connecticut	62	67	55.9
Delaware	91.2	92.5	89.2
District of Columbia	64	67.5	60.4
Florida	73.9	78.3	68.9
Georgia	77.2	81.3	73.1
Hawaii	84.9	85.5	84.2
Idaho	89.5	92.2	86.8
Illinois	69.6	76.1	63.5
Indiana	80.8	83.4	77.6
Iowa	98.4	98.6	98
Kansas	93.3	93.8	92.7
Kentucky	85.4	86.8	83.7
Louisiana	76.9	79.7	73.1
Maine	86.5	87.4	85.5
Maryland	67.9	71.7	63.2
Massachusetts	70.2	75.1	65.1
Michigan	75.7	78.9	72.2
Minnesota	86.3	87.6	84.6
Mississippi	65.3	69.3	61
Missouri	79.9	82.8	76.1
Montana	80.6	81.9	79
Nebraska	80.7	83.7	77.9
Nevada	74.6	78.2	70.5
New Hampshire	88.8	90.5	86.2
New Jersey	68.1	74.5	61.8
New Mexico	74.4	78.3	70.8
New York	59.1	65.8	53.1
North Carolina	82.6	84.7	80.5
North Dakota	87.4	88.5	86.2
Ohio	72.5	76.6	67.9
Oklahoma	78	81.7	74.2
Oregon	88.7	91.2	85.6
Pennsylvania	77.8	81.6	73.4
Rhode Island	84.4	87.9	80.5
South Carolina	74.1	77.9	70.1
South Dakota	90.5	91.1	94.1
Tennessee	74	78.3	69.5
Texas	73.5	78.2	69.4
Utah	89.5	91	88.2
Vermont	88.8	90.7	86.9
Virginia	74.2	78.2	69.4
Washington	85.9	88.1	83.4
West Virginia	82.1	83.3	80.6
Wisconsin	80.6	83.9	76.4
Wyoming	93.1	95.1	90.5
U.S. Subtotal	**75.7**	**79.8**	**71.3**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 22 *(continued from previous page)*

GED® Test Pass Rates, by Gender: 2013

Jurisdiction	Overall Pass Rate	Pass Rates by Gender	
		Male	Female
	(%)	(%)	(%)
American Samoa	24.1	31.3	15.4
Federated States of Micronesia	0	*	*
Guam	30.8	38.5	25.5
Marshall Islands	4.8	0	9.1
Northern Mariana Islands	45.8	58.3	33.3
Palau	16.9	27.3	3.8
Puerto Rico[1]	NA	NA	NA
Virgin Islands	17.9	19.6	16.3
Insular Areas Subtotal	**20.7**	**24.3**	**17.4**
Alberta	68.3	71.7	64.3
British Columbia	71.9	74.3	66.9
Manitoba	68.6	71.9	62.2
New Brunswick	49.9	54.3	45.3
Newfoundland and Labrador	53.2	60	44.9
Northwest Territories	*	*	*
Nova Scotia	53.5	61.4	44
Nunavut	19.5	15.2	22.7
Ontario	69.6	72.5	64.8
Prince Edward Island	57.1	66.2	48.4
Quebec	59.2	64.8	54.6
Saskatchewan	48	55.2	38.5
Yukon Territory	66.7	87.5	53.8
Canada Subtotal	**62.2**	**67.1**	**55.5**
Bermuda	58.7	64.2	50.7
DANTES[2]	98.3	99.1	95.2
Federal Bureau of Prisons	68.5	68.5	68.1
GED Testing Service-Proctored[3]	*	*	*
Michigan Prisons	61.3	60.5	81.5
International[4]	88	87.4	88.7
VA Hospitals	*	*	*
Inter-Regional Contracts Subtotal	**69.7**	**68.5**	**76.4**
Program Total[5]	**75.3**	**79.1**	**71.1**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[4] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[5] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 23

GED® Test Pass Rates, by Ethnicity: 2013

Jurisdiction	Overall Pass Rate	Pass Rates by Ethnicity[1, 2]					
		Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White
	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	63.5	63.6	70.7	72.8	47.6	75	74.7
Alaska	86.9	86.5	82	92	81.1	78.9	92.6
Arizona	78.9	75.9	67.3	79.8	71.6	80.5	84.3
Arkansas	85.9	82.4	90.3	79.1	71.6	88.9	90.5
California	78.1	75.8	75.8	79.4	73.4	79.5	86.9
Colorado	85.7	81	82.7	85.8	76.5	84.9	92.8
Connecticut	62	56.1	79.2	54.1	50.1	63.6	81.9
Delaware	91.2	94.2	75	90.9	84.2	*	96.4
District of Columbia	64	60.2	100	86.7	63.4	*	88
Florida	73.9	73.7	70.6	70.4	58.2	60.7	84
Georgia	77.2	79.9	87.3	84.8	66.4	75.8	86.9
Hawaii	84.9	89.6	87.5	82.3	79.6	79.5	94.2
Idaho	89.5	84.3	81.9	83	84.3	100	91.5
Illinois	69.6	68	71.8	78.9	57.7	82.4	80.4
Indiana	80.8	73.6	80.4	70.1	68.3	75	85.8
Iowa	98.4	97	100	98	96.3	100	99.1
Kansas	93.3	89.1	95.8	97.3	86.3	100	95.9
Kentucky	85.4	81.5	83.3	83.1	70.9	83.3	88.6
Louisiana	76.9	78.1	82.1	71.1	65	88.9	86.9
Maine	86.5	74	87.8	83.2	71.3	80	90
Maryland	67.9	65.8	75.6	73.6	57	71.1	82.2
Massachusetts	70.2	62	70.2	69.7	60.7	56.1	80.7
Michigan	75.7	77.2	80.2	67.3	56.8	87.9	85.6
Minnesota	86.3	84	82.2	86	74.8	93.2	92.6
Mississippi	65.3	67.4	40.7	60.6	52.1	58.3	79.5
Missouri	79.9	77.6	77.8	68.9	63.6	73.9	85.6
Montana	80.6	77	63.3	83.3	63.3	72.7	86.8
Nebraska	80.7	75.8	73.9	80.4	66.2	90	88.7
Nevada	74.6	67.7	68.6	71.6	65.7	83.6	84.7
New Hampshire	88.8	83	84	77.8	70.6	100	90.2
New Jersey	68.1	63.8	63.3	65.9	61	68.1	83.3
New Mexico	74.4	70.3	69.7	76.6	75.3	77.1	87.8
New York	59.1	55.7	61.4	62.5	49.3	49.5	79.4
North Carolina	82.6	81.2	87.3	84.6	72.8	81.7	90.3
North Dakota	87.4	84.4	80.7	85.7	73.8	62.5	92.2
Ohio	72.5	70.7	76	64.7	57.9	81.6	82.3
Oklahoma	78	67.5	78.2	59.4	69.7	67.6	83.6
Oregon	88.7	81.4	86.7	87.2	75.3	89	92.8
Pennsylvania	77.8	72.1	80.6	73.6	66.9	72.4	86.7
Rhode Island	84.4	77.6	84.3	84.1	80.4	79.1	90.3
South Carolina	74.1	72.9	81.3	78.7	61.4	83.7	83.5
South Dakota	90.5	88.7	85	90	82.9	83.3	96
Tennessee	74	68.1	78	61.3	59.9	75	80.7
Texas	73.5	70.6	75.1	73.5	64.6	78.5	84.3
Utah	89.5	82.4	82.2	85.1	88.4	88.8	91.9
Vermont	88.8	79.5	85.7	90	68.6	*	91.6
Virginia	74.2	71.3	69.3	74.9	63.9	80.3	85.5
Washington	85.9	81	80.2	83.9	73.8	80.3	90.9
West Virginia	82.1	79.8	86.7	64.3	71	84.2	83.4
Wisconsin	80.6	76.9	83.1	79.1	65.2	83	91
Wyoming	93.1	85.6	93.8	100	83.9	88.9	95.1
U.S. Subtotal	75.7	71.8	76.4	75.4	61.8	77.5	85.8

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 23 *(continued from previous page)*

GED® Test Pass Rates, by Ethnicity: 2013

Jurisdiction	Overall Pass Rate	Pass Rates by Ethnicity[1, 2]					
		Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White
	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	24.1	*	*	*	*	16.7	*
Federated States of Micronesia	0	*	*	*	*	*	*
Guam	30.8	*	*	46.4	*	25.4	*
Marshall Islands	4.8	*	*	*	*	5.3	*
Northern Mariana Islands	45.8	*	*	*	*	42.1	*
Palau	16.9	*	*	*	*	17.5	*
Puerto Rico[3]	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	17.9	14.3	*	*	16.2	*	37.5
Insular Areas Subtotal	**20.7**	**19.2**	*	**45.9**	**16.2**	**19.1**	**48**
Bermuda	58.7	*	*	*	56.6	*	75
DANTES[4]	98.3	95.7	*	100	89.5	*	98.2
Federal Bureau of Prisons	68.5	70	68.8	77.4	61.9	63.3	84
GED Testing Service-Proctored[5]	*	*	*	*	*	*	*
Michigan Prisons	61.3	58.2	70	63.2	54.7	60	74.6
International[6]	88	97.4	16.7	88.8	71.2	*	89.1
VA Hospitals	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**69.7**	**70.2**	**66**	**87**	**59.7**	**65**	**81.4**
Program Total[7]	**75.5**	**71.7**	**76.1**	**76**	**61.6**	**73.6**	**85.8**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on ethnicity were not available because of legal restrictions on collecting such data.

[2] Pass rates of candidates of other ethnicities are not reported because the numbers of candidates of other ethnicities are very small in all jurisdictions.

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[4] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[5] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

[6] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[7] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 24

Trends in GED® Testing, All Candidates: 1949–2013

Year	Tested (N)	Completed Battery[1] (N)	Passed (%)	Age (mean)	Highest Grade Completed (mean)	Planning Further Study (%)
1942 Series GED Test						
1949	39,016	NA	77.7	NA	NA	NA
1950	36,853	NA	77.7	NA	NA	NA
1951	25,584	NA	77.7	NA	NA	NA
1952	29,733	NA	77.7	NA	NA	NA
1953	32,533	NA	77.7	NA	NA	39.0
1954	42,141	NA	80.0	NA	NA	NA
1955	44,840	NA	79.0	NA	NA	46.0
1956	52,552	NA	77.0	NA	NA	43.0
1957	52,847	NA	76.0	NA	NA	35.0
1958	58,723	NA	78.0	27.0	10.0	38.0
1959	56,496	NA	76.0	28.0	10.0	36.0
1960	61,093	NA	77.0	29.0	10.0	31.0
1961	68,080	NA	74.0	29.0	10.0	34.0
1962	75,428	NA	75.0	29.0	10.0	34.0
1963	88,242	NA	71.0	29.0	10.0	33.0
1964	116,875	NA	73.0	29.0	10.0	32.5
1965	143,974	NA	72.0	29.0	9.7	38.0
1966	185,778	NA	71.7	29.3	9.8	35.0
1967	218,386	NA	70.0	29.5	9.7	36.0
1968	265,499	NA	69.4	29.5	9.7	39.9
1969	293,451	NA	71.7	29.4	9.7	37.3
1970	331,534	NA	70.8	29.1	9.7	40.1
1971	387,733	NA	68.7	28.0	9.8	41.2
1972	430,346	NA	67.4	27.4	9.8	44.3
1973	440,216	NA	68.2	25.1	9.8	42.0
1974	561,203	430,253	68.9	27.2	10.7	40.0
1975	687,426	541,914	70.2	25.1	10.0	42.1
1976	696,623	539,729	67.8	25.4	10.0	39.4
1977	715,116	517,847	69.7	25.0	10.0	37.8
1978 Series GED Test						
1978	674,724	495,728	NA	25.9	9.9	35.6
1979	773,996	608,229	68.4	25.3	10.0	40.8
1980	816,176	741,601	70.8	25.1	10.0	36.6
1981	804,813	732,229	72.1	25.1	9.9	46.1
1982	792,132	724,971	73.9	25.1	9.9	48.4
1983	772,080	711,946	73.1	25.4	9.8	48.6
1984	707,076	641,697	73.0	25.8	9.8	49.1
1985	711,392	647,496	72.4	25.8	9.8	51.3
1986	739,683	674,430	72.6	26.5	9.9	54.8
1987	758,367	690,509	74.1	26.7	9.9	49.7

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 24 *(continued from previous page)*

Trends in GED® Testing, All Candidates: 1949–2013

Year	Tested (N)	Completed Battery[1] (N)	Passed (%)	Age (mean)	Highest Grade Completed (mean)	Planning Further Study (%)
1988 Series GED Test						
1988	734,087	651,247	72.3	26.7	9.9	47.5
1989	682,728	589,002	68.4	26.2	10.0	53.6
1990	763,618	662,789	69.9	26.5	9.9	56.5
1991	806,038	706,182	71.5	26.4	9.9	58.6
1992	790,565	688,582	71.4	26.6	9.9	61.4
1993	790,165	685,304	71.4	26.0	9.9	61.7
1994	822,537	712,421	73.0	25.6	9.9	65.6
1995	829,904	723,899	72.0	25.3	9.9	63.7
1996	867,802	758,570	71.7	25.0	9.9	64.4
1997	827,105	722,461	68.6	24.7	9.9	65.4
1998	822,181	718,464	70.9	24.6	9.9	67.6
1999	860,079	751,637	70.2	24.6	9.9	65.0
2000	860,684	747,617	69.5	24.7	9.9	66.2
2001	1,069,899	979,829	69.8	25.2	9.9	65.5
2002 Series GED Test						
2002	603,019	510,451	70.6	25.2	10.1	63.3
2003	703,512	596,283	69.1	25.0	10.0	62.6
2004	704,365	604,927	70.2	25.0	10.0	61.6
2005	715,365	619,846	71.6	25.2	10.0	61.2
2006	714,436	616,404	68.0	25.2	10.0	58.6
2007	728,930	635,182	71.1	25.2	10.0	58.7
2008	776,728	679,861	72.6	25.3	10.1	59.6
2009	788,314	683,519	69.2	25.8	10.0	62.4
2010	757,033	654,990*	72.4	26.3	10.0	63.5
2011	723,171	631,055	71.9	26.4	11	63.8
2012[2]	702,862	607,327	68.8	26.7	11	62.6
2013[3]	848,763	743,136	75.3	27.7	11	63.7

Source: 2013 GED Testing Service® data.

NA = Not available.

* = Number of completers is unavailable from Puerto Rico, thus is not included.

[1] Number of candidates completing the battery of tests was not collected before 1974.

[2] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

[3] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Note: This table presents selected statistics on GED® test candidates previously reported in prior annual statistical reports. If the statistics reported for comparison purpose in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 25a

Statistics on GED® Test Candidates in the United States: 2002–2013

	United States											
Candidates	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012[1]	2013[2]
GED Test Completion Rate (%)	83.8	84.0	85.6	86.3	85.8	86.7	87.1	86.3	86.4	87.0	86.2	87.5
Mean Age (Years)	25.0	24.7	24.7	24.9	24.9	25.0	25.1	25.6	26.1	26.3	26.5	27.5
16 to 18 Year Olds (%)	32.3	30.6	30.3	30.0	30.9	31.0	30.2	27.1	24.3	23.4	22.2	19.2
19 to 24 Year Olds (%)	36.4	37.5	37.5	36.5	35.2	34.5	34.8	35.8	36.7	36.7	36.6	34.5
Male (%)	56.1	55.1	55.1	55.3	55.9	56.8	57.1	57.0	56.0	55.6	55.0	51.7
Female (%)	43.9	44.9	44.9	44.7	44.1	43.2	42.9	43.0	44.0	44.4	45.0	48.3
Hispanic Origin (%)	NA	22.6	18.1	18.7	18.8	19.0	19.3	20.1	20.2	20.4	16.7	24.9
American Indian / Alaska Native (%)	NA	2.6	2.7	2.5	2.5	2.5	2.5	2.5	2.5	2.5	4.8	2.4
Asian (%)	NA	1.7	1.7	1.7	1.7	1.7	1.8	1.8	1.9	1.9	1.9	2.2
African American (%)	NA	20.3	21.5	23.0	22.8	23.3	23.7	24.4	25.0	25.6	22.7	26.4
Pacific Islander / Hawaiian (%)	NA	0.6	0.6	0.6	0.6	0.7	0.7	0.7	0.9	0.7	1.4	0.6
White (%)	NA	52.3	55.3	53.5	53.5	52.8	52.0	50.5	49.4	48.7	52.1	43.3
Mean Highest Grade Completed	10.1	10.0	10.0	10.0	10.0	10.0	10.1	10.0	10.0	11.0	11.0	11.0
Tested Within Two Years Out of School (%)	NA	NA	NA	39.9	40.9	41.6	41.3	38.5	35.6	35.1	34.3	29.8
Mean Years Out of School	NA	NA	NA	7.4	7.4	7.5	7.6	8.0	8.5	8.6	8.8	9.7
Tested for Educational Reasons (%)	NA	NA	NA	NA	58.9	59.0	60.0	62.8	63.9	64.1	61.9	64.0
Tested for Employment Reasons (%)	NA	NA	NA	NA	48.3	49.4	50.1	50.4	51.1	51.5	53.2	53.3
Language Arts, Writing Mean Score	NA	479	474	478	477	486	488	479	484	480	507	494
Social Studies Mean Score	NA	508	521	506	506	516	518	505	510	515	531	508
Language Arts, Reading Mean Score	NA	523	515	526	525	540	541	526	537	541	560	535
Science Mean Score	NA	536	544	509	521	517	522	524	511	520	546	506
Mathematics Mean Score	NA	463	467	469	468	473	470	468	474	466	491	462

Source: 2013 GED Testing Service® data.

NA = Not available.

[1] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

[2] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Note: This table presents selected statistics on GED test passers previously reported in prior GED Testing Program Statistical Reports. If the statistics reported for comparison purposes in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 25b

Statistics on GED® Test Passers in the United States: 2002–2013

	United States											
Passers	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012[1]	2013[2]
GED Tests Pass Rate (%)	70.6	70.1	71.2	72.1	68.7	71.5	73.1	69.4	72.6	72.2	69.1	75.7
Mean Age (Years)	23.4	23.8	23.7	24.1	23.8	23.9	24.2	24.5	25.2	25.3	25.3	26.5
16 to 18 Year Olds (%)	37.6	35.3	34.8	33.7	35.2	35.3	34.0	31.0	27.4	26.8	26.3	22.4
19 to 24 Year Olds (%)	36.1	37.3	37.6	36.5	35.8	35.0	35.1	36.2	37.0	37.1	37.3	35.1
Male (%)	58.2	57.8	57.5	57.6	58.5	59.7	59.5	59.5	58.3	58.3	58.2	54.5
Female (%)	41.8	42.2	42.5	42.4	41.5	40.3	40.5	40.5	41.7	41.7	41.8	45.5
Hispanic Origin (%)	NA	19.3	15.3	16.0	16.0	16.3	17.0	17.9	18.2	18.3	14.7	23.2
American Indian / Alaska Native (%)	NA	2.2	2.4	2.2	2.2	2.2	2.1	2.1	2.2	2.2	4.0	2.3
Asian (%)	NA	1.7	1.6	1.6	1.7	1.7	1.8	1.7	1.8	1.8	1.9	2.1
African American (%)	NA	14.6	15.8	17.5	16.7	17.5	18.3	18.2	19.5	19.9	18.4	21.1
Pacific Islander / Hawaiian (%)	NA	0.7	0.6	0.6	0.6	0.7	0.7	0.6	0.9	0.6	1.3	0.6
White (%)	NA	61.6	64.2	62.1	62.8	61.6	60.2	59.5	57.3	56.8	59.3	50.6
Mean Highest Grade Completed	10.2	10.1	10.1	10.1	10.1	10.1	10.1	10.1	10.1	11.0	11.0	11.0
Tested Within Two Years Out of School (%)	37.6	45.6	44.1	42.7	44.7	45.4	44.7	41.8	38.1	38.1	37.9	32.6
Mean Years Out of School	NA	NA	NA	6.9	6.5	6.6	6.8	7.2	7.8	7.9	7.9	8.9
Tested for Educational Reasons (%)	63.3	62.9	62.0	61.6	61.0	60.9	61.8	65.1	66.1	66.1	64.3	65.0
Tested for Employment Reasons (%)	47.7	47.0	48.8	48.6	47.2	48.6	49.6	50.0	50.9	51.5	53.1	53.5
Language Arts, Writing Mean Score	501	512	507	496	498	504	505	500	500	509	507	508
Social Studies Mean Score	542	537	551	532	535	538	540	531	531	535	531	528
Language Arts, Reading Mean Score	544	554	546	555	556	565	565	555	560	562	560	558
Science Mean Score	566	569	578	534	550	542	544	550	533	540	546	527
Mathematics Mean Score	503	497	501	496	498	501	495	496	498	492	491	490
Battery Mean Score	531	534	537	522	527	530	530	527	524	528	527	522

Source: 2013 GED Testing Service® data.

NA = Not available.

[1] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

[2] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Note: This table presents selected statistics on GED® test passers previously reported in prior GED Testing Program Statistical Reports. If the statistics reported for comparison purposes in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 25c

Statistics on GED® Test Candidates for the Overall Program: 2002–2013

	Overall Program											
Candidates	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012[1]	2013[2]
GED Test Completion Rate (%)	84.6	84.8	85.9	86.6	86.3	87.1	87.5	86.7	86.8	NA	86.4	87.6
Mean Age (Years)	25.2	25.0	25.0	25.2	25.2	25.2	25.3	25.8	26.3	26.4	26.7	27.7
16 to 18 Year Olds (%)	31.3	29.6	29.3	29.1	29.8	29.9	29.3	26.3	23.6	22.7	21.7	18.8
19 to 24 Year Olds (%)	36.4	37.3	37.3	36.3	35.2	34.5	34.7	35.6	36.4	36.4	36.3	34.2
Male (%)	56.6	55.7	55.8	56.0	56.6	57.6	57.9	57.8	56.9	56.4	55.7	52.6
Female (%)	43.4	44.3	44.2	44.0	43.4	42.4	42.1	42.2	43.1	43.6	44.3	47.4
Hispanic Origin (%)	NA	22.7	18.2	19.2	18.8	18.9	19.2	20.1	20.2	20.4	14.7	24.8
American Indian / Alaska Native (%)	NA	2.6	2.7	2.5	2.5	2.5	2.5	2.5	2.4	2.5	4.0	2.4
Asian (%)	NA	1.7	1.7	1.7	1.7	1.7	1.8	1.8	1.9	1.9	2.2	2.3
African American (%)	NA	20.6	22.0	23.4	23.2	23.7	24.1	24.7	25.4	26.0	24.3	26.9
Pacific Islander / Hawaiian (%)	NA	0.6	0.7	0.7	0.7	0.7	0.7	0.7	0.9	0.7	9.9	0.6
White (%)	NA	51.7	54.7	52.6	53.1	52.5	51.7	50.2	49.0	48.2	44.3	42.8
Mean Highest Grade Completed	10.1	10.0	10.0	10.0	10.0	10.0	10.1	10.1	10.0	11.0	11.0	11.0
Tested Within Two Years Out of School (%)	NA	NA	NA	39.1	40.3	40.9	40.8	38.2	35.1	34.7	34.0	29.5
Mean Years Out of School	NA	NA	NA	7.6	7.5	7.6	7.7	8.1	8.6	8.7	8.9	9.8
Tested for Educational Reasons (%)	63.3	62.6	61.6	61.2	58.6	58.7	59.6	62.4	63.5	63.8	62.6	63.7
Tested for Employment Reasons (%)	NA	NA	NA	NA	48.1	49.2	49.9	50.1	50.8	51.2	51.6	53.2
Language Arts, Writing Mean Score	NA	481	474	479	478	487	488	480	484	480	508	494
Social Studies Mean Score	NA	508	521	506	506	516	518	506	510	515	532	508
Language Arts, Reading Mean Score	NA	524	516	526	525	541	541	527	537	540	560	535
Science Mean Score	NA	537	545	509	522	517	522	525	512	520	546	506
Mathematics Mean Score	NA	463	468	469	469	473	470	469	474	467	492	462

Source: 2013 GED Testing Service® data.

NA = Not available.

[1] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

[2] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Note: This table presents selected statistics on GED® test candidates previously reported in prior GED Testing Program Statistical Reports. If the statistics reported for comparison purposes in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 25d

Statistics on GED® Test Passers for the Overall Program: 2002–2013

	Overall Program											
Passers	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012[1]	2013[2]
GED Tests Pass Rate (%)	70.6	69.1	70.2	71.6	68.0	71.1	72.6	69.2	72.4	71.9	68.8	75.3
Mean Age (Years)	24.1	25.0	24.0	24.3	24.1	24.2	24.4	24.7	25.4	25.5	25.5	26.6
16 to 18 Year Olds (%)	36.3	34.2	33.6	32.5	33.9	34.0	33.0	30.1	26.6	26.0	25.7	21.9
19 to 24 Year Olds (%)	36.0	37.3	37.5	36.4	35.7	35.1	35.1	36.1	36.9	36.9	37.0	34.9
Male (%)	58.6	58.4	58.2	58.3	59.2	60.5	60.4	60.3	59.1	51.1	58.8	55.3
Female (%)	41.4	41.6	41.8	41.7	40.8	39.5	39.6	39.7	40.9	40.9	41.2	44.7
Hispanic Origin (%)	NA	19.5	15.4	16.2	16.0	16.3	16.9	17.8	18.2	18.3	13.6	23.2
American Indian / Alaska Native (%)	NA	2.2	2.4	2.2	2.2	2.2	2.1	2.1	2.2	2.2	3.5	2.3
Asian (%)	NA	1.7	1.6	1.6	1.7	1.7	1.8	1.7	1.8	1.8	2.3	2.2
African American (%)	NA	14.9	16.4	18.0	17.2	17.9	18.7	18.5	19.9	20.3	21.2	21.5
Pacific Islander / Hawaiian (%)	NA	0.7	0.7	0.6	0.7	0.7	0.7	0.7	1.0	0.7	6.4	0.6
White (%)	NA	61.0	63.5	61.4	62.3	61.2	59.9	59.2	56.9	56.4	52.4	50.0
Mean Highest Grade Completed	10.2	10.1	10.1	10.0	10.1	10.1	10.1	10.1	10.1	11.0	11.0	11.0
Tested Within Two Years Out of School (%)	NA	NA	NA	42.1	44.0	44.7	44.2	41.5	37.7	37.6	37.6	32.3
Mean Years Out of School	NA	NA	NA	6.9	6.7	6.7	6.9	7.3	7.9	8.0	7.9	9.0
Tested for Educational Reasons (%)	62.7	62.6	61.6	61.2	60.6	60.4	61.2	64.5	65.7	66	64.5	64.7
Tested for Employment Reasons (%)	46.8	47.0	48.5	48.4	47.0	48.3	49.3	49.6	50.6	51	50.0	53.4
Language Arts, Writing Mean Score	NA	NA	507	497	498	505	505	501	501	509	508	509
Social Studies Mean Score	NA	NA	551	533	535	539	540	532	531	535	532	528
Language Arts, Reading Mean Score	NA	NA	547	556	557	566	565	556	560	563	560	558
Science Mean Score	NA	NA	579	534	550	542	544	551	534	541	546	527
Mathematics Mean Score	NA	NA	501	496	498	501	496	497	499	492	492	490
Battery Mean Score	NA	NA	537	523	528	531	530	527	525	528	528	523

Source: 2013 GED Testing Service® data.

NA = Not available.

[1] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

[2] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

Note: This table presents selected statistics on GED® test passers previously reported in prior GED Testing Program Statistical Reports. If the statistics reported for comparison purposes in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 26

Number of GED® Credentials Issued, by Series GED® Test (1943–2001), and Number of GED® Test Passers, by 2002 Series GED® Test (2002–2013)

Jurisdiction	Number of GED Credentials Issued[1]			Number of GED Test Passers
	1942 Series (1943–1977)	1978 Series (1978–1987)	1988 Series (1988–2001)	2002 Series (2002–2013)
Alabama	71,313	98,536	109,797	90,202
Alaska	16,444	22,934	24,578	20,451
Arizona	32,783	74,907	134,375	135,865
Arkansas	22,799	64,034	103,619	77,859
California	35,783	92,111	466,628	366,198
Colorado	36,104	74,473	112,234	111,716
Connecticut	25,164	43,583	64,975	35,341
Delaware	4,908	9,109	12,453	7,843
District of Columbia	12,715	10,183	9,854	6,751
Florida	78,464	283,713	463,198	366,106
Georgia	54,105	124,549	244,430	217,092
Hawaii	9,157	15,520	19,648	15,729
Idaho	4,351	10,879	11,204	40,961
Illinois	69,335	178,896	214,527	186,109
Indiana	4,090	87,758	173,195	129,955
Iowa	24,310	52,913	74,054	44,207
Kansas	42,559	69,923	83,677	41,964
Kentucky	53,726	123,838	168,672	111,069
Louisiana	57,111	105,618	109,318	90,350
Maine	14,165	26,868	45,362	27,381
Maryland	40,451	79,174	83,753	62,607
Massachusetts	38,124	101,496	132,764	88,155
Michigan	62,677	132,314	202,884	127,849
Minnesota	31,950	63,634	91,696	74,105
Mississippi	32,399	76,093	87,968	83,227
Missouri	72,075	62,193	129,060	111,804
Montana	13,885	20,781	28,542	25,422
Nebraska	10,590	27,149	32,988	25,401
Nevada	7,838	21,019	50,151	50,176
New Hampshire	9,189	19,035	27,563	18,994
New Jersey	83,391	128,636	121,048	93,253
New Mexico	29,943	48,659	68,107	56,008
New York	226,058	414,955	504,186	332,646
North Carolina	68,458	151,707	197,397	155,318
North Dakota	5,920	11,777	12,908	11,870
Ohio	38,595	125,877	252,135	183,246
Oklahoma	31,489	64,954	97,449	80,247
Oregon	32,038	78,148	114,071	98,577
Pennsylvania	86,887	195,023	248,893	168,193
Rhode Island	15,208	27,742	33,082	16,077
South Carolina	17,308	48,291	77,635	76,282
South Dakota	9,594	15,398	17,802	13,360
Tennessee	42,138	132,180	176,425	128,174
Texas	222,442	427,882	668,216	391,518
Utah	1,353	7,272	53,093	59,848
Vermont	5,392	14,307	16,669	7,557
Virginia	50,912	105,176	142,366	155,352
Washington	38,868	95,355	163,178	148,416
West Virginia	28,289	58,153	57,814	45,663
Wisconsin	28,506	89,948	87,897	91,367
Wyoming	6,513	14,633	17,061	15,441
U.S. Subtotal	2,057,866	4,848,616	6,792,917	5,119,302

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

TABLE 26 *(continued from previous page)*

Number of GED® Credentials Issued, by Series GED® Test (1943–2001), and Number of GED® Test Passers, by 2002 Series GED® Test (2002–2013)

Jurisdiction	Number of GED Credentials Issued[1]			Number of GED Test Passers
	1942 Series (1943–1977)	1978 Series (1978–1987)	1988 Series (1988–2001)	2002 Series (2002–2013)
American Samoa	310	199	186	112
Federated States of Micronesia[2]	NA	201	577	25
Guam	1,098	1,246	1,979	1,570
Marshall Islands[2]	NA	NA	134	41
Northern Mariana Islands	NA	NA	148	159
Palau[2]	NA	NA	119	162
Puerto Rico*[3]	7,004	91,886	138,691	0
Virgin Islands	830	1,411	1,812	1,088
Insular Areas Subtotal	**10,812**	**94,943**	**143,646**	**3,157**
Alberta[4]	NA	14,248	28,666	15,992
British Columbia	12,992	36,046	40,534	10,657
Manitoba	14,204	14,252	13,265	2,760
New Brunswick	1,108	11,269	16,167	8,179
Newfoundland and Labrador	2,866	7,544	6,260	1,163
Northwest Territory	212	957	1,068	30
Nova Scotia	7,784	18,387	25,379	6,737
Nunavut[5]	NA	NA	NA	138
Ontario[6]	NA	NA	12,208	36,963
Prince Edward Island	1,721	2,405	3,256	2,576
Quebec[7]	NA	NA	NA	767
Saskatchewan	10,824	23,850	22,607	8,544
Yukon Territory	50	698	677	186
Canada Subtotal	**51,761**	**129,656**	**170,087**	**94,692**
Bermuda	NA	NA	NA	585
DANTES[8]	NA	NA	NA	23,482
Federal Bureau of Prisons	NA	NA	NA	68,011
GED Testing Service-Proctored[9]	NA	NA	NA	191
Michigan Prisons	NA	NA	NA	23,056
International[10]	NA	NA	NA	3,758
VA Hospitals	NA	NA	NA	0
Inter-Regional Contracts Subtotal	**NA**	**NA**	**NA**	**119,083**
Program Total	**2,118,869**	**5,073,215**	**7,106,650**	**5,336,234**

Source: 2013 GED Testing Service® data.

NA = Not available.

* = The numbers of GED® test passers in Puerto Rico were incomplete for 2005 and 2010 and were understated.

† = This number includes passers from Bermuda and GED Testing Service-proctored testing from 2002 to 2009.

[1] Number of credentials issued before 1971 was estimated by multiplying the total number of candidates by the percentage of people who met the state score requirement that year.

[2] Before 1998, data for the Federated States of Micronesia, Marshall Islands, and Palau were reported under the category Micronesia.

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[4] Alberta initiated testing in 1981.

[5] Nunavut initiated testing in 2003.

[6] Ontario initiated testing in 1996.

[7] Quebec initiated testing in 2001.

[8] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[9] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GED Testing Service staff on an annual basis or by request.

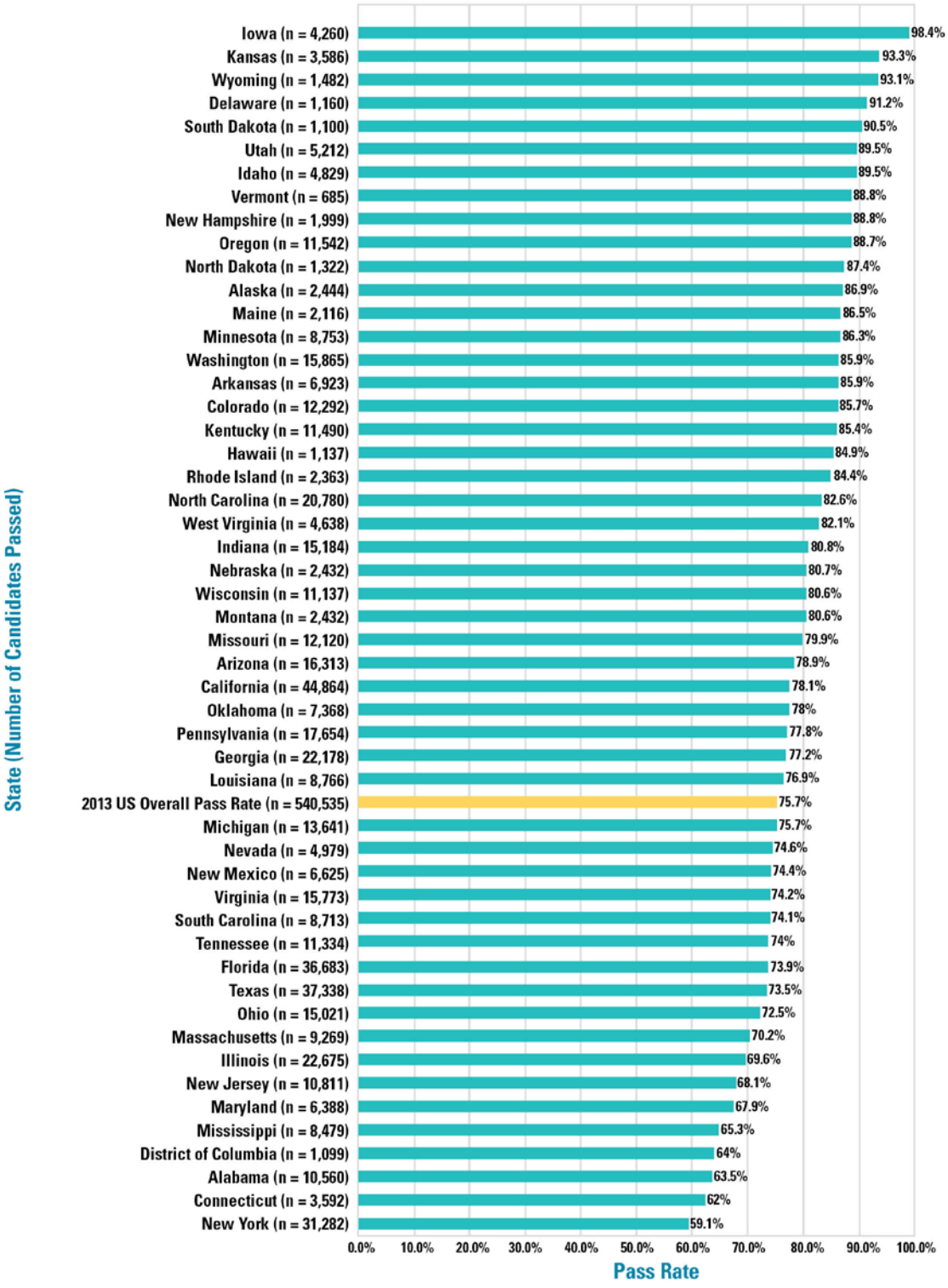
[10] International includes civilians of any nationality who tested at Pearson VUE testing centers internationally, with the exception of Bermuda and Canadian provinces.

[11] GED Testing Service fully integrated computer-based testing throughout 2013 in all but 14 jurisdictions. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

FIGURE 1

GED® Test Pass Rates in the United States: 2013

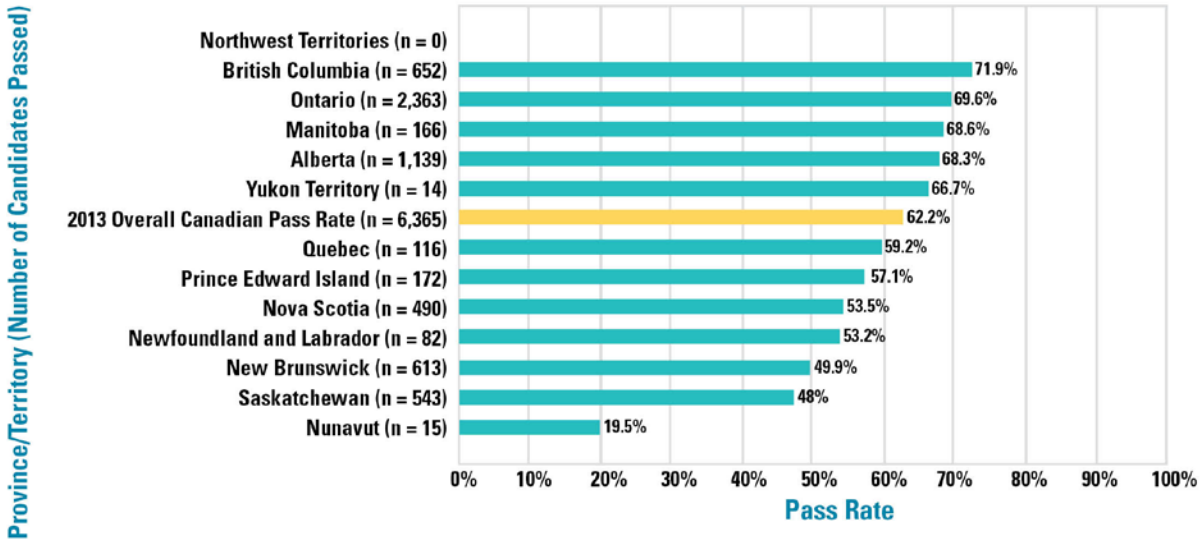


Source: 2013 GED Testing Service® data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

FIGURE 2

GED® Test Pass Rates in Canadian Provinces/Territories: 2013

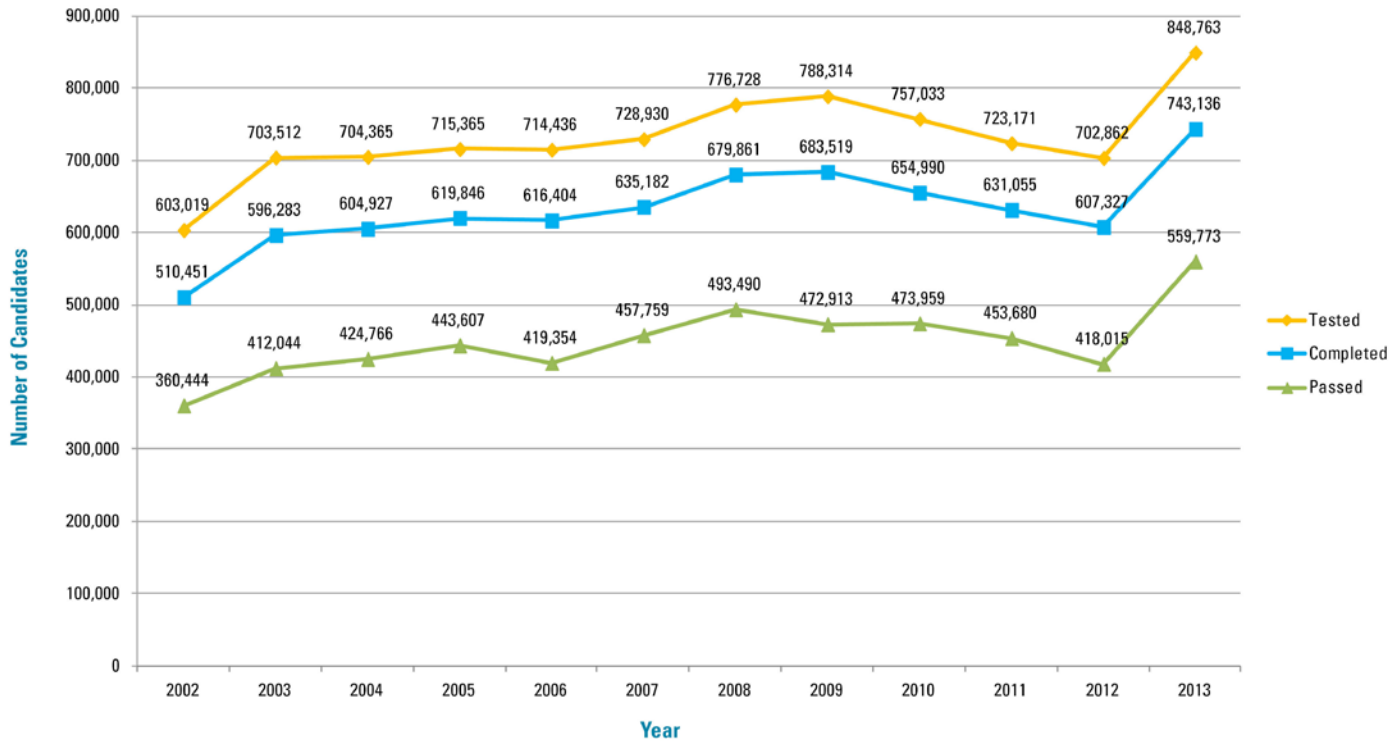


Source: 2013 GED Testing Service® data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

FIGURE 3

Number of Candidates Who Tested, Completed, and Passed the GED® Test: 2002–2013

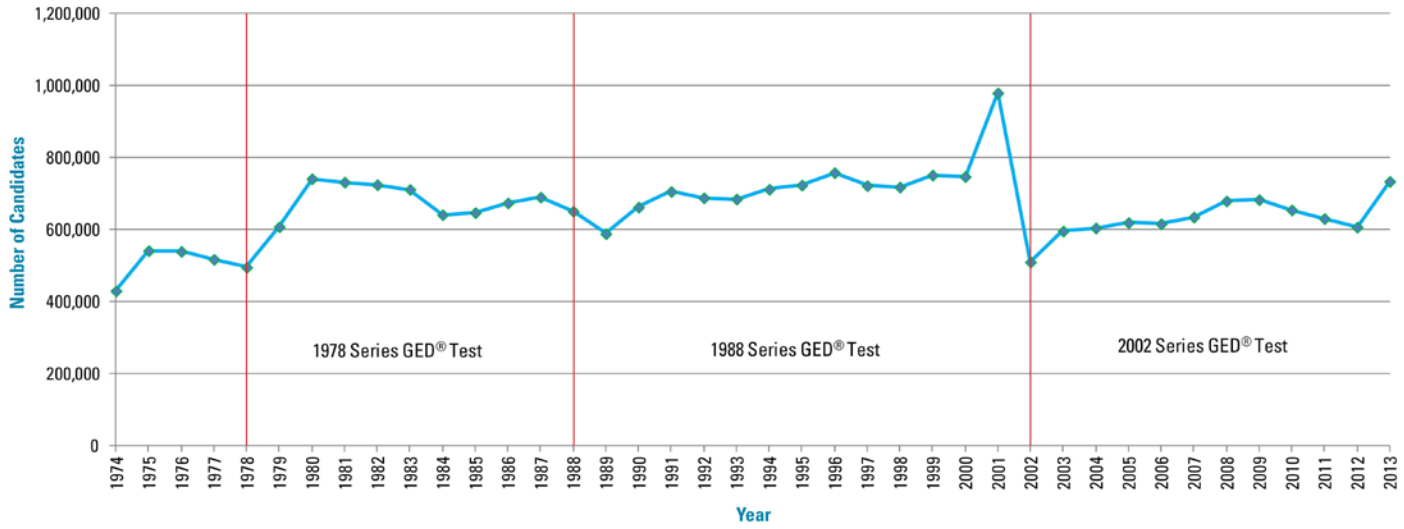


Source: 2013 GED Testing Service® data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

FIGURE 4

GED® Testing Program History: Number of Completers (1974–2013)



Source: 2013 GED Testing Service® data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2014 GED Testing Service LLC. All rights reserved.

Appendix

Appendix A: Formulas for Table Statistics

The following formulas were used to calculate the statistics for the tables presented in this report. Specific formulas are presented here under their respective table titles for easy reference. The same formulas were used to calculate jurisdiction statistics and jurisdictional group statistics. Therefore, jurisdictional group statistics are based on all records in that group; they are not averages of all the jurisdictions in a group.

TABLE 1: TARGET POPULATION AND GED® TEST CANDIDATES WHO TESTED, COMPLETED, AND PASSED: 2013

Target Population Tested (%) was calculated by dividing the number of GED® candidates who took at least one content area test by the total population of adults without a high school credential, then multiplying that number by 100.

Completion Rate (%) was calculated by dividing the number of GED® completers by the number of candidates who took at least one content area test, then multiplying that number by 100.

Target Population Completed (%) was calculated by dividing the number of GED® completers by the total population of adults without a high school credential, then multiplying that number by 100.

Pass Rate (%) was calculated by dividing the number of GED® passers by the number of GED® completers, then multiplying that number by 100.

Target Population Passed (%) was calculated by dividing the number of GED® passers by the total population of adults without a high school credential, then multiplying that number by 100.

TABLE 2: TARGET POPULATION AND FIRST-TIME GED® TEST CANDIDATES WHO TESTED, COMPLETED, AND PASSED: 2013 COHORT

Target Population First-Time Candidates (%) was calculated by dividing the number of first-time GED® candidates who took at least one content area test for the first time in 2013 and who had never tested in previous years, by the total population of adults without a high school credential, then multiplying that number by 100.

Completers Among First-Time Candidates Completion Rate (%) was calculated by dividing the number of first-time GED® candidates who completed the GED® test by the number of first-time candidates, then multiplying that number by 100.

Completers Among First-Time Candidates Target Population (%) was calculated by dividing the number of first-time GED® candidates who completed the GED® test by the total population of adults without a high school credential, then multiplying that number by 100.

Passers Among First-Time Candidates Pass Rate (%) was calculated by dividing the number of first-time GED® candidates who completed and passed the GED® test by the number of GED® completers, then multiplying that number by 100.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Passers Among First-Time Candidates Target Population (%) was calculated by dividing the number of first-time GED® candidates who completed and passed the GED® test by the total population of adults without a high school credential, then multiplying that number by 100.

TABLE 4: PERCENTAGE OF GED® TEST CANDIDATES, BY AGE GROUP AND MEAN AGE: 2013

Candidates with Reported Age (%) was calculated by dividing the number of GED® candidates with reported age by the total number of candidates, then multiplying that number by 100.

Percentage in each age group was calculated by dividing the total number of GED® candidates in that age group by the total number of candidates with reported age, then multiplying that number by 100.

The mean age was calculated by averaging the ages of all candidates with reported date of birth.

The standard deviation was calculated using the formula $\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$

where X equals the candidate age, $\overline{X}$ equals the mean candidate age, and N equals the number of candidates with reported age.

TABLE 5: PERCENTAGE OF GED® TEST CANDIDATES, BY GENDER: 2013

Candidates with Reported Gender (%) was calculated by dividing the number of GED® candidates with reported gender by the total number of candidates, then multiplying by 100.

Percentage in each gender group was calculated by dividing the total number of GED® candidates in that gender group by the total number of candidates for whom gender was reported, then multiplying that number by 100.

TABLE 6: PERCENTAGE OF GED® TEST CANDIDATES, BY ETHNICITY: 2013

Candidates with Reported Ethnicity (%) was calculated by dividing the number of GED® candidates with reported ethnicity by the total number of candidates, then multiplying by 100.

Percentage of each ethnicity group was calculated by dividing the total number of GED® candidates in that ethnicity group by the total number of candidates for whom ethnicity was reported, then multiplying that number by 100.

TABLE 7: PERCENTAGE OF GED® TEST CANDIDATES, BY HIGHEST GRADE COMPLETED AND MODE HIGHEST GRADE COMPLETED: 2013

Candidates with Reported Highest Grade Completed (%) was calculated by dividing the number of GED® candidates with reported highest grade completed by the total number of candidates, then multiplying by 100.

Percentage in each grade level was calculated by dividing the total number of GED® candidates in that grade level by the total number of passers for whom highest grade completed was reported, then multiplying that number by 100.

The mode for highest grade completed was the grade level most frequently reported by all candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 8: PERCENTAGE OF GED® TEST CANDIDATES, BY YEARS OUT OF SCHOOL AND MEAN YEARS OUT: 2013

Candidates with Reported Years Out of School (%) was calculated by dividing the number of GED® candidates with reported years out of school by the total number of candidates, then multiplying by 100.

Number of Years Out of School was calculated by subtracting the year reported as the last years of school from the current report year.

Percentage in each ***Years Out of School*** group was calculated by dividing the total number of GED® candidates in that group by the total number of candidates for whom years out of school was reported, then multiplying that number by 100.

The mean for years out of school was calculated by averaging reported years of school for all candidates.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the candidate years out of school, $\overline{X}$ equals the mean candidate years out of school, and N equals the number of candidates with reported years out of school.

TABLES 9a AND 9b: PERCENTAGE OF CANDIDATES REPORTING VARIOUS REASONS FOR TAKING THE GED® TEST: 2013

Candidates Indicating Reasons for Testing (%) was calculated by dividing the number of GED® candidates with at least one reported reason for testing by the total number of candidates, then multiplying by 100.

Percentage of GED® candidates giving each reason for testing was calculated by dividing the total number of candidates who indicated that reason for testing by the total number of candidates for whom reasons for testing was reported, then multiplying that number by 100.

TABLES 12A AND 12B: STANDARD SCORE STATISTICS FOR GED® TEST CANDIDATES: 2013

The median standard score was calculated by ordering all scores and identifying the score that has an equal number of scores above and below it.

The mean standard score was calculated by averaging the test scores.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the standard test score, $\overline{X}$ equals the mean standard score, and N equals the number of standard scores.

Met Minimum Score Requirements for each content area was calculated by dividing the number of candidates who met the jurisdictional minimum standard score by the total number of candidates, then multiplying that number by 100.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 13: GED® TEST CANDIDATE PARTICIPATION, BY NUMBER TESTED, PERCENTAGE WHO COMPLETED THE GED® TEST, AND PERCENTAGE WHO PASSED: CHANGES FROM 2012 TO 2013

Tested Percent Change 2012–2013 was calculated by subtracting the number of candidates in 2012 from the number of candidates in 2013, then dividing the difference by the 2012 figure and multiplying by 100. A negative number signals a decrease from the previous year.

Completed Percentage Point Change 2012–2013 was calculated by subtracting the percentage of completers in 2012 from the percentage of completers in 2013. A negative number signals a decrease from the previous period.

Passed Percentage Point Change 2012–2013 was calculated by subtracting the percentage of passers in 2012 from the percentage of passers in 2013. A negative number signals a decrease from the previous year.

TABLE 14: PERCENTAGE OF GED® TEST PASSERS, BY AGE GROUP AND MEAN AGE: 2013

Passers with Reported Age (%) was calculated by dividing the number of GED® passers with reported age by the total number of passers, then multiplying by 100.

Percentage in each age group was calculated by dividing the total number of GED® passers in that age group by the total number of passers for whom age was calculated using their date of birth, then multiplying that number by 100.

The mean age was calculated by averaging the ages of all GED® passers with reported date of birth.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the GED® passer age, $\overline{X}$ equals the mean GED® passer age, and N equals the number of GED® passers with reported age.

TABLE 15: PERCENTAGE OF GED® TEST PASSERS, BY GENDER: 2013

Passers with Reported Gender (%) was calculated by dividing the number of GED® passers with reported gender by the total number of passers, then multiplying by 100.

Percentage in each gender group was calculated by dividing the total number of GED® passers in that gender group by the total number of passers for whom gender was reported, then multiplying that number by 100.

TABLE 16: PERCENTAGE OF GED® TEST PASSERS, BY ETHNICITY: 2013

Passers with Reported Ethnicity (%) was calculated by dividing the number of GED® passers with reported ethnicity by the total number of passers, then multiplying by 100.

Percentage in each ethnicity group was calculated by dividing the total number of GED® passers in that ethnicity group by the total number of passers for whom ethnicity was reported, then multiplying that number by 100.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 17: PERCENTAGE OF GED® TEST PASSERS, BY HIGHEST GRADE COMPLETED AND MODE HIGHEST GRADE COMPLETED: 2013

Passers with Reported Highest Grade Completed (%) was calculated by dividing the number of GED® passers with reported highest grade completed by the total number of passers, then multiplying by 100.

Percentage in each grade level was calculated by dividing the total number of GED® passers in that grade level by the total number of passers for whom the highest grade completed was reported, then multiplying that number by 100.

The mode for highest grade completed was the grade level most frequently reported by all GED® passers.

TABLE 18: PERCENTAGE OF GED® TEST PASSERS, BY YEARS OUT OF SCHOOL AND MEAN YEARS OUT: 2013

Passers with Reported Years Out of School (%) was calculated by dividing the number of GED® passers with reported years out of school by the total number of passers, then multiplying by 100.

Years Out of School was calculated by subtracting the year reported as the last year of school attended from the current report year.

Percentage in each ***Years Out of School*** group was calculated by dividing the total number of GED® passers in that group by the total number of GED® passers for whom years out of school was reported, then multiplying that number by 100.

The mean for years out of school was calculated by averaging reported years of school for all GED® passers.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the GED® passer years out of school, $\overline{X}$ equals the mean GED® passer years out of school, and N equals the number of GED® passers with reported years out of school.

TABLES 19a AND 19b: PERCENTAGE OF PASSERS REPORTING VARIOUS REASONS FOR TAKING THE GED® TEST: 2013

Passers Indicating Reasons for Testing (%) was calculated by dividing the number of GED® passers with at least one reported reason for testing by the total number of passers, then multiplying by 100.

Percentage of GED® passers giving each reason for testing was calculated by dividing the total number of passers who indicated that reason for testing by the total number of passers for whom reasons for testing was reported, then multiplying that number by 100.

TABLES 20a AND 20b: STANDARD SCORE STATISTICS FOR GED® TEST PASSERS: 2013

The median standard score was calculated by ordering all scores and identifying the score that has an equal number of scores above and below it.

The mean standard score was calculated by averaging the test scores.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

where X equals the test standard score, $\overline{X}$ equals the mean standard score, and N equals the number of standard scores.

TABLE 21: GED® TEST PASS RATES, BY AGE GROUP: 2013

Overall Pass Rate (%) was calculated by dividing the total number of GED® passers by the number of GED® completers, then multiplying that number by 100. This rate is the same as reported in Table 1.

Pass Rates by Age Group (%) were calculated by dividing the number of GED® passers in each individual age group by the corresponding number of GED® completers of the same age group, then multiplying that number by 100.

TABLE 22: GED® TEST PASS RATES, BY GENDER: 2013

Overall Pass Rate (%) was calculated by dividing the total number of GED® passers by the number of GED® completers, then multiplying that number by 100. This rate is the same as reported in Table 1.

Pass Rates by Gender (%) were calculated by dividing the number of GED® passers in each gender group by the corresponding number of GED® completers of the same gender group, then multiplying that number by 100.

TABLE 23: GED® TEST PASS RATES, BY ETHNICITY: 2013

Overall Pass Rate (%) was calculated by dividing the total number of GED® passers by the number of GED® completers, then multiplying that number by 100. This rate is the same as reported in Table 1.

Pass Rates by Ethnicity (%) were calculated by dividing the number of GED® passers in each ethnicity group by the corresponding number of GED® completers of the same ethnicity group, then multiplying that number by 100.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Appendix B: Definitions of Terms

Adult – For the purposes of this report, an adult is someone aged 16 and older in the United States and the insular areas. This definition is consistent with the definition in the Adult Education and Family Literacy Act of 1998, Title II of the Workforce Investment Act of 1998, and the U.S. Code (Title 20: Education, Chapter 73: Adult Education and Literacy, Subchapter I: Adult Education and Family Literacy, Paragraph 9202: Definitions). In a context of adult basic and secondary education, both sources define adults as individuals "who have attained 16 years of age and who are not enrolled or required to be enrolled in secondary school under state law." For Canada, adults are people aged 15 and older, based on 2011 Canadian Census of Population data.

Content area – The GED® test includes five content areas that assess skills and knowledge in the following core high school academic subjects: Language Arts, Writing; Social Studies; Science; Language Arts, Reading; and Mathematics.

First-time candidates – Candidates who took the 2002 Series GED® test for the first time in the report year and who had never tested in previous years.

First-time completers – First-time candidates (see definition above) who completed the GED® test.

First-time passers – First-time candidates (see definition above) who completed and passed the GED® test.

GED Administrator™ – The person contractually responsible for supervising and administering the GED® testing program at the state, provincial, territorial, or inter-regional level. The GED Administrator™ is responsible for ensuring adequate training for GED Chief Examiners™ and GED Examiners™ in adhering to contractual obligations.

GED® test credential – An official document awarded and issued by a GED® testing jurisdiction, indicating that an individual has met the minimum passing standard on the GED® test as well as any other high school equivalency requirements in that jurisdiction. In some jurisdictions, the credential is called a GED® diploma or certificate.

GED® test – A high school equivalency assessment consisting of five content areas. It was designed and produced according to psychometric standards and properties in order to provide an opportunity for adults who did not complete a formal high school program to certify their attainment of high school-level academic knowledge and skills and earn their jurisdiction's high school-level equivalency credential, diploma, or certificate.

GED® test candidates – Adults who have tested in at least one of the five content areas of the GED® test, regardless of whether they completed or met the GED® test passing standard. In this report, the terms *candidates* and *test-takers* are used interchangeably with GED® test candidates.

GED® test completers – Candidates who have tested in all five content areas of the GED® test, regardless of whether they met the GED® test passing standard. The number of completers serves as the denominator for calculating the pass rate. A candidate must have completed all five content areas and met the minimum passing standard in order to be considered a passer. In this report, the term *completers* is used interchangeably with *GED® test completers*.

GED® test passers – Completers who have met their jurisdiction's minimum passing standard (see Appendix A for detailed score requirements). The number of adults who met the passing standard serves as the numerator for calculating the pass rate. Some jurisdictions require adults to fulfill additional requirements beyond passing the GED® test in order to receive a GED® test credential (see Appendix A). In this report, the term *passers* is used interchangeably with *GED® test passers*.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Insular areas – All unincorporated U.S. commonwealths and territories, and freely associated states. Although the U.S. Office of Insular Affairs does not exercise responsibility for Puerto Rico, Puerto Rico is referred to as an insular area. The term insular areas replaces IAFAS (Insular Areas and Freely Associated States), which was used in annual statistical reports in 2004 and prior.

Inter-regional contracts – GED Testing Service contracts with inter-regional jurisdictions whose candidates come from multiple intrastate, interstate, or national regions, including DANTES (Defense Activity for Non-Traditional Education Support; military and dependent family members tested on military facilities in the United States and internationally), Federal Bureau of Prisons, international civilian testing sites operated by Pearson VUE, Michigan prisons, and Veterans Affairs (VA) hospitals.

Jurisdiction – Entity such as a U.S. state, insular area, Canadian province or territory, or inter-regional contractor that administers a GED® testing program.

Language version – In addition to English, the GED® test is offered in Spanish and French versions to provide an opportunity to adults who have Spanish or French as their primary language to certify their attainment of high school-level academic knowledge and skills. The Spanish language version of all content areas—except the Language Arts, Writing Test—are direct translations of the respective English language U.S. versions. The Language Arts, Writing Test was developed separately. The French language version of all content areas—except the Language Arts, Writing Test—are direct translations of the respective English language Canadian versions. The Language Arts, Writing Test was developed separately.

Minimum passing standard – To successfully pass the GED® test, a test-taker must meet or exceed the minimum passing standard with a total standard score of 2,250 (in Puerto Rico, the total score requirement is 2,700 for the Spanish language GED® test and 2,500 for the English language GED® test) and a minimum standard score of 410 in each of the five content areas (420 in Kansas and 450 in South Dakota and Canada). Because GED® test scoring is based on a compensatory model, test-takers must earn an additional 200 standard score points beyond the 410 needed in each content area to reach the total passing standard of 2,250. The 200 additional standard score points may come from any one or a combination of content areas.

Official GED® Practice Test – The Official GED® Practice Test (OPT) was developed and copyrighted by GED Testing Service and the American Council on Education, and offers a sampling of test items from each content area in the GED® test. The OPT items are created, analyzed, and tested by GED Testing Service academic subject and psychometrics experts, and distributed through contractual agreement by an outside vendor.

Retest – A retest occurs when a candidate retests in any of the content areas in which he or she failed to meet the minimum passing standard. A candidate also may retest if he or she did meet the minimum passing standard but wants to improve the test score.

Series GED® test – The GED® test has been developed upon similar test specifications and psychometric standards and properties. There have been three previous series of the GED® test: 1942, 1978, and 1988. The fourth and current series was released in 2002 (English language U.S. and Canadian versions), followed by Spanish and French language versions released in 2004. Changes made in each series were the result of the identification of specific areas of need or assessment that would strengthen the test and provide evidence of test score validity and credibility in a changing world.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Special editions – Special formats of the GED® test are available in addition to the standard print editions for candidates with physical, learning, or psychological disabilities. These formats include large print, audiocassette, and Braille editions. Although the audiocassette and Braille editions may be used by candidates with documented disabilities who were approved for test accommodations, the large print edition does not require additional documentation for use.

Standard score – The standard score is reflective of a test-taker's performance on the GED® test. For the 2002 Series GED® test, the standard score scale ranges from 200 to 800, and falls along a normal distribution with a mean of 500 and standard deviation of 100. Standard scores are used to compare an examinee's performance on a test with the performance of graduating high school seniors who took the test.

Target population – The target population consists of all adults (as defined above) who lack a traditional high school credential and further training or degrees and who could potentially take the GED® test and therefore further their educational, professional, and personal aspirations after acquiring a GED® test credential.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

GED TESTING SERVICE®

2011 Annual Statistical Report on the GED® Test

0692

© 2012 GED Testing Service LLC. All rights reserved.

No part of this report may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission from GED Testing Service LLC.

GED® and GED Testing Service® are registered trademarks of the American Council on Education and may not be used without express written permission. Used under license.

Key Findings

The *2011 Annual Statistical Report on the GED® Test* is the 54th statistical report in the program's 70-year history of providing a second opportunity for adults without a high school credential to earn their jurisdiction's[1] GED® test credential. The report provides candidate demographic and GED® test performance statistics as well as historical data on the GED® testing program. GED Testing Service, with the cooperation of jurisdictions that administer the GED® test, is the sole source of worldwide data on the GED® testing program and GED® test candidates.[2]

In 2011, more than 723,000 adults worldwide took at least one of the five GED® content area tests—also known as subtests—measuring skills in writing, reading, social studies, science, and mathematics. Approximately 631,000 people completed the GED® test. Nearly 454,000 of these completers (71.9%) met the passing standard by earning scores equal to or higher than those earned by the top 60% of graduating high school seniors (Figure 3, page 82). This year's passers join the approximately 19 million candidates who have passed the GED® test.

This statistical report is presented in such a way as to facilitate comparisons across jurisdictions on pass rates, candidate demographics, and trends across time, yet the reader is cautioned while making such comparisons. Ultimately, each jurisdiction manages its own GED® testing program—which is also dependent upon the funding it receives—and establishes related policies (Table 3 on pages 12–23 lists jurisdictional policies). Thus, it is important to recognize that variability in policies and requirements among jurisdictions may correlate with testing program outcomes such as pass rates. For example, jurisdictions that prescreen candidates by requiring them to pass the Official GED® Practice Tests (OPT) generally have higher GED® test pass rates.

Highlights of the *2011 Annual Statistical Report on the GED® Test* include the following:

WHO LACKS A HIGH SCHOOL CREDENTIAL AND WHO TOOK THE GED® TEST?

- The 2010 U.S. Census indicates that more than 39 million adults[3] (18%) aged 16 and older in the United States lack a high school credential[4] and are not enrolled in any educational program[5].

- Across the entire GED® testing program in 2011 (Table 1, page 9), 1.6% of adults without a high school credential tested in one or more content areas of the GED® test; 1.4% of adults without a high school credential completed the GED® test; and 1.0% passed the GED® test.

[1] Throughout this report, the term *jurisdiction* is used to refer to an entity such as a U.S. state, insular area, Canadian province or territory, Bermuda, U.S. military facility, correctional institution, or Veterans Affairs (VA) hospital that administers a GED® testing program.

[2] From this point on, the terms *GED® candidate, GED® test completer,* and *GED® test passer* will be referred to as candidate, completer, and passer, respectively. Please refer to Appendix B for definitions.

[3] For the purposes of this report, an *adult* is someone aged 16 and older in the United States and the insular areas, or 15 and older in Canada. For more information on the target population, refer to Appendix B.

[4] A *high school credential* means a regular high school diploma or alternative secondary certificate, such as a GED® test credential.

[5] An educational program could include secondary, postsecondary, or other types of instruction.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

- Among all candidates who tested in 2011, nearly nine of every 10 (87%) completed the GED® test (Table 1). This statistic signals the level of determination of most candidates to meet the goal of gaining a high school credential.

- As presented in Table 2 on page 11, 86% of the candidates who tested in 2011 tried the GED® test for the first time. Among those first-time test takers who first completed the GED® test in 2011, 77% passed the GED® test. Approximately 14% of candidates in 2011 were continuing or repeat test takers.

- The average age of all candidates was slightly over 26 years in 2011 (Table 4, page 25). This average age was almost the same as 2010 and over half a year older than in 2009. Candidates who were 16 to 18 years old accounted for 22.7% of all candidates, while candidates who were 50 and over account for only 3.6% of all candidates. In 2011, 56.4% of the candidates were male and 43.6% were female (Table 5, page 27).

- The ethnic distributions of candidates (Table 6, page 29) have remained relatively stable during the 2002 series of the GED® test. Of all candidates who indicated ethnicity when they tested in 2011, 48.2% were White, 26% African American, 20.4% Hispanic, 2.5% American Indian / Alaska Native, 1.9% Asian, and 0.7% Pacific Islander / Hawaiian. The percentage of African American test takers has increased from 20.6% in 2003 to 26% in 2011.

- In 2011, 70.8% of all candidates reported that they completed the 10th grade or higher (Table 7, page 31). Overall, 24.5% of the candidates indicated that they had been out of school for one year or less (Table 8, page 33), yet 31.6% of the candidates waited more than 10 years before taking the GED® test. The overall average number of years out of school before testing was approximately nine years.

- Educational reasons were the motive candidates cited most often for taking the GED® test (Tables 9a and 9b, pages 34–37). Approximately 63.8% of all candidates indicated that they tested for educational reasons[6]. More than half of all candidates (52.6%) indicated that they tested for personal reasons, such as being a positive role model and personal satisfaction. Half of candidates (51.2%) identified employment reasons (primarily to get a better job) for testing.

- More than 26,000 candidates tested predominantly using the Spanish language GED® test (Table 10, page 39). Five jurisdictions (listed from largest to smallest test volume: California, Texas, New York, Illinois, and Colorado) accounted for over 50% of the Spanish language test takers[7]. Over 1,200 candidates took the French language GED® test. New York, New Brunswick, and Quebec tested 85.8% of the French language test takers.

- Statistics on special editions of the GED® test, including audiocassette and large print, taken in 2011 are presented in Table 11 on page 40–41.

[6] Candidates could select as many reasons as applied, so percentages for reasons do not sum to 100 percent.

[7] In 2010, Puerto Rico accounted for approximately 7% of the Spanish language GED® test. Puerto Rico is not included in the 2011 analyses due to insufficient data provided by the jurisdiction.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

- For all candidates who tested in 2011, the percentages of those achieving their jurisdiction's minimum standard score in each content area (410 in the United States[8] and 450 in Canada) were generally higher than 90%, except for Mathematics. Fewer candidates (80.8%) scored high enough to meet the minimum standard score in Mathematics. Standard scores statistics are presented in Tables 12a and 12b on pages 42–45.

WHO PASSED THE GED® TEST?

Over the course of the 2002 series GED® test, pass rates for completers have held fairly consistent across the years. Pass rates for the GED® test averaged 70.6% in 2002 and 71.9% in 2011 (Table 24, page 73). Pass rates ranged from a low of 68 percent (2006) to a high of 72.6 percent (2008).

- In 2011, 71.9% of completers (nearly 454,000 adults), as presented in Table 13 on page 47, passed the GED® test.[9] Fewer test takers took, completed, and passed the GED® test in 2011 than in 2010 (Figure 3, page 82).

- Jurisdictions that had higher pass rates generally required candidates to have completed an adult education program of study or pass the OPT before allowing them to take the GED® test. Of the 10 jurisdictions with the highest pass rates in the United States (Figure 1, page 80), six required their candidates to pass the OPT: Iowa, Kansas, Delaware, New Hampshire, North Carolina, and Maine. In 2011, as Table 3 (pages 12–23) indicates, 54 jurisdictions did not require the OPT at all, while 21 jurisdictions required the OPT for all candidates.

- The average age of passers in 2011 across all jurisdictions was 25.5 years (Table 14, page 49), the highest average passer age during the operation of the current series. Passers were slightly younger, on average, than candidates. Candidates who were 16 to 18 years old accounted for 26% of passers, while candidates who were 50 years of age and over account for only 2.6% of all candidates.

- In 2011, 59.1% of the passers were male and 40.9% were female (Table 15, page 51). Passers tend to be male at a higher rate compared with candidates.

- The ethnic distribution of all passers in 2011 was 56.4% White, 20.3% African American, 18.3% Hispanic, 2.2% American Indian / Alaska Native, 1.8% Asian, and 0.7% Pacific Islander / Hawaiian (Table 16, page 53).

- In 2011, 72.8% of the passers completed 10th grade or higher (Table 17, page 55), while 71% of candidates report completing 10th grade or higher (Table 7, page 31). The average number of years out of school for passers was eight years (Table 18, page 57), a slightly shorter amount of time than for candidates (Table 8, page 33).

---

[8] The standard score requirement for passing the GED® test in Kansas in 2011 was 420 minimum in each content area and a minimum total score of 2,250. In South Dakota, a 450 minimum standard score was required for each content area.

[9] Candidates pass the GED® test by earning an average standard score of 450 or higher in the five individual content areas (equivalent to a standard score total of 2,250 or higher) and earning a minimum standard score of 410 in each individual content area if they tested in most of the United States (see footnote 8), or 450 if they tested in Canada. In Puerto Rico, the total score requirement is 2,700 for the Spanish language version of the GED® test (which includes the score for the required ESL test) and 2,250 for the English language version of the GED® test.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

- As with the entire population of candidates, educational reasons (65.7%) and personal reasons (55.4%) for testing were the most frequently chosen reasons for testing by passers in 2011. (Tables 19a and 19b, pages 58–61).

- The GED® test average standard score across the five content areas for all passers was 528 (Tables 20a and 20b, pages 62–65). Mathematics and Language Arts, Writing were the two most difficult content areas as indicated by the average standard scores (492 and 509, respectively).

- Data on pass rates were disaggregated by age, gender, and ethnic group (Tables 21, 22, and 23; pages 66–71). Generally, younger test takers, males, and white candidates tended to have higher pass rates. These differences in pass rates are consistent with data from other large-scale assessment programs, such as ACT, California High School Exit Examination, National Assessment of Educational Progress (NAEP), and SAT. Variability in pass rates among states also occurred (Table 23), and the performance difference across ethnic groups was considerably smaller in some states than in others.

TRENDS IN THE GED® TESTING PROGRAM

- Trend data are displayed in Tables 24, 25a, 25b, 25c, 25d, and 26 (pages 72–79). Since 1943, over 18.7 million individuals have passed the GED® test (Table 26, pages 78–79).

- In general, since 2002, there have been gradual increases each year in the number of candidates who tested and the number of candidates who completed the GED® test. However, the testing volume took a small dip beginning in 2010 and continuing for 2011, which reflects multiple reasons, such as tightened adult education funding leading to a decrease in the amount of people in the GED® test pipeline; an increase in the number of jurisdictions requiring the OPT; or other policy-related decisions. The yearly pass rate for the current series has ranged from 68.0% to 72.6% (Table 24, page 72–73).

- From 1995 to 2008, the average age of all candidates remained relatively unchanged at about 25 years old, indicated in Table 24. Beginning in 2009 and through 2011, however, the average age increased to approximately 26 years. The percentage of candidates aged 16 to 18 has decreased from 31.3% to 22.7% since 2002, and the percentage of candidates aged 19 to 24 has fluctuated between 34.5 and 37.3% (Table 25c, page 76). Over the past five years, the percent of candidates and passers age 50 years and over has remained relatively stable, accounting for only 2.6% of candidates and 1.9% of passers in 2007 to 3.6% and 2.3% in 2011, respectively.

- Since the testing program's inception, the average highest grade completed has remained largely stable at 10th. However, the average highest grade completed rose to 11th for 2011 (Table 24, pages 72–73).

- With regard to candidates' reasons for taking the GED® test, Table 24 (pages 72–73) indicates that the percentage of candidates planning further study has gradually increased during the current series from 58.9% in 2006 to 63.8% in 2011. Testing for employment reasons has slightly increased across the current test series, rising approximately 3 percentage points from 2006 (48.1%) to 2011 (51.2%) (Table 25c, page 76).

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

LIST OF TABLES

Table 1: Target Population and GED® Test Candidates Who Tested, Completed, and Passed: 2011 8
Table 2: Target Population and First-Time GED® Test Candidates Who Tested, Completed, and Passed: 2011 Cohort 10
Table 3: GED® Testing Program Policies, by Jurisdiction: 2011 12
Table 4: Percentage of GED® Test Candidates, by Age Group and Mean Age: 2011 24
Table 5: Percentage of GED® Test Candidates, by Gender: 2011 26
Table 6 Percentage of GED® Test Candidates, by Ethnicity: 2011 28
Table 7: Percentage of GED® Test Candidates, by Highest Grade Completed and Mode Highest Grade Completed: 2011 30
Table 8: Percentage of GED® Test Candidates, by Years Out of School and Mean Years Out: 2011 32
Table 9a: Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the United States: 2011 34
Table 9b: Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2011 36
Table 10: Number of GED® Test Candidates Tested, by Language Version: 2011 38
Table 11: Number of GED® Test Candidates Tested, by Special Edition of the GED® Test: 2011 40
Table 12a: Standard Score Statistics for GED® Test Candidates in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2011 42
Table 12b: Standard Score Statistics for GED® Test Candidates in Science and Mathematics Tests: 2011 44
Table 13: GED® Test Candidate Participation, by Number Tested, Percentage Who Completed the GED® Test, and Percentage Who Passed: Changes from 2010 to 2011 46
Table 14: Percentage of GED® Test Passers, by Age Group and Mean Age: 2011 48
Table 15: Percentage of GED® Test Passers, by Gender: 2011 50
Table 16: Percentage of GED® Test Passers, by Ethnicity: 2011 52
Table 17: Percentage of GED® Test Passers, by Highest Grade Completed and Mode Highest Grade Completed: 2011 54
Table 18: Percentage of GED® Test Passers, by Years Out of School and Mean Years Out: 2011 56
Table 19a: Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the United States: 2011 58
Table 19b: Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2011 60
Table 20a: Standard Score Statistics for GED® Test Passers in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2011 62
Table 20b: Standard Score Statistics for GED® Test Passers in Science, Mathematics, and Test Battery: 2011 64
Table 21: GED® Test Pass Rates, by Age Group: 2011 66
Table 22: GED® Test Pass Rates, by Gender: 2011 68
Table 23: GED® Test Pass Rates, by Ethnicity: 2011 70
Table 24: Trends in GED® Testing, All Candidates: 1949-2011 72
Table 25a: Statistics on GED® Test Candidates in the United States: 2002-2011 74
Table 25b: Statistics on GED® Test Passers in the United States: 2002-2011 75
Table 25c: Statistics on GED® Test Candidates for the Overall Program: 2002-2011 76
Table 25d: Statistics on GED® Test Passers for the Overall Program: 2002-2011 77

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Table 26: Number of GED® Credentials Issued, by Series GED® Test (1943-2001), and Number of GED® Test Passers, by 2002 Series GED® Test (2002-2011) 78

LIST OF FIGURES

Figure 1: GED® Test Pass Rates in the United States: 2011 80
Figure 2: GED® Test Pass Rates in Canadian Provinces/Territories: 2011 81
Figure 3: Number of Candidates Who Tested, Completed, and Passed the GED® Test: 2002-2011 82

APPENDIX

Appendix A: Formulas for Table Statistics 83
Appendix B: Definitions of Terms 89

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 1

Target Population and GED® Test Candidates Who Tested, Completed, and Passed: 2011

Jurisdiction	Target Population (Adults Without a High School Credential)[1]	Tested		Completed[2]			Passed		
		Candidates	Target Population	Completers	Completion Rate	Target Population	Passers	Pass Rate	Target Population
	(N)	(N)	(%)	(N)	(%)	(%)	(N)	(%)	(%)
Alabama	797,910	13,940	1.7	13,869	99.5	1.7	8,460	61.0	1.1
Alaska	51,665	2,827	5.5	1,879	66.5	3.6	1,642	87.4	3.2
Arizona	730,845	18,097	2.5	15,924	88.0	2.2	11,731	73.7	1.6
Arkansas	470,030	7,870	1.7	7,783	98.9	1.7	6,596	84.7	1.4
California	5,500,200	53,370	1.0	44,930	84.2	0.8	32,197	71.7	0.6
Colorado	435,120	15,734	3.6	11,852	75.3	2.7	9,641	81.3	2.2
Connecticut	395,380	5,151	1.3	4,502	87.4	1.1	2,732	60.7	0.7
Delaware	100,940	807	0.8	803	99.5	0.8	750	93.4	0.7
District of Columbia	93,635	913	1.0	857	93.9	0.9	506	59.0	0.5
Florida	2,441,300	47,180	1.9	44,706	94.8	1.8	31,873	71.3	1.3
Georgia[3]	1,283,830	33,061	2.6	27,815	84.1	2.2	18,434	66.3	1.4
Hawaii	131,295	1,738	1.3	1,656	95.3	1.3	1,302	78.6	1.0
Idaho	139,725	5,536	4.0	3,991	72.1	2.9	3,465	86.8	2.5
Illinois	1,659,750	27,035	1.6	24,572	90.9	1.5	15,787	64.2	1.0
Indiana	786,020	15,144	1.9	15,030	99.2	1.9	11,569	77.0	1.5
Iowa	289,280	5,646	2.0	3,573	63.3	1.2	3,499	97.9	1.2
Kansas	272,595	3,177	1.2	3,137	98.7	1.2	2,975	94.8	1.1
Kentucky	750,890	12,104	1.6	11,937	98.6	1.6	9,783	82.0	1.3
Louisiana	786,880	11,958	1.5	11,822	98.9	1.5	8,184	69.2	1.0
Maine	136,170	3,741	2.7	2,598	69.4	1.9	2,258	86.9	1.7
Maryland	617,715	8,171	1.3	7,791	95.3	1.3	4,884	62.7	0.8
Massachusetts	695,875	12,165	1.7	10,964	90.1	1.6	7,160	65.3	1.0
Michigan	1,182,970	19,738	1.7	14,849	75.2	1.3	10,421	70.2	0.9
Minnesota	423,115	9,759	2.3	6,931	71.0	1.6	5,775	83.3	1.4
Mississippi	537,920	13,976	2.6	12,736	91.1	2.4	7,530	59.1	1.4
Missouri	756,515	13,388	1.8	13,287	99.2	1.8	10,334	77.8	1.4
Montana	84,510	3,637	4.3	3,015	82.9	3.6	2,392	79.3	2.8
Nebraska	163,380	3,729	2.3	2,515	67.4	1.5	2,067	82.2	1.3
Nevada	296,905	6,026	2.0	5,931	98.4	2.0	4,286	72.3	1.4
New Hampshire	114,330	2,310	2.0	1,927	83.4	1.7	1,677	87.0	1.5
New Jersey	1,089,940	13,752	1.3	13,375	97.3	1.2	8,547	63.9	0.8
New Mexico	272,275	8,416	3.1	7,392	87.8	2.7	5,163	69.8	1.9
New York	2,851,185	43,824	1.5	42,738	97.5	1.5	25,436	59.5	0.9
North Carolina	1,297,505	24,797	1.9	15,141	61.1	1.2	13,162	86.9	1.0
North Dakota	70,005	1,732	2.5	1,186	68.5	1.7	1,002	84.5	1.4
Ohio	1,397,220	20,275	1.5	20,047	98.9	1.4	14,959	74.6	1.1
Oklahoma	482,350	9,012	1.9	8,884	98.6	1.8	6,669	75.1	1.4
Oregon	389,020	13,124	3.4	9,799	74.7	2.5	8,332	85.0	2.1
Pennsylvania	1,604,370	22,469	1.4	19,975	88.9	1.2	14,328	71.7	0.9
Rhode Island	163,870	2,908	1.8	2,154	74.1	1.3	1,653	76.7	1.0
South Carolina	681,590	10,934	1.6	10,648	97.4	1.6	8,265	77.6	1.2
South Dakota	81,935	1,645	2.0	1,039	63.2	1.3	858	82.6	1.0
Tennessee	988,235	14,157	1.4	13,731	97.0	1.4	9,907	72.2	1.0
Texas	3,571,240	49,690	1.4	44,468	89.5	1.2	31,021	69.8	0.9
Utah	185,575	6,086	3.3	5,824	95.7	3.1	4,813	82.6	2.6
Vermont	59,580	1,030	1.7	627	60.9	1.1	527	84.1	0.9
Virginia	942,620	20,879	2.2	18,178	87.1	1.9	12,579	69.2	1.3
Washington	569,705	23,262	4.1	16,417	70.6	2.9	13,561	82.6	2.4
West Virginia	329,530	5,980	1.8	5,478	91.6	1.7	4,281	78.1	1.3
Wisconsin	571,110	17,778	3.1	9,947	56.0	1.7	7,908	79.5	1.4
Wyoming	43,570	1,618	3.7	1,346	83.2	3.1	1,245	92.5	2.9
U.S. Subtotal	39,769,125	691,296	1.7	601,576	87.0	1.5	434,126	72.2	1.1

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 1 *(continued from previous page)*

Target Population and GED® Test Candidates Who Tested, Completed, and Passed: 2011

Jurisdiction	Target Population (Adults Without a High School Credential)[1]	Tested		Completed[2]			Passed		
		Candidates	Target Population	Completers	Completion Rate	Target Population	Passers	Pass Rate	Target Population
	(N)	(N)	(%)	(N)	(%)	(%)	(N)	(%)	(%)
American Samoa	10,245	22	0.2	22	100.0	0.2	5	22.7	0.0
Federated States of Micronesia	NA	36	-	33	91.7	-	4	12.1	-
Guam	23,540	268	1.1	264	98.5	1.1	141	53.4	0.6
Marshall Islands	NA	56	-	53	94.6	-	5	9.4	-
Northern Mariana Islands	17,660	34	0.2	19	55.9	0.1	15	78.9	0.1
Palau	NA	83	-	33	39.8	-	10	30.3	-
Puerto Rico[4]	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	28,310	194	0.7	190	97.9	0.7	79	41.6	0.3
Insular Areas Subtotal	79,755	693	0.9	614	-	-0.1*	259	42.2	0.0*
Alberta	614,865	1,824	0.3	1,764	96.7	0.3	1,242	70.4	0.2
British Columbia	675,345	1,238	0.2	1,191	96.2	0.2	852	71.5	0.1
Manitoba	267,745	266	0.1	261	98.1	0.1	169	64.8	0.1
New Brunswick	176,660	1,625	0.9	1,587	97.7	0.9	772	48.6	0.4
Newfoundland and Labrador	141,570	185	0.1	182	98.4	0.1	105	57.7	0.1
Northwest Territories	10,265	4	0.0	0	0.0	0.0	0	-	0.0
Nova Scotia	202,770	940	0.5	908	96.6	0.4	502	55.3	0.2
Nunavut	11,085	65	0.6	64	98.5	0.6	15	23.4	0.1
Ontario	2,183,625	4,357	0.2	4,267	97.9	0.2	3,009	70.5	0.1
Prince Edward Island	29,235	456	1.6	447	98.0	1.5	249	55.7	0.9
Quebec	1,547,870	236	0.0	234	99.2	0.0	111	47.4	0.0
Saskatchewan	231,730	1,416	0.6	1,252	88.4	0.5	701	56.0	0.3
Yukon Territory	5,555	29	0.5	27	93.1	0.5	20	74.1	0.4
Canada Subtotal	6,098,320	12,641	0.2	12,184	96.4	0.2	7,747	63.6	0.1
Bermuda	NA	255	-	255	100.0	-	119	46.7	-
DANTES[5]	NA	1,784	-	1,782	99.9	-	1,704	95.6	-
Federal Bureau of Prisons	NA	10,383	-	9,510	91.6	-	6,643	69.9	-
GED Testing Service-Proctored[6]	NA	141	-	134	95.0	-	63	47.0	-
Michigan Prisons	NA	3,432	-	2,995	87.3	-	1,684	56.2	-
Prometric[7]	NA	2,546	-	2,005	78.8	-	1,335	66.6	-
VA Hospitals	NA	-	-	-	-	-	-	-	-
Inter-Regional Contracts Subtotal	NA	18,541	-	16,681	90.0	-	11,548	69.2	-
Program Total	45,947,200	723,171	1.6	631,055	-	1.4	453,680	71.9	1.0

Sources: 2010 U.S. Census, 2006 Canadian Census of Population, and 2011 GED Testing Service® data.

NA = Not available.

- = Not applicable or not possible to calculate.

* Percentage calculated by not including Puerto Rico data.

[1] *Target Population* totals for the United States and the insular areas include adults 16 years and older, without a high school diploma and further training or degrees, based on 2010 U.S. Census data. Population totals for Canadian jurisdictions include out-of-school adults 15 years and older, without a high school diploma and further training or degrees, based on 2006 Canadian Census of Population data, as reported by Statistics Canada.

[2] Those test takers who completed testing in all content areas in 2011 may have begun testing in a previous year. A candidate is considered a completer in 2011 only if he or she finished testing in all five content areas by December 31, 2011.

[3] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[4] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[5] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[6] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[7] Prometric manages international testing of civilians, except for in Bermuda.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 2

Target Population and First-Time GED® Candidates Who Tested, Completed, and Passed: 2011 Cohort

Jurisdiction	Target Population (Adults Without a High School Credential)[1]	First-Time Candidates[2]		Completers Among First-Time Candidates[3]			Passers Among First-Time Candidates[4]		
		2011 Cohort	Target Population	2011 Cohort		Target Population	2011 Cohort		Target Population
				Completers	Completion Rate		Passers	Pass Rate	
	(N)	(N)	(%)	(N)	(%)	(%)	(N)	(%)	(%)
Alabama	797,910	10,397	1.3	10,329	99.3	1.3	6,856	66.4	0.9
Alaska	51,665	1,942	3.8	1,170	60.2	2.3	1,076	92.0	2.1
Arizona	730,845	14,059	1.9	12,077	85.9	1.7	9,628	79.7	1.3
Arkansas	470,030	6,859	1.5	6,776	98.8	1.4	5,876	86.7	1.3
California	5,500,200	41,540	0.8	34,386	82.8	0.6	26,172	76.1	0.5
Colorado	435,120	11,363	2.6	8,240	72.5	1.9	7,213	87.5	1.7
Connecticut	395,380	3,890	1.0	3,293	84.7	0.8	2,139	65.0	0.5
Delaware	100,940	751	0.7	747	99.5	0.7	708	94.8	0.7
District of Columbia	93,635	676	0.7	623	92.2	0.7	397	63.7	0.4
Florida	2,441,300	37,720	1.5	35,539	94.2	1.5	27,238	76.6	1.1
Georgia[5]	1,283,830	23,373	1.8	18,701	80.0	1.5	13,819	73.9	1.1
Hawaii	131,295	1,444	1.1	1,369	94.8	1.0	1,154	84.3	0.9
Idaho	139,725	3,966	2.8	2,720	68.6	1.9	2,497	91.8	1.8
Illinois	1,659,750	19,726	1.2	17,685	89.7	1.1	12,503	70.7	0.8
Indiana	786,020	12,864	1.6	12,751	99.1	1.6	10,245	80.3	1.3
Iowa	289,280	4,207	1.5	2,543	60.4	0.9	2,520	99.1	0.9
Kansas	272,595	3,005	1.1	2,965	98.7	1.1	2,830	95.4	1.0
Kentucky	750,890	10,260	1.4	10,102	98.5	1.3	8,458	83.7	1.1
Louisiana	786,880	10,098	1.3	9,962	98.7	1.3	7,199	72.3	0.9
Maine	136,170	2,654	1.9	1,749	65.9	1.3	1,601	91.5	1.2
Maryland	617,715	6,178	1.0	5,819	94.2	0.9	3,910	67.2	0.6
Massachusetts	695,875	8,745	1.3	7,642	87.4	1.1	5,594	73.2	0.8
Michigan	1,182,970	14,027	1.2	10,074	71.8	0.9	7,615	75.6	0.6
Minnesota	423,115	6,814	1.6	4,576	67.2	1.1	4,080	89.2	1.0
Mississippi	537,920	9,809	1.8	8,717	88.9	1.6	5,719	65.6	1.1
Missouri	756,515	11,568	1.5	11,468	99.1	1.5	9,214	80.3	1.2
Montana	84,510	2,719	3.2	2,202	81.0	2.6	1,859	84.4	2.2
Nebraska	163,380	2,441	1.5	1,475	60.4	0.9	1,325	89.8	0.8
Nevada	296,905	5,057	1.7	4,968	98.2	1.7	3,807	76.6	1.3
New Hampshire	114,330	1,852	1.6	1,531	82.7	1.3	1,387	90.6	1.2
New Jersey	1,089,940	10,712	1.0	10,355	96.7	1.0	7,171	69.3	0.7
New Mexico	272,275	6,288	2.3	5,423	86.2	2.0	4,090	75.4	1.5
New York	2,851,185	31,467	1.1	30,419	96.7	1.1	19,918	65.5	0.7
North Carolina	1,297,505	16,588	1.3	9,023	54.4	0.7	8,287	91.8	0.6
North Dakota	70,005	1,184	1.7	762	64.4	1.1	686	90.0	1.0
Ohio	1,397,220	16,835	1.2	16,609	98.7	1.2	12,848	77.4	0.9
Oklahoma	482,350	7,507	1.6	7,385	98.4	1.5	5,795	78.5	1.2
Oregon	389,020	9,407	2.4	6,755	71.8	1.7	6,023	89.2	1.5
Pennsylvania	1,604,370	16,756	1.0	14,633	87.3	0.9	11,416	78.0	0.7
Rhode Island	163,870	1,914	1.2	1,308	68.3	0.8	1,134	86.7	0.7
South Carolina	681,590	9,105	1.3	8,851	97.2	1.3	7,160	80.9	1.1
South Dakota	81,935	1,120	1.4	672	60.0	0.8	598	89.0	0.7
Tennessee	988,235	11,117	1.1	10,746	96.7	1.1	8,319	77.4	0.8
Texas	3,571,240	36,837	1.0	32,263	87.6	0.9	24,206	75.0	0.7
Utah	185,575	5,422	2.9	5,178	95.5	2.8	4,434	85.6	2.4
Vermont	59,580	750	1.3	404	53.9	0.7	351	86.9	0.6
Virginia	942,620	14,802	1.6	12,533	84.7	1.3	9,651	77.0	1.0
Washington	569,705	16,553	2.9	11,160	67.4	2.0	9,934	89.0	1.7
West Virginia	329,530	5,029	1.5	4,532	90.1	1.4	3,653	80.6	1.1
Wisconsin	571,110	10,629	1.9	4,764	44.8	0.8	4,158	87.3	0.7
Wyoming	43,570	1,303	3.0	1,078	82.7	2.5	1,028	95.4	2.4
U.S. Subtotal	**39,769,125**	**521,329**	**1.3**	**447,052**	**85.8**	**1.1**	**345,499**	**77.3**	**0.9**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 2 *(continued from previous page)*

Target Population and First-Time GED® Candidates Who Tested, Completed, and Passed: 2011 Cohort

Jurisdiction	Target Population (Adults Without a High School Credential)[1]	First-Time Candidates[2]		Completers Among First-Time Candidates[3]			Passers Among First-Time Candidates[4]		
		2011 Cohort	Target Population	2011 Cohort		Target Population	2011 Cohort		Target Population
				Completers	Completion Rate		Passers	Pass Rate	
	(N)	(N)	(%)	(N)	(%)	(%)	(N)	(%)	(%)
American Samoa	10,245	12	0.1	12	100.0	0.1	4	33.3	0.0
Federated States of Micronesia	NA	32	-	29	90.6	-	4	13.8	-
Guam	23,540	210	0.9	206	98.1	0.9	117	56.8	0.5
Marshall Islands	NA	55	-	52	94.5	-	5	9.6	-
Northern Mariana Islands	17,660	21	0.1	8	38.1	0.0	8	100.0	0.0
Palau	NA	38	-	0	0.0	-	0	-	-
Puerto Rico[6]	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	28,310	138	0.5	134	97.1	0.5	62	46.3	0.2
Insular Areas Subtotal	**79,755**	**506**	**-0.1***	**441**	**87.2**	**0.0**	**200**	**45.4**	**0.0**
Alberta	614,865	1,645	0.3	1,590	96.7	0.3	1,160	73.0	0.2
British Columbia	675,345	1,079	0.2	1,036	96.0	0.2	781	75.4	0.1
Manitoba	267,745	240	0.1	235	97.9	0.1	161	68.5	0.1
New Brunswick	176,660	1,137	0.6	1,100	96.7	0.6	585	53.2	0.3
Newfoundland and Labrador	141,570	156	0.1	153	98.1	0.1	90	58.8	0.1
Northwest Territories	10,265	4	0.0	0	0.0	0.0	0	-	0.0
Nova Scotia	202,770	721	0.4	689	95.6	0.3	393	57.0	0.2
Nunavut	11,085	56	0.5	55	98.2	0.5	12	21.8	0.1
Ontario	2,183,625	3,781	0.2	3,693	97.7	0.2	2,748	74.4	0.1
Prince Edward Island	29,235	334	1.1	325	97.3	1.1	195	60.0	0.7
Quebec	1,547,870	215	0.0	213	99.1	0.0	105	49.3	0.0
Saskatchewan	231,730	1,086	0.5	939	86.5	0.4	560	59.6	0.2
Yukon Territory	5,555	27	0.5	25	92.6	0.5	19	76.0	0.3
Canada Subtotal	**6,098,320**	**10,481**	**0.2**	**10,053**	**95.9**	**0.2**	**6,809**	**67.7**	**0.1**
Bermuda	NA	147	-	147	100.0	-	91	61.9	-
DANTES[7]	NA	1,640	-	1,638	99.9	-	1,584	96.7	-
Federal Bureau of Prisons	NA	7,520	-	6,772	90.1	-	4,906	72.4	-
GED Testing Service-Proctored[8]	NA	106	-	100	94.3	-	53	53.0	-
Michigan Prisons	NA	1,867	-	1,548	82.9	-	940	60.7	-
Prometric[9]	NA	1,960	-	1,481	75.6	-	1,031	69.6	-
VA Hospitals	NA	-	-	-	-	-	-	-	-
Inter-Regional Contracts Subtotal	**NA**	**13,240**	**-**	**11,686**	**88.3**	**-**	**8,605**	**73.6**	**-**
Program Total	**45,947,200**	**545,556**	**1.2***	**469,232**	**86.0**	**1.0**	**361,113**	**77.0**	**0.8**

Sources: 2010 U.S. Census, 2006 Canadian Census of Population, and 2011 GED Testing Service® data.

NA = Not available.

- = Not applicable or not possible to calculate.

* = Percentage calculated by not including Puerto Rico data.

[1] *Target Population* totals for the United States and the insular areas include adults 16 years and older, without a high school diploma and further training or degrees, based on 2010 U.S. Census data. Target Population totals for Canadian jurisdictions include out-of-school adults 15 year and older, without a high school diploma and further training or degrees, based on 2006 Canadian Census of Population data, as reported by Statistics Canada.

[2] *First-Time Candidates* refers to candidates who took the 2002 series GED test for the first time in the report year and who had never tested in previous years.

[3] *Completers Among First-Time Candidates* refers to first-time candidates (see definition above) who completed the GED test.

[4] *Passers Among First-Time Candidates* refers to first-time candidates (see definition above) who completed and passed the GED test.

[5] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[6] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[7] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[8] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[9] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 3

GED® Testing Program Policies, by Jurisdiction: 2011

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
Alabama	50	Resident if younger than 18 years of age	State of Alabama High School Equivalency Diploma	$50	$10	410 min. & 450 avg.	-	No	No	-	-
Alaska	19	Physically present in the state at the time of testing	Diploma by General Educational Development Examination	$25 (optional)	$5 per re-test (optional)	410 min. & 450 avg.	-	No	No	-	-
Arizona	42	None	Arizona High School Equivalency Diploma	$60-$100	$10-$15 per subtest	410 min. & 450 avg.	-	No	No	-	-
Arkansas	61	Resident with proof of residency (e.g., driver's license)	Arkansas High School Diploma	$0	$0	410 min. & 450 avg.	-	No	Yes	$0	410 min. & 450 avg.
California	190	Resident	California High School Equivalency Certificate	$150 approx.	$25 approx. per subtest	410 min. & 450 avg.	Examinees under 18 years of age will have their credential mailed on the date of their 18th birthday	No	No	-	-
Colorado	52	Resident	High School Equivalency Diploma	$110-$150	$30 approx.	410 min. & 450 avg.	Must be a Colorado resident; 17 years of age, and in school or dropped out at 16 years of age with waiver approval	No	No	-	-
Connecticut	23	Resident	Connecticut State High School Diploma	$13 at each registration for battery if 21 years of age or older and non-veteran	$13 at each registration for subtest if 21 years of age or older and non-veteran	410 min. & 450 avg.	-	No	No	-	-
Delaware	6	Resident or work in state	Delaware State Board of Education Endorsement	$75	$25 per subtest	410 min. & 450 avg.	-	No	Yes	$35	470 min. & 450 avg.
District of Columbia	1	Bona fide resident, court order, or Job Corps	General Educational Development Credential	$50	$10 per subtest	410 min. & 450 avg.	-	No	Yes	-	410 min. & 450 avg.
Florida	89	None at the state level; sometimes at the county level	State of Florida High School Diploma	$70 max.	$16 max. for Writing and $14 max. for other subtests	410 min. & 450 avg.	-	No	No	-	-
Georgia[3]	47	None	Georgia GED Diploma	$95	$19	410 min. & 450 avg.	-	No	No	-	-
Hawaii	13	None	High School Diploma	$75	$15 per subtest	410 min. & 450 avg.	-	Yes (60 hours min.)	No	-	-
Idaho	7	Resident	GED Transcript (Idaho High School Equivalency Certificate with successful completion of American Government course)	$100	$25 per subtest	410 min. & 450 avg.	-	No	No	-	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2011

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[4]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
United States (continued)												
Alabama	17	18	16	16	Yes (90 days)	No	Yes	Yes (42 days)	No	E + S + F	No	E + S + F
Alaska	16	18	16	16	No	No	No	No	No	E + S + F	No	E + S + F
Arizona	16	18	16	16	No	No	Yes	Yes (30 days)	No	E + S + F	No	None
Arkansas	18	18	16	16	No	No	Yes	Yes (30-60 days or hours required by ABE)	Yes (see hours required by ABE)	E + S + F	No	None
California	18	Within 60 days of being 18 years of age	17	18	No	No	No	No	No	E + S + F (varies by testing center)	No	None
Colorado	17	17	16	17	No	No	No	Yes (1 day- 6 weeks)	No	E + S + F	Yes	E + S + F
Connecticut	17	19	17	17	No	No	Yes	Yes (120 days)	No	E + S	No	E + S
Delaware	18	18	16	18	Yes (1-2 days)	No	Yes	Yes (45 days)	No	E + S	No	None
District of Columbia	18	18	16	16	No	No	No	Yes (30 days if requirements met on 3+ tests; 90 days if requirements met on <3 tests; may be waived)	No	E + S + F	No	None
Florida	16	18	16	16	No	No	No	No	No	E + S + F	No	E + S + F
Georgia[3]	16	20	18-19 withdrawal; 16-17 withdrawal & approval	16	No	No	Yes	Yes (6 months if battery avg. <400; 3 months if 400-429	Yes (ABE instruction and retesting referral)	E + S + F	No	None
Hawaii	18	18	16	16	No	No	Yes	Yes (varies)	No	E + S (upon request)	No	E + S
Idaho	18	18	16	16	No	No	No	No (may be at least 30 days at some testing centers)	No (must demonstrate adequate proficiency on CASAS or OPT prior to retest)	E + S	No	None

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2011

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
United States (continued)											
Illinois	76	30 days resident	Illinois High School Equivalency Certificate	$50	$15 for Writing and $10 for other subtests	410 min. & 450 avg.	Must pass the High School-level Constitution Test	No	No	-	-
Indiana	64	30 days resident	General Educational Development Certificate of Achievement	$70 max.	Varies	410 min. & 450 avg.	-	No	No	-	-
Iowa	42	None	Iowa High School Equivalency Diploma	$100 approx.	$10 per subtest	410 min. & 450 avg.	-	Yes (varies)	Yes	-	460-500 on each subtest (plus CASAS Level C-D; 236-250 for Reading and Mathematics and 4-5 for Writing)
Kansas	22	None	Kansas State High School Diploma	$85	$75-$85 per subtest	420 min. & 450 avg.	-	No	Yes	$40-$50	500 average, with no sub-test score below 450.
Kentucky	41	State mailing address	Commonwealth of Kentucky High School Equivalency Diploma	$60	$30 per sub-session (3 sub-sessions: Writing, Math, Social Studies/ Science/ Reading	410 min. & 450 avg.	Must pass the official practice test	No	Yes, if less than 19 years of age	-	410 min. & 450 avg.
Louisiana	40	None	Louisiana High School Equivalency Diploma	$75 approx.	$50 approx.	410 min. & 450 avg.	-	Yes, if less than 18 years of age	Yes, if less than 19 years of age	$0	410 min. & 450 avg.
Maine	78	None	Maine High School Equivalency Diploma	$0	$0	410 min. & 450 avg.	-	No	Yes	$0	410 min. & 450 avg.
Maryland	23	90 days resident	Maryland High School Diploma	$45	$45 per battery regardless of subtests	410 min. & 450 avg.	-	No	No	$0	-
Massachusetts	31	Resident	High School Equivalency Credential	$65	$15 per subtest	410 min. & 450 avg.	-	No	No	-	-
Michigan	103	None	High School Equivalency Certificate	$0-$380	$10-$50 per subtest	410 min. & 450 avg.	Must be 18 years of age and class graduated, unless Michigan Youth Challenge participant.	No	No	-	-
Minnesota	59	Resident	State of Minnesota GED Diploma	$60-$125	$10-$25 per subtest	410 min. & 450 avg.	-	No	Varies	Varies	Varies
Mississippi	37	None	State of Mississippi High School Equivalency Diploma	$75	$15 per subtest	410 min. & 450 avg.	-	No	No	-	-
Missouri	27	State mailing address	Missouri Certificate of High School Equivalence	$40	$40.00	410 min. & 450 avg.	-	No	No	-	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2011

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[4]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
United States (continued)												
Illinois	17	17	16 (if enrolled in Lincoln's Challenge)	17	No	No	Yes	No	No	E+ S + F	No	E + S + F
Indiana	18	18	16	16	Yes (60 days)	No	No	No	No	E + S + F	No	None
Iowa	16	17	17	18	Yes (2 years; may be waived)	No	No	Yes (varies)	Yes (passing CASAS or OPT scores)	E + S + F	No	E + S + F
Kansas	18	18	16	16	Yes (90 days)	Yes (1 year)	No	No	No	E + S	No	E + S
Kentucky	16	19	16	16	No	No	Yes	No	Yes (improved OPT scores)	E + S	No	None
Louisiana	18	19	16	16	No	Yes (5 years)	No	Yes (30 days)	Yes, if under 19 years old with instruction	E + S + F	No	E + S + F
Maine	16	18	17	17	No	No	No	No	No	E + S + F	No	None
Maryland	16	16	16	16	Yes (5 years)	Yes (5 years)	No	Yes (2 months)	No	E + S + F	No (must take the Writing test in English to demonstrate English proficiency)	E + S + F
Massachusetts	16	18	16	16	Yes (1 year)	Yes (3 years)	Yes	No	No	E + S	No	None
Michigan	16	18	16	18	No	No	No	No (may only test 3 times per calendar year)	No	E + S + F	No	E + S + F
Minnesota	16	19	16	16	No	No	No	No (varies by testing center)	No	E + S + F (varies by testing center)	No	En Sp Fr
Mississippi	17	17	16	17	No	No	No	No	No	E + S + F	No	None
Missouri	17	17	16	17	Yes (2 years)	No	No	No	No	E + S	No	None

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2011

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
United States (continued)											
Montana	24	Resident	State of Montana Equivalency Diploma	$55	$14 for Writing and $7 for other subtests	410 min. & 450 avg.	-	No	No	-	-
Nebraska	31	30 days resident	State of Nebraska Department of Education High School Diploma	$0-$75	$10 max. per subtest	410 min. & 450 avg.	-	Yes (if age 16 or 17)	No	-	-
Nevada	20	None	Certificate of High School Equivalency	$60	$0 for one year if retest is taken at same site	410 min. & 450 avg.	-	No	Yes, if 16 years of age and in select school districts	$0-$10	410 min. & 450 avg.
New Hampshire	19	Resident	Certificate of High School Equivalency	$65	$15 per subtest	410 min. & 450 avg.	-	No	Yes, if less than 18 years of age; varies if 18 or older	Varies	410 min. & 450 avg. if less than 18 years of age; varies if 18 or older
New Jersey	32	Resident	New Jersey State- Issued High School Diploma	$50	$10 per subtest	410 min. & 450 avg.	-	No	No	-	-
New Mexico	29	Resident	New Mexico High School Diploma	$25-$100	$7-$20 per subtest	410 min. & 450 avg.	-	No	No	-	-
New York	199	30 days resident	New York State High School Equivalency Diploma	$0	$0	410 min. & 450 avg.	-	No	No (unless in state-funded adult education program)	-	-
North Carolina	73	Resident	North Carolina State Board of Community Colleges General Development Diploma	$25	None	410 min. & 450 avg.	-	Yes (12-60 hours)	Yes (after TABE or CASAS)	-	Scores between 480-550
North Dakota	20	None	GED High School Diploma	$15 - $150	$15- $150 per subtest	410 min. & 450 avg.	-	No	No	-	-
Ohio	98	None	Ohio High School Equivalency Diploma	$40	$10 per subtest	410 min. & 450 avg.	-	No	No	-	-
Oklahoma	57	Resident	Oklahoma High School Diploma	$50-$150	$5-$25	410 min. & 450 avg.	-	No	No	-	-
Oregon	44	None	General Educational Development Certificate	$35-$145	$10-$20	410 min. & 450 avg.	-	No	No	-	-
Pennsylvania	116	Resident	Commonwealth Secondary School Diploma	varies	varies	410 min. & 450 avg.	-	No	No	-	-
Rhode Island	8	Resident	Senior High School Equivalency Diploma	$55	$4 per subtest	410 min. & 450 avg.	-	No	Yes	$0-$20	Scores between 450-500

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2011

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[4]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
United States (continued)												
Montana	16	19	17	16	No	No	Yes	Yes (30-90 days)	No	E + S	No	E + S
Nebraska	18	18	16	18	No	No	No	Yes (60 days or con-centrated study and retesting referral to waive wait period)	Yes (con-centrated study and retesting referral in order to waive wait period)	E + S	No	None
Nevada	18	18	16	16	No	No	Yes	No	No	E + S	No	None
New Hampshire	18	18	16	16	No	No	No	No	No	E + S + F	No	None
New Jersey	16	16	Parental consent required if less than 18 years of age	16	No	No	Yes	No	No	E + S	Yes	None
New Mexico	18	18	16	16	Yes (3 years)	Yes (3 years)	Yes	Yes (30 days if 4 test scores>410; 60 days otherwise)	Yes if failed twice	E + S	No	None
New York	16	19	16	16	No	No	Yes	Yes (60 days)	No	E + S + F	No	None
North Carolina	16	16	16	16	No	No	Yes	Yes (instruction and OPT)	Yes (instruction and OPT)	E + S + F	No	None
North Dakota	16	16	16	16	No	No	No	Yes (6 days)	No	E + S	No	None
Ohio	18	19	16	19	Yes (2 days)	No	No	No	No	E + S	No	E + S
Oklahoma	18	18	16	16	No	No	No	No	No	E + S	No	None
Oregon	18	18	16	16	No	No	No	No	No	E + S	No	E + S + F
Pennsylvania	16	18	16	18	No	No	No	No	No	E + S + F	No	None
Rhode Island	18	19	16	18	Yes (3 years)	Yes (3 years)	Yes	Yes (varies)	Yes (varies)	E + S	No	E + S

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2011

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
United States (continued)											
South Carolina	8	None for testing; resident for issuance of credential	South Carolina High School Equivalency Diploma	$80	$16 per subtest	410 min. & 450 avg.	-	No	No (unless 16 years of age)	-	-
South Dakota	13	None	GED Certificate	$95	$15 per subtest	450 min. & 450 avg.	-	No	Yes, if 18 years of age or GED prep and home schooled student	$0-$30	500 min.
Tennessee	35	None	High School Equivalency Diploma	$55-$75	$11-$15	410 min. & 450 avg.	-	No	Yes	-	-
Texas	136	Resident	Certificate of High School Equivalency	$41-$150	$5-$30 per subtest	410 min. & 450 avg.	-	No	No	-	-
Utah	21	None	Utah High School Completion Diploma	$85-$120	$24-$25 for Writing; $20-$24 for all other subtests.	410 min. & 450 avg.	-	No	Yes, if 16 years of age or incarcerated	Varies ($0 if incar-cerated)	Varies
Vermont	12	None	Vermont Secondary School Equivalency Certificate	$75-$75	$15 per subtest	410 min. & 450 avg.	-	No	No	-	-
Virginia	80	None	GED Certificate	$58	$10	410 min. & 450 avg.	-	No	No	-	-
Washington	55	None for testing; resident for issuance of credential	Certificate of Educational Competency	$75	$15 approx.	410 min. & 450 avg.	-	No	No	-	-
West Virginia	72	None	The State of West Virginia GED Diploma	$0	$0	410 min. & 450 avg.	-	No	Yes	-	420 min. & 450 avg.
Wisconsin	76	10 days	Certificate of GED or HSED	Varies	Varies.	410 min. & 450 avg.	-	No	No	-	-
Wyoming	30	none	Wyoming Certificate of High School Equivalency	$50-$75	$15 approx.	410 min. & 450 avg.	-	No	No	-	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2011

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[4]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
United States (continued)												
South Carolina	17	17	16	16	No	No	Yes	No	No	E	-	N/A
South Dakota	18	18	16 for transcript; 18 for credential	16	Yes (2 years)	Yes (2 years)	No	Yes (30 days)	No	E	-	N/A
Tennessee	18	18	17	17	No	No	No	No	No	E + S + F	No	E + S + F
Texas	18	18	16	16	Yes	No	No	No	No	E + S + F	No	-
Utah	18	17 or 18 and peers have graduated	16	16	No	No	No	No	No	E + S	No	En & Sp
Vermont	16	16	16	16	No	No	No	No	No	E + S + F	No	E + S + F
Virginia	18	18	16	16	No	No	No	No	No	E + S + F	No	E + S + F
Washington	18	19	16	16	No	No	No	No	No	E + S + F	No	-
West Virginia	17	19	16	16	Yes (6 weeks or no more than two consecutive complete test sessions)	No	Yes	No	Yes (OPT)	E + S + F	No	E + S + F
Wisconsin	18	18.5 years or 9th grade class has graduated	17	17 (unless enrolled in an option program)	No	No	No	Yes (varies)	No	E + S	No	E + S
Wyoming	16	18	16	16	No	No	No	No	Yes (instruction and proof of proficiency for 3rd retest and beyond)	E + S	No	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2011

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
Insular Areas											
American Samoa	1	Resident	American Samoa High School Diploma	$30 ($0 if enrolled in community college under ABE)	$10 per subtest	410 min. & 450 avg.	-	No	No	-	-
Federated States of Micronesia	4	Resident	High School Equivalency Diploma	$25	$5 per battery	410 min. & 450 avg.	-	No	No	-	-
Guam	1	Resident	High School Equivalency Diploma	$60	$25 per subtest	410 min. & 450 avg.	-	No	No	-	-
Marshall Islands	1	Resident	GED Diploma	$35	$25 per subtest	410 min. & 450 avg.	-	No	No	-	-
Northern Mariana Islands	1	Resident	GED diploma	20	$20 per battery	410 min. & 450 avg.	-	No	No	-	-
Palau	1	Resident	High School Equivalency Diploma	$25	$5	410 min. & 450 avg.	-	Yes (60 hours)	Yes	$0	410 min. & 450 avg.
Puerto Rico[5]	10	U.S. Citizen	Diploma de Equivalencia de Escuela Superior	$0	$0	Spanish language version: 410 min. and 2,700 total; English language version: 410 min. & 2,500 total	8th grade min.	Yes (180 hours)	Yes	$0	450 avg.
Virgin Islands	1	None	High School Diploma	$25	$25	410 min. & 450 avg.	-	No	Yes (Reading, Writing, and Mathematics subtests)	$15	410 min. & 450 avg.
Canada											
Alberta	15	Resident	High School Equivalency Diploma	Varies	Varies	410 min. & 450 avg.	-	No	No	-	-
British Columbia	1	Resident	British Columbia Secondary School Equivalency Certificate	$60	$40 for 1 subtest, $45 for 2 subtests, $50 for 3 subtests, $55 for 4 subtests	410 min. & 450 avg.	-	No	No	-	-
Manitoba	1	None	Manitoba High School Equivalency Certificate	$75	$75.00	410 min. & 450 avg.	-	No	No	-	-
New Brunswick	2	None	High School Equivalency Diploma	$0	$40 per battery or subtest	410 min. & 450 avg.	-	No	No	-	-
Newfoundland and Labrador	1	6 months resident	Diploma—GED High School Equivalency	$30	$30 per battery	410 min. & 450 avg.	-	No	No	-	-
Northwest Territories	1	6 months resident or Canadian citizen	Northwest Territories High School Equivalency Diploma	$35	$35 per battery	410 min. & 450 avg.	-	No	No	-	-
Nova Scotia	1	None	GED High School Equivalency Certificate	$41.41	$41.41	410 min. & 450 avg.	19 and older, out of school for one year, no high school diploma	No	No	-	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2011

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[4]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
Insular Areas												
American Samoa	18	18 and class graduated	16	18	Yes (2 days)	No	Yes	Yes (30 days)	Yes, if enrolled in ABE	E	-	-
Federated States of Micronesia	16	16	16	16	No	No	Yes	No	Yes (OPT)	E	-	-
Guam	16	18	16	16	Yes (2 days)	No	Yes	Yes (60 days with instruction)	No	E	-	-
Marshall Islands	16	19	17	17	Yes (2 half-days)	No	No	Yes (90 days)	No	E	-	-
Northern Mariana Islands	16	16	-	16	Varies	No	Yes	Yes (90 days)	No	E	-	-
Palau	18	18	18	18	Yes	No	Yes	Yes (varies)	Yes (instruction)	E	-	-
Puerto Rico[5]	18	18	18	18	Yes (2 days)	No	Yes	Yes (30 days per subtest)	No	E + S	Yes	None
Virgin Islands	16	18	16	16	NA	No	No	No	No	E + S	No	E + S
Canada												
Alberta	16	18	17	17	No	No	No	Yes (90 days)	No	E + F	No	E + F
British Columbia	18	18	18	18	No	No	No	No	No	E + F	No	None
Manitoba	19	19	17	17	Yes (varies)	No	Yes	No	No	E + F	No	None
New Brunswick	18	19	18	18	Yes	No	No	Yes (90 days for 3rd and subsequent retests)	No	E + F	No	None
Newfoundland and Labrador	16	19	18	18	Yes (2 days)	No	Yes	Yes (90 days approx.; may be waived)	No	E + F	No	None
Northwest Territories	16	18	-	18	Yes (3-4 days)	No	No	Yes (180 days)	Yes (instruction)	E	-	-
Nova Scotia	16	19	-	19	No	No	No	Yes (90 days)	No	E + F	No	None

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2011

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
Canada (continued)											
Nunavut	1	Resident	High School Equivalency Certificate	$0	$0	410 min. & 450 avg.	-	No	No	-	-
Ontario	1	Resident	Grade 12 Equivalency Certificate	$100	$100	410 min. & 450 avg.	-	No	No	-	-
Prince Edward Island	1	Resident or Canadian citizen	Grade 12 High School Equivalency Certificate	$0	$0	410 min. & 450 avg.	-	No	No	-	-
Quebec	1	Resident or Canadian citizen	Certificat d'Equivalence d'Etudes Secondaires	$0	$0	410 min. & 450 avg.	-	No	No	-	-
Saskatchewan	25	Fixed address in Canada	GED Diploma	$35	$35 per battery	410 min. & 450 avg.	-	No	No	-	-
Yukon Territory	1	Resident	Secondary School Equivalency Certificate	$65	$40 per battery	410 min. & 450 avg.	-	No	No	-	-
Inter-regional Contracts											
Bermuda[6]	1	NA	NA	$300	$60 per subtest	410 min. & 450 avg.	-	Yes (varies)	Yes	NA	NA
DANTES[7]	59	See credentialing jurisdiction	See credentialing jurisdiction	$0	$0	410 min. & 450 avg.	-	No	Yes	-	450 on each subtest
Federal Bureau of Prisons	117	Incarcerated in a FBOP facility	See credentialing jurisdiction	$0	$0	410 min. & 450 avg.	-	Yes (varies)	Yes	-	Varies
Michigan Prisons	33	Incarcerated in a MI Department of Corrections Facility	High School Equivalency Certificate	$0	$0	410 min. & 450 avg.	-	Yes (varies)	Yes	-	410 min. on 3 out of 5 subtests
Prometric[6]	103	International test takers	See credentialing jurisdiction	$147 for Writing subtest and $119 for other subtests taken individually; $190 for Writing and Reading subtests taken together; $243 for Social Studies, Mathematics, and Science taken together	$147 for Writing subtest and $119 for other subtests taken individually; $190 for Writing and Reading subtests taken together; $243 for Social Studies, Mathematics, and Science taken together	410 min. & 450 avg.	-	No	No	-	-
VA Hospitals[6]	1	None (veterans only; no family members)	High School Equivalency Certificate	$0	$0	410 min. & 450 avg.	Must pass Constitution test if IL resident.	Varies by candidate	Yes	$0	410 min. & 450 avg.

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2011

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[4]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
Canada (continued)												
Nunavut	18	19	19	19	No	No	No	Yes (3-6 months)	No	E + F	No	-
Ontario	18	19	18	18	No	No	Yes	No	Yes, if score below 400	E + F	No	-
Prince Edward Island	18	18	16	16	No	No	Yes	No	No	E + F	No	-
Quebec	16	16	16	16	Yes (2 days)	No	No	Yes (varies)	No	E + F	No	-
Saskatchewan	16	18	17	17	Yes (1 year)	No	Yes	Yes (30 days)	No	E + F	No	E + F
Yukon Territory	16	18	16	16	Yes (2 days)	No	No	Yes (varies)	No	E + F	No	-
Inter-regional Contracts												
Bermuda[6]	18	17	16	16	Yes (2 days)	No	Yes	No	NA	E	-	-
DANTES[7]	17	17	See credentialing jurisdiction.	See credentialing jurisdiction.	Yes (30 days)	No	No	No	No	E + S	No	NA
Federal Bureau of Prisons	-	-	See credentialing jurisdiction.	See credentialing jurisdiction.	No	No	No	Yes (varies)	Yes (instruction)	E + S + F	Yes	-
Michigan Prisons	16	16	16	16	No	No	No	Yes (30 days)	Yes (instruction)	E + S	No	E + S
Prometric[6]	-	17	16	16	No	No	No	Yes (90 days)	No	E	-	-
VA Hospitals[6]	-	NA	NA	NA	No	No	Yes	Yes (30 days)	Yes (instruction)	E + S	Yes	None

NA = Not available.

- = Not applicable.

E = English

S = Spanish

F = French

[1] Candidates who tested in St. Martin, Cayman Island, and Jamaica must adhere to the Maine testing requirements, but exceptions may apply on a case-by-case basis.

[2] OPT = Official GED Practice Tests.

[3] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[4] See jurisdictional requirements in the GED Policies and Procedures Manual for exceptions, limitations, and additional fees, or contact the jurisdictional GED Administrator™.

[5] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[6] There is no current policy information available for in Bermuda, Prometric, and VA Hospitals; 2010 data is reported.

[7] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

Note: Information was self-reported by jurisdictional GED Administrators™ or GED state office staff as of December 31, 2011, and might have changed in the course of 2011. For more information, contact the jurisdictional GED Administrator™.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 4

Percentage of GED® Test Candidates, by Age Group and Mean Age: 2011

Jurisdiction	Candidates with Reported Age		Age Group								Mean Age	Std. Dev.
			16-18	19-24	25-29	30-34	35-39	40-49	50-59	60+		
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(years)	
Alabama	13,940	100.0	25.7	37.5	13.3	9.4	5.8	5.9	2.0	0.4	25.4	8.9
Alaska	2,827	100.0	30.0	38.1	14.3	6.9	4.0	4.4	1.9	0.4	24.3	8.5
Arizona	18,096	100.0	22.1	35.9	14.3	9.9	6.4	8.0	3.0	0.4	26.6	9.7
Arkansas	7,855	99.8	37.3	28.8	12.1	8.1	4.9	6.1	2.3	0.4	24.7	9.4
California	53,370	100.0	18.5	35.7	13.5	10.2	7.5	10.5	3.7	0.4	27.7	10.2
Colorado	15,734	100.0	23.5	33.5	14.6	10.0	6.5	8.5	2.9	0.4	26.7	9.7
Connecticut	5,151	100.0	13.6	40.6	15.8	10.9	6.5	8.9	3.3	0.4	27.4	9.7
Delaware	807	100.0	14.7	42.6	18.1	12.1	4.2	5.9	1.9	0.4	26.2	8.3
District of Columbia	908	99.5	19.5	47.6	11.9	6.9	5.0	6.6	2.1	0.4	25.4	8.9
Florida	47,173	100.0	29.6	37.6	11.4	7.8	4.7	6.1	2.4	0.4	25.0	9.2
Georgia[1]	33,051	100.0	20.5	38.0	14.2	10.4	6.0	7.1	3.1	0.7	26.6	9.7
Hawaii	1,737	99.9	48.6	26.5	9.9	6.3	3.3	4.1	1.2	0.0	22.6	7.9
Idaho	5,535	100.0	28.1	34.1	12.9	9.4	5.7	6.4	3.0	0.3	25.7	9.5
Illinois	27,030	100.0	23.4	38.0	13.1	9.3	5.9	6.8	3.1	0.4	26.1	9.6
Indiana	15,142	100.0	27.4	37.4	12.7	8.8	5.3	5.5	2.5	0.4	25.3	9.1
Iowa	5,645	100.0	23.4	37.7	13.8	9.8	5.0	6.9	2.9	0.7	26.1	9.7
Kansas	3,177	100.0	33.3	35.5	12.8	8.1	4.5	4.2	1.3	0.3	24.1	8.1
Kentucky	12,104	100.0	22.1	35.2	14.7	10.8	6.4	7.2	3.0	0.6	26.6	9.7
Louisiana	11,956	100.0	34.8	34.3	11.8	8.6	4.5	4.2	1.5	0.3	24.0	8.3
Maine	3,737	99.9	25.6	41.0	13.3	7.5	3.6	5.6	2.8	0.7	25.2	9.3
Maryland	8,171	100.0	25.3	38.2	13.3	8.2	5.0	6.9	2.5	0.6	25.6	9.5
Massachusetts	12,129	99.7	23.8	39.0	13.4	8.6	4.9	7.2	2.6	0.5	25.8	9.5
Michigan	19,709	99.9	22.0	42.3	13.0	8.7	5.3	5.9	2.4	0.3	25.4	8.9
Minnesota	9,733	99.7	12.5	42.2	18.1	11.1	5.8	7.2	2.8	0.4	26.9	9.1
Mississippi	13,967	99.9	33.0	33.8	12.1	8.8	4.8	5.1	2.1	0.4	24.6	8.9
Missouri	13,387	100.0	33.2	31.4	12.2	9.3	4.9	6.0	2.5	0.3	25.1	9.2
Montana	3,635	99.9	34.9	37.6	11.6	6.7	3.0	4.0	1.7	0.4	23.6	8.3
Nebraska	3,727	99.9	17.8	36.3	17.7	12.5	6.3	6.8	2.2	0.4	26.7	8.9
Nevada	6,025	100.0	23.9	37.3	11.6	8.4	5.6	8.8	3.8	0.6	26.6	10.1
New Hampshire	2,309	100.0	31.4	33.3	13.2	8.1	4.3	6.7	2.7	0.3	25.2	9.3
New Jersey	13,751	100.0	26.9	32.6	12.4	9.4	6.6	8.2	3.3	0.5	26.5	10.0
New Mexico	8,414	100.0	32.0	33.9	13.1	8.2	4.9	5.7	1.8	0.3	24.7	8.8
New York	43,819	100.0	14.7	41.6	15.7	9.9	5.9	8.3	3.3	0.6	27.2	9.9
North Carolina	24,795	100.0	17.9	36.4	14.0	10.9	6.9	9.1	3.8	0.9	27.7	10.4
North Dakota	1,715	99.0	33.1	39.1	10.9	7.1	3.3	4.0	2.3	0.2	23.8	8.4
Ohio	20,269	100.0	10.7	45.0	16.7	11.2	6.1	6.6	3.1	0.6	27.0	9.3
Oklahoma	9,011	100.0	27.9	35.1	13.7	9.8	5.4	5.7	2.1	0.3	25.2	8.9
Oregon	13,124	100.0	31.5	31.3	11.9	9.1	5.4	7.3	3.1	0.4	25.7	9.8
Pennsylvania	22,469	100.0	20.6	39.2	14.6	9.3	5.3	7.5	3.0	0.5	26.4	9.5
Rhode Island	2,900	99.7	27.2	41.4	11.7	6.7	4.3	6.3	2.1	0.3	24.8	8.8
South Carolina	10,933	100.0	23.0	38.9	14.1	9.9	5.5	5.7	2.5	0.5	25.7	9.2
South Dakota	1,645	100.0	29.0	42.1	12.8	5.7	4.0	3.8	2.2	0.3	24.1	8.2
Tennessee	14,154	100.0	16.9	33.4	16.7	12.2	7.6	8.6	3.9	0.7	28.0	10.1
Texas	49,486	99.6	22.1	33.4	14.0	10.7	7.3	8.6	3.3	0.5	27.1	10.0
Utah	6,085	100.0	29.5	39.8	11.8	7.8	4.2	4.7	1.9	0.3	24.4	8.4
Vermont	1,030	100.0	36.3	38.9	9.9	5.6	2.9	3.9	1.8	0.6	23.4	8.4
Virginia	20,879	100.0	25.0	31.2	13.6	9.5	6.0	9.0	4.5	1.1	27.4	11.0
Washington	23,199	99.7	21.6	40.3	13.7	9.3	5.6	6.6	2.6	0.3	25.8	9.1
West Virginia	5,979	100.0	39.2	32.7	10.9	7.1	3.6	4.2	2.0	0.3	23.7	8.5
Wisconsin	17,732	99.7	24.8	30.7	15.1	11.0	6.7	8.2	3.2	0.3	26.9	9.7
Wyoming	1,618	100.0	26.6	39.1	13.3	7.4	4.3	5.9	2.8	0.5	25.3	9.3
U.S. Subtotal	**690,774**	**99.9**	**23.4**	**36.7**	**13.7**	**9.6**	**5.9**	**7.3**	**2.9**	**0.5**	**26.3**	**9.6**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 4 *(continued from previous page)*

Percentage of GED® Test Candidates, by Age Group and Mean Age: 2011

Jurisdiction	Candidates with Reported Age		Age Group								Mean Age	Std. Dev.
			16-18	19-24	25-29	30-34	35-39	40-49	50-59	60+		
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(years)	
American Samoa	22	100.0	22.7	50.0	9.1	9.1	4.5	4.5	0.0	0.0	23.9	6.9
Federated States of Micronesia	33	91.7	27.3	45.5	9.1	18.2	0.0	0.0	0.0	0.0	23.3	5.3
Guam	268	100.0	10.8	44.0	16.8	11.2	7.1	8.6	1.5	0.0	27.2	8.3
Marshall Islands	55	98.2	18.2	58.2	5.5	7.3	3.6	7.3	0.0	0.0	24.0	6.9
Northern Mariana Islands	34	100.0	5.9	55.9	11.8	8.8	8.8	2.9	2.9	2.9	28.3	15.0
Palau	83	100.0	12.0	60.2	14.5	8.4	4.8	0.0	0.0	0.0	23.0	5.0
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	194	100.0	19.6	37.6	10.3	9.8	7.7	7.2	6.7	1.0	28.0	11.2
Insular Areas Subtotal	**689**	**99.4**	**14.9**	**46.2**	**12.9**	**10.3**	**6.4**	**6.2**	**2.6**	**0.4**	**26.4**	**9.3**
Alberta	1,824	100.0	3.3	31.5	21.7	13.5	8.4	13.7	7.4	0.6	31.4	10.5
British Columbia	927	74.9	5.4	27.6	19.4	15.5	9.9	15.5	6.4	0.2	31.5	10.2
Manitoba	266	100.0	1.1	36.1	17.3	13.9	7.5	14.3	8.3	1.5	31.8	11.5
New Brunswick	1,617	99.5	1.5	36.2	15.4	10.8	9.3	16.3	8.9	1.6	32.5	11.8
Newfoundland and Labrador	185	100.0	0.5	43.2	13.0	8.1	9.2	17.8	8.1	0.0	31.1	11.2
Northwest Territories	4	*	*	*	*	*	*	*	*	*	*	*
Nova Scotia	940	100.0	0.2	37.0	17.0	10.1	7.1	19.6	8.3	0.6	32.2	11.3
Nunavut	64	98.5	0.0	40.6	18.8	15.6	9.4	9.4	6.3	0.0	30.4	10.0
Ontario	4,357	100.0	2.4	41.3	19.6	10.1	7.8	11.3	6.8	0.7	30.2	10.5
Prince Edward Island	456	100.0	3.9	28.9	13.6	7.2	8.8	21.1	14.7	1.8	35.0	13.0
Quebec	236	100.0	17.4	47.0	10.6	9.7	6.4	6.8	1.3	0.8	25.8	9.1
Saskatchewan	1,415	99.9	5.2	30.9	22.0	11.7	9.0	14.3	6.6	0.2	31.0	10.4
Yukon Territory	29	100.0	0.0	48.3	13.8	13.8	3.4	17.2	3.4	0.0	29.8	9.8
Canada Subtotal	**12,320**	**97.5**	**3.1**	**36.2**	**18.9**	**11.3**	**8.4**	**14.1**	**7.4**	**0.7**	**31.2**	**10.9**
Bermuda	255	100.0	40.0	30.6	9.0	4.3	3.1	5.1	5.5	2.4	25.4	11.6
DANTES[3]	1,784	100.0	20.6	62.5	10.8	3.9	1.5	0.7	0.0	0.0	22.0	4.3
Federal Bureau of Prisons	10,371	99.9	0.0	12.8	22.5	24.5	16.5	17.2	5.3	1.2	34.5	9.0
GEDTS Proctored	141	100.0	32.6	44.7	12.1	5.7	0.7	4.3	0.0	0.0	22.6	6.1
Michigan Prisons	3,430	99.9	5.1	36.0	18.3	13.8	8.8	12.6	4.8	0.7	30.1	10.1
Prometric[4]	2,515	98.8	58.3	33.5	4.4	1.9	0.8	0.9	0.1	0.1	19.9	4.5
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**18,496**	**99.8**	**11.7**	**25.2**	**17.8**	**17.0**	**11.2**	**12.3**	**4.0**	**0.8**	**30.2**	**10.1**
Program Total	**722,279**	**99.9**	**22.7**	**36.4**	**13.9**	**9.8**	**6.1**	**7.6**	**3.1**	**0.5**	**26.4**	**9.7**

Source: 2011 GED Testing Service® data.

* = Not reported due to small numbers.

[1] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

Due to rounding procedures, sums of percentages may not equal 100 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 5

Percentage of GED® Test Candidates, by Gender: 2011

Jurisdiction	Candidates with Reported Gender		Gender	
			Male	Female
	(N)	(N)	(%)	(%)
Alabama	13,939	100.0	52.0	48.0
Alaska	2,825	99.9	56.6	43.4
Arizona	18,096	100.0	56.8	43.2
Arkansas	7,843	99.7	60.2	39.8
California	52,952	99.2	57.4	42.6
Colorado	15,734	100.0	59.1	40.9
Connecticut	5,151	100.0	56.9	43.1
Delaware	805	99.8	62.1	37.9
District of Columbia	896	98.1	56.9	43.1
Florida	47,170	100.0	55.8	44.2
Georgia[1]	32,953	99.7	51.7	48.3
Hawaii	1,724	99.2	57.1	42.9
Idaho	5,536	100.0	57.0	43.0
Illinois	26,502	98.0	54.2	45.8
Indiana	15,080	99.6	58.2	41.8
Iowa	5,645	100.0	59.4	40.6
Kansas	3,177	100.0	55.1	44.9
Kentucky	12,103	100.0	58.0	42.0
Louisiana	11,843	99.0	57.9	42.1
Maine	3,578	95.6	58.4	41.6
Maryland	8,167	100.0	60.5	39.5
Massachusetts	12,034	98.9	52.2	47.8
Michigan	19,497	98.8	56.1	43.9
Minnesota	9,647	98.9	60.8	39.2
Mississippi	13,937	99.7	53.5	46.5
Missouri	13,318	99.5	58.4	41.6
Montana	3,619	99.5	55.0	45.0
Nebraska	3,692	99.0	54.1	45.9
Nevada	5,957	98.9	55.9	44.1
New Hampshire	2,297	99.4	62.9	37.1
New Jersey	13,752	100.0	52.5	47.5
New Mexico	8,392	99.7	52.7	47.3
New York	43,506	99.3	50.9	49.1
North Carolina	24,765	99.9	57.4	42.6
North Dakota	1,715	99.0	54.8	45.2
Ohio	20,259	99.9	56.5	43.5
Oklahoma	8,932	99.1	53.8	46.2
Oregon	13,124	100.0	59.1	40.9
Pennsylvania	22,469	100.0	56.0	44.0
Rhode Island	2,901	99.8	52.3	47.7
South Carolina	10,931	100.0	57.0	43.0
South Dakota	1,632	99.2	57.0	43.0
Tennessee	14,084	99.5	54.3	45.7
Texas	49,452	99.5	52.5	47.5
Utah	6,086	100.0	56.1	43.9
Vermont	1,021	99.1	57.4	42.6
Virginia	20,879	100.0	56.9	43.1
Washington	22,797	98.0	57.2	42.8
West Virginia	5,966	99.8	58.8	41.2
Wisconsin	17,513	98.5	58.0	42.0
Wyoming	1,618	100.0	57.1	42.9
U.S. Subtotal	687,511	99.5	55.6	44.4

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 5 *(continued from previous page)*

Percentage of GED® Test Candidates, by Gender: 2011

Jurisdiction	Candidates with Reported Gender		Gender	
			Male	Female
	(N)	(N)	(%)	(%)
American Samoa	22	100.0	27.3	72.7
Federated States of Micronesia	28	77.8	71.4	28.6
Guam	268	100.0	47.8	52.2
Marshall Islands	55	98.2	41.8	58.2
Northern Mariana Islands	32	94.1	50.0	50.0
Palau	77	92.8	75.3	24.7
Puerto Rico[2]	NA	NA	NA	NA
Virgin Islands	190	97.9	47.4	52.6
Insular Areas Subtotal	**672**	**97.0**	**50.7**	**49.3**
Alberta	1,824	100.0	56.5	43.5
British Columbia	921	74.4	66.0	34.0
Manitoba	264	99.2	63.6	36.4
New Brunswick	1,609	99.0	51.6	48.4
Newfoundland and Labrador	185	100.0	50.8	49.2
Northwest Territories	4	*	*	*
Nova Scotia	940	100.0	53.9	46.1
Nunavut	64	98.5	46.9	53.1
Ontario	4,357	100.0	62.2	37.8
Prince Edward Island	456	100.0	48.9	51.1
Quebec	236	100.0	49.2	50.8
Saskatchewan	1,416	100.0	54.7	45.3
Yukon Territory	18	62.1	50.0	50.0
Canada Subtotal	**12,294**	**97.3**	**57.8**	**42.2**
Bermuda	253	99.2	55.7	44.3
DANTES[3]	1,782	99.9	84.5	15.5
Federal Bureau of Prisons	10,274	99.0	89.4	10.6
GEDTS Proctored	136	96.5	44.1	55.9
Michigan Prisons	3,393	98.9	95.7	4.3
Prometric[4]	2,354	92.5	58.9	41.1
VA Hospitals	*	*	*	*
Inter-Regional Contracts Subtotal	**18,192**	**98.1**	**85.3**	**14.7**
Program Total	**718,669**	**99.4**	**56.4**	**43.6**

Source: 2011 GED Testing Service® data.

* = Not reported due to small numbers.

[1] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Note: Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 6

Percentage of GED® Test Candidates, by Ethnicity: 2011

Jurisdiction	Candidates with Reported Ethnicity[1]		Ethnicity[2]						
			Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White	Other
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	13,529	97.1	2.4	1.1	0.7	37.8	0.1	57.7	0.2
Alaska	2,763	97.7	5.3	35.7	2.8	6.6	2.5	46.1	1.0
Arizona	16,744	92.5	30.3	8.6	1.3	9.1	1.1	49.6	0.0
Arkansas	7,800	99.1	6.6	1.5	0.7	20.8	0.2	69.9	0.3
California	47,701	89.4	54.5	1.6	4.6	12.1	1.8	25.3	0.1
Colorado	15,696	99.8	39.3	3.0	1.4	11.6	0.5	44.1	0.0
Connecticut	5,150	100.0	33.6	0.4	1.7	28.1	0.2	34.6	1.4
Delaware	785	97.3	8.3	0.4	0.3	41.0	0.3	49.3	0.5
District of Columbia	899	98.5	18.8	0.4	0.8	76.8	0.3	2.9	0.0
Florida	47,155	99.9	17.6	0.9	1.7	29.4	0.5	50.0	0.0
Georgia[3]	29,745	90.0	6.4	0.4	1.4	47.1	0.2	44.5	0.0
Hawaii	1,689	97.2	6.6	1.2	20.7	4.1	39.0	25.6	2.8
Idaho	4,874	88.0	16.4	4.3	0.9	1.5	0.7	76.2	0.0
Illinois	25,089	92.8	25.5	0.6	1.3	30.5	0.3	41.8	0.0
Indiana	14,750	97.4	6.4	0.7	0.5	21.3	0.1	70.5	0.5
Iowa	5,638	99.9	9.8	1.7	1.6	17.8	0.3	68.7	0.0
Kansas	3,054	96.1	16.2	2.8	1.9	12.2	0.2	66.5	0.0
Kentucky	12,098	100.0	3.0	0.5	0.6	16.6	0.2	79.0	0.0
Louisiana	11,454	95.8	3.0	1.1	0.6	42.7	0.1	52.3	0.2
Maine	3,527	94.3	4.4	2.1	0.9	6.4	0.2	85.4	0.7
Maryland	7,457	91.3	6.6	0.9	1.7	50.2	0.4	39.5	0.8
Massachusetts	9,929	81.6	29.1	0.8	3.7	18.2	0.2	46.7	1.2
Michigan	18,210	92.3	7.1	2.1	0.9	33.1	0.2	55.7	0.9
Minnesota	9,228	94.6	9.4	7.8	3.9	24.4	0.3	53.5	0.8
Mississippi	13,721	98.2	2.1	1.3	0.4	48.4	0.1	47.6	0.1
Missouri	12,182	91.0	3.3	1.3	0.6	22.3	0.3	71.9	0.4
Montana	3,559	97.9	5.9	21.2	0.4	1.9	0.7	69.1	0.7
Nebraska	3,624	97.2	21.6	4.6	1.1	16.2	0.4	55.6	0.6
Nevada	5,791	96.1	33.5	2.9	2.9	13.9	2.2	44.2	0.4
New Hampshire	2,215	95.9	6.5	0.8	1.4	4.2	0.2	86.3	0.6
New Jersey	12,836	93.3	30.3	0.5	2.2	37.3	0.4	29.2	0.2
New Mexico	8,206	97.5	56.7	13.9	0.8	2.8	0.4	25.0	0.5
New York	37,607	85.8	29.5	0.9	3.9	37.4	0.3	27.9	0.0
North Carolina	22,977	92.7	7.9	1.6	1.0	37.2	0.2	52.1	0.0
North Dakota	1,622	93.6	5.8	30.9	1.0	4.2	0.5	57.1	0.5
Ohio	20,254	99.9	3.9	0.6	0.8	32.9	0.2	61.6	0.0
Oklahoma	8,792	97.6	9.3	16.2	0.8	14.1	0.4	58.6	0.6
Oregon	12,783	97.4	19.3	3.8	1.7	5.6	1.1	68.3	0.1
Pennsylvania	21,371	95.1	12.9	0.7	1.7	34.2	0.3	50.2	0.1
Rhode Island	2,889	99.3	30.0	2.6	3.4	17.4	1.7	44.7	0.1
South Carolina	10,876	99.5	3.2	0.7	1.0	37.9	0.6	56.6	0.0
South Dakota	1,595	97.0	4.6	29.5	0.6	2.9	0.6	61.1	0.8
Tennessee	13,477	95.2	4.1	0.5	1.0	27.1	0.2	66.6	0.4
Texas	48,992	98.6	49.1	0.8	1.2	16.5	0.3	30.3	1.8
Utah	6,077	99.9	18.9	3.0	1.3	3.0	1.9	71.9	0.1
Vermont	1,001	97.2	5.3	1.5	1.7	11.3	0.0	79.6	0.6
Virginia	19,643	94.1	7.7	0.7	1.9	42.7	0.3	46.7	0.1
Washington	22,616	97.2	18.7	6.6	3.6	10.6	2.1	58.6	0.0
West Virginia	5,969	99.8	1.4	0.7	0.4	8.9	0.6	88.1	0.0
Wisconsin	16,040	90.2	12.3	3.7	1.8	29.7	0.3	51.7	0.5
Wyoming	1,618	100.0	13.4	9.3	0.7	2.2	0.7	73.6	0.0
U.S. Subtotal	**653,297**	**94.5**	**20.4**	**2.5**	**1.9**	**25.6**	**0.7**	**48.7**	**0.3**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 6 *(continued from previous page)*

Percentage of GED® Test Candidates, by Ethnicity: 2011

Jurisdiction	Candidates with Reported Ethnicity[1]		Ethnicity[2]						
			Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White	Other
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	21	95.5	0.0	0.0	9.5	4.8	76.2	9.5	0.0
Federated States of Micronesia	26	72.2	0.0	0.0	0.0	0.0	100.0	0.0	0.0
Guam	267	99.6	1.5	0.0	12.4	0.4	82.0	3.7	0.0
Marshall Islands	55	98.2	0.0	0.0	0.0	0.0	98.2	1.8	0.0
Northern Mariana Islands	32	94.1	0.0	0.0	18.8	3.1	71.9	6.3	0.0
Palau	75	90.4	0.0	1.3	0.0	0.0	98.7	0.0	0.0
Puerto Rico[4]	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	189	97.4	12.2	0.0	0.0	85.7	0.0	1.6	0.5
Insular Areas Subtotal	665	96.0	4.1	0.2	6.2	24.8	62.0	2.7	0.2
Bermuda	250	98.0	0.8	0.8	1.2	86.8	0.4	9.2	0.8
DANTES[5]	1,775	99.5	13.1	1.0	2.3	13.6	1.6	68.2	0.2
Federal Bureau of Prisons	7,327	70.6	27.7	2.4	0.9	51.8	0.4	16.7	0.2
GED Testing Service-Proctored[6]	100	70.9	14.0	0.0	3.0	79.0	0.0	4.0	0.0
Michigan Prisons	3,049	88.8	5.3	1.5	0.4	60.5	0.3	31.4	0.5
Prometric[7]	*	*	*	*	*	*	*	*	*
VA Hospitals	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	12,501	78.2	19.5	1.9	1.0	49.4	0.5	27.3	0.3
Program Total	666,463	94.1	20.4	2.5	1.8	26.0	0.7	48.2	0.3

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on ethnicity were not available because of legal restrictions on collecting such data.

[2] Percentages of candidates of other ethnicities are not reported because such percentages are below 1 percent in all jurisdictions except Hawaii (1.3 percent), Massachusetts (1.1. percent), Michigan and Minnesota (1.0 percent each), American Samoa (2.0 percent), and Virgin Islands (1.6 percent).

[3] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[4] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[5] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[6] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[7] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Note: Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 7

Percentage of GED® Test Candidates, by Highest Grade Completed and Mode Highest Grade Completed: 2011

Jurisdiction	Candidates with Reported Highest Grade Completed[1]		Highest Grade Completed								Mode Highest Grade Completed
			None-5th	6th	7th	8th	9th	10th	11th	12th	
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	
Alabama	13,279	95.3	0.3	0.7	2.1	8.4	19.6	27.9	29.0	11.8	11
Alaska	2,693	95.3	0.5	0.7	1.0	7.5	18.8	28.9	35.8	6.8	11
Arizona	16,080	88.9	1.0	0.8	1.3	7.9	15.3	25.3	37.1	11.3	11
Arkansas	7,751	98.5	0.4	0.7	1.7	7.2	19.8	28.7	35.5	6.1	11
California	47,296	88.6	0.7	1.2	0.8	3.3	10.4	20.2	45.2	18.0	11
Colorado	15,734	100.0	1.1	1.4	1.3	7.4	16.7	27.5	35.2	9.3	11
Connecticut	5,092	98.9	0.3	0.6	0.6	6.8	19.9	31.2	34.4	6.1	11
Delaware	792	98.1	0.1	0.1	1.6	15.5	25.8	28.4	24.0	4.4	10
District of Columbia	888	97.3	1.1	1.0	1.2	7.2	20.5	28.8	33.3	6.8	11
Florida	47,148	99.9	3.8	0.6	1.5	7.5	16.7	24.7	31.8	13.4	11
Georgia[2]	29,640	89.7	2.5	0.5	1.3	8.7	20.1	26.4	27.1	13.4	11
Hawaii	1,680	96.7	0.6	0.4	0.5	7.6	18.6	28.0	36.9	7.4	11
Idaho	4,799	86.7	1.3	1.0	1.3	7.3	18.5	28.2	34.2	8.2	11
Illinois	22,541	83.4	0.6	1.1	1.0	7.3	17.4	28.7	35.5	8.3	11
Indiana	14,798	97.7	0.4	0.5	0.9	7.9	17.2	30.6	36.4	6.1	11
Iowa	5,268	93.3	0.5	0.8	0.6	7.3	16.8	31.1	38.3	4.6	11
Kansas	2,455	77.3	0.3	0.7	0.8	7.1	20.2	30.5	34.5	5.9	11
Kentucky	11,501	95.0	0.4	0.7	1.4	10.6	21.0	30.5	32.0	3.5	11
Louisiana	11,483	96.0	0.4	1.1	4.0	15.8	23.3	25.7	24.5	5.2	10
Maine	3,471	92.8	0.4	0.3	1.0	11.4	19.3	29.6	33.5	4.4	11
Maryland	7,608	93.1	0.4	0.4	1.1	9.4	21.3	29.0	31.9	6.4	11
Massachusetts	9,840	80.9	0.7	0.5	1.3	9.1	21.6	29.0	30.2	7.8	11
Michigan	17,284	87.6	0.4	0.3	0.9	6.4	17.6	31.1	38.3	5.0	11
Minnesota	9,194	94.2	0.5	0.3	0.8	3.8	12.3	26.3	46.1	10.1	11
Mississippi	13,478	96.4	0.4	1.0	3.3	11.4	22.6	28.0	25.2	8.1	10
Missouri	12,462	93.1	0.4	0.4	1.0	7.3	17.7	30.8	36.5	5.8	11
Montana	3,469	95.4	0.5	0.6	0.9	8.7	20.2	29.1	33.4	6.7	11
Nebraska	3,485	93.5	0.5	1.2	1.2	5.5	18.6	27.1	36.8	9.0	11
Nevada	5,619	93.2	2.0	0.7	0.8	4.3	13.9	24.1	38.5	15.8	11
New Hampshire	2,223	96.2	0.2	0.2	1.1	7.7	19.1	32.1	34.2	5.4	11
New Jersey	12,673	92.2	1.0	0.7	1.0	6.1	17.2	27.7	34.9	11.4	11
New Mexico	7,712	91.6	0.4	0.9	1.2	8.1	19.8	28.0	30.6	11.0	11
New York[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
North Carolina	21,556	86.9	0.5	0.7	2.5	14.0	25.6	29.5	23.8	3.4	10
North Dakota	1,586	91.6	0.2	0.1	1.1	9.3	23.0	29.8	33.0	3.5	11
Ohio	20,252	99.9	0.3	0.2	0.7	7.6	17.4	29.9	36.5	7.5	11
Oklahoma	8,380	93.0	0.6	0.7	1.7	10.7	21.3	29.4	31.2	4.5	11
Oregon	12,725	97.0	1.3	1.5	1.2	6.1	15.2	27.6	37.4	9.6	11
Pennsylvania	21,287	94.7	0.4	0.4	0.9	6.5	18.2	30.0	36.3	7.3	11
Rhode Island	2,699	92.8	0.3	0.7	1.1	10.5	21.4	29.0	31.8	5.3	11
South Carolina	10,262	93.9	0.1	0.2	0.8	7.0	21.5	32.3	32.1	5.9	10
South Dakota	1,565	95.1	0.2	0.4	0.6	9.5	24.5	29.2	32.5	3.1	11
Tennessee	13,552	95.7	0.4	0.5	1.2	7.5	17.3	28.7	37.8	6.6	11
Texas	48,941	98.5	0.7	1.6	1.7	9.5	22.1	25.7	27.5	11.3	11
Utah	5,193	85.3	1.2	0.5	0.9	3.1	10.8	24.5	43.1	15.9	11
Vermont	988	95.9	0.3	0.4	1.3	8.0	16.6	33.8	34.5	5.1	11
Virginia	19,519	93.5	0.6	0.6	1.7	9.4	21.0	28.9	31.4	6.4	11
Washington	22,230	95.6	1.1	1.2	1.2	5.6	15.2	26.5	39.1	10.2	11
West Virginia	5,901	98.7	0.2	0.3	1.4	9.1	21.9	29.2	33.0	4.9	11
Wisconsin	14,969	84.2	0.4	0.7	0.6	5.8	14.3	25.8	47.2	5.2	11
Wyoming	1,618	100.0	0.8	1.0	1.9	7.4	18.0	29.9	34.1	7.0	11
U.S. Subtotal	602,659	93.1	0.9	0.8	1.3	7.8	18.1	27.3	34.3	9.4	11

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 7 *(continued from previous page)*

Percentage of GED® Test Candidates, by Highest Grade Completed and Mode Highest Grade Completed: 2011

Jurisdiction	Candidates with Reported Highest Grade Completed[1]		Highest Grade Completed								Mode Highest Grade Completed
			None-5th	6th	7th	8th	9th	10th	11th	12th	
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	
American Samoa	21	95.5	0.0	0.0	0.0	4.8	4.8	23.8	42.9	23.8	11
Federated States of Micronesia	27	75.0	0.0	0.0	0.0	3.7	14.8	44.4	22.2	14.8	10
Guam	247	92.2	0.4	0.0	0.0	2.0	10.9	21.9	57.9	6.9	11
Marshall Islands	55	98.2	0.0	0.0	3.6	0.0	10.9	21.8	34.5	29.1	11
Northern Mariana Islands	31	91.2	0.0	0.0	0.0	3.2	19.4	22.6	51.6	3.2	11
Palau	75	90.4	1.3	0.0	2.7	8.0	32.0	38.7	14.7	2.7	10
Puerto Rico[4]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	191	98.5	0.5	0.0	3.1	8.4	15.7	20.4	28.8	23.0	11
Insular Areas Subtotal	647	93.4	0.5	0.0	1.5	4.6	15.1	24.4	40.0	13.8	11
Bermuda	242	94.9	1.2	0.4	0.8	3.7	11.2	26.4	36.0	20.2	11
DANTES[5]	1,701	95.3	0.2	0.1	0.1	1.1	17.3	31.0	42.0	8.3	11
Federal Bureau of Prisons	9,625	92.7	1.0	2.1	3.2	12.0	24.5	26.6	24.4	6.2	10
GED Testing Service-Proctored[6]	129	91.5	0.8	0.0	1.6	3.9	14.0	46.5	16.3	17.1	10
Michigan Prisons	3,058	89.1	0.4	1.2	1.7	10.3	19.9	29.4	31.4	5.7	11
Prometric[7]	2,053	80.6	4.4	0.2	1.3	2.3	10.3	30.8	29.1	21.5	10
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	16,808	90.7	1.2	1.5	2.3	9.2	20.9	28.2	28.1	8.4	10
Program Total	620,114	93.0	1.0	0.8	1.4	7.8	18.2	27.3	34.1	9.4	11

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on highest grade completed were not available because of legal restrictions on collecting such data.

[2] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[3] Data indicated as NA for New York due to low response rate (>50%).

[4] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[5] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[6] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[7] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

Due to rounding procedures, sums of percentages may not equal 100 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 8

Percentage of GED® Test Candidates, by Years Out of School and Mean Years Out: 2011

Jurisdiction	Candidates with Reported Years Out[1]		Years Out of School							Mean Years Out	Std. Dev.
			<1	1	2	3-5	6-10	11-20	21+		
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)		
Alabama	9,804	70.3	10.5	15.9	10.4	19.6	16.0	17.6	9.9	7.8	9.1
Alaska	2,472	87.4	15.8	17.6	11.4	18.4	15.4	13.7	7.8	6.6	8.8
Arizona	15,596	86.2	8.0	13.1	9.3	18.5	17.1	20.5	13.5	9.3	9.6
Arkansas	7,387	93.9	19.5	17.4	8.7	14.0	13.2	16.4	10.9	7.5	9.4
California	41,875	78.5	8.1	12.5	10.0	17.7	15.4	19.3	17.0	9.9	10.2
Colorado	14,568	92.6	9.1	13.2	9.0	16.2	16.7	21.3	14.5	9.5	9.8
Connecticut	5,151	100.0	3.0	9.7	9.7	20.2	18.9	22.0	16.4	10.5	9.9
Delaware	769	95.3	3.6	8.3	9.1	24.1	20.4	24.8	9.6	9.2	8.8
District of Columbia	820	89.8	4.9	13.0	15.4	25.1	17.1	14.1	10.4	7.8	8.8
Florida	40,931	86.8	12.3	17.4	11.7	19.6	13.9	15.1	10.1	7.3	9.0
Georgia[2]	23,147	70.0	7.4	14.7	10.4	20.8	17.1	18.3	11.3	8.4	9.3
Hawaii	1,585	91.2	20.6	22.6	11.6	14.6	10.6	13.3	6.7	5.7	8.3
Idaho	4,395	79.4	11.4	15.4	10.0	17.7	15.7	19.1	10.7	8.2	9.3
Illinois	19,557	72.3	8.0	14.4	11.6	20.3	15.1	18.5	12.0	8.5	9.4
Indiana	13,917	91.9	11.3	18.2	11.4	17.6	14.5	16.7	10.3	7.7	9.5
Iowa	5,595	99.1	8.6	13.9	10.9	20.2	15.5	18.8	12.2	8.7	9.6
Kansas	2,335	73.5	11.5	18.2	10.3	18.8	15.3	17.5	8.5	7.2	8.4
Kentucky	10,641	87.9	8.1	12.7	9.8	18.2	17.1	21.6	12.6	9.2	9.6
Louisiana	11,078	92.6	13.6	18.9	12.4	18.1	13.6	16.0	7.3	6.7	8.4
Maine	3,262	87.2	10.1	17.4	13.5	19.3	15.8	14.7	9.3	7.3	9.0
Maryland	6,806	83.3	8.1	17.6	12.7	19.1	15.2	16.7	10.5	7.9	9.4
Massachusetts	8,779	72.2	11.2	17.2	11.9	19.3	15.2	15.4	9.9	7.4	9.0
Michigan	16,191	82.0	9.3	16.0	12.5	20.0	14.7	17.1	10.3	7.8	9.2
Minnesota	8,574	87.9	8.4	12.9	10.8	18.6	18.3	19.6	11.3	8.6	9.3
Mississippi	13,090	93.7	15.7	19.1	9.9	15.9	13.6	16.8	9.0	7.2	9.0
Missouri	11,736	87.7	15.0	19.1	10.0	15.4	13.4	17.2	9.9	7.5	9.5
Montana	3,375	92.8	12.7	20.2	12.9	18.4	15.1	13.5	7.2	6.5	8.5
Nebraska	3,365	90.2	7.4	11.7	10.0	17.7	17.5	23.7	11.9	9.2	9.1
Nevada	5,570	92.4	11.3	13.5	10.2	18.4	15.2	16.2	15.1	9.2	10.6
New Hampshire	2,065	89.4	18.6	17.6	8.9	16.0	13.3	15.0	10.6	7.3	9.4
New Jersey	11,274	82.0	12.2	16.5	9.6	15.6	13.8	18.5	13.7	8.7	9.8
New Mexico	7,623	90.6	13.9	16.6	10.9	17.8	14.4	17.3	9.0	7.4	8.9
New York[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
North Carolina	21,118	85.2	5.2	10.7	9.9	20.1	16.3	21.4	16.5	10.5	10.5
North Dakota	1,577	91.1	12.2	19.5	12.2	20.6	15.0	12.5	8.1	6.6	8.6
Ohio	18,517	91.3	6.3	10.3	9.2	20.7	19.4	21.6	12.6	9.4	9.5
Oklahoma	8,170	90.7	10.7	15.8	10.6	18.1	16.0	18.7	10.1	7.9	8.9
Oregon	12,023	91.6	11.7	17.0	11.1	16.3	13.2	17.8	12.9	8.4	9.8
Pennsylvania	19,465	86.6	8.6	14.1	10.4	19.2	16.7	18.4	12.6	8.7	9.5
Rhode Island	2,509	86.3	9.5	19.3	12.8	19.8	13.4	12.9	12.3	9.3	16.3
South Carolina	10,495	96.0	8.4	14.9	11.7	18.4	15.4	19.8	11.3	8.5	9.4
South Dakota	1,521	92.5	14.4	18.2	12.4	20.6	14.6	12.7	7.0	6.3	8.7
Tennessee	12,629	89.2	7.6	11.8	8.4	16.4	17.3	22.9	15.5	10.2	10.4
Texas	47,871	96.3	8.7	12.4	8.9	17.8	15.4	21.7	15.1	9.8	10.0
Utah	4,881	80.2	13.6	18.0	11.8	20.4	13.8	14.5	7.8	6.6	8.2
Vermont	906	88.0	16.2	21.6	11.8	19.5	12.1	10.8	7.8	6.0	8.6
Virginia	18,277	87.5	12.1	13.7	8.5	15.0	14.8	19.5	16.5	9.9	10.9
Washington	16,639	71.5	9.8	14.5	11.2	20.5	16.2	17.2	10.6	8.0	9.1
West Virginia	5,896	98.6	20.7	17.6	10.5	15.6	13.3	14.3	8.1	6.5	8.6
Wisconsin	14,239	80.1	12.8	15.0	7.8	13.8	15.4	21.8	13.3	9.1	9.7
Wyoming	1,617	99.9	10.6	14.4	10.5	18.8	18.9	15.8	11.0	8.2	9.5
U.S. Subtotal	**551,683**	**85.2**	**10.1**	**14.8**	**10.3**	**18.3**	**15.5**	**18.6**	**12.4**	**8.6**	**9.7**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 8 *(continued from previous page)*

Percentage of GED® Test Candidates, by Years Out of School and Mean Years Out: 2011

Jurisdiction	Candidates with Reported Years Out[1]		Years Out of School							Mean Years Out	Std. Dev.
			<1	1	2	3-5	6-10	11-20	21+		
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)		
American Samoa	20	90.9	5.0	15.0	10.0	30.0	15.0	20.0	5.0	7.1	7.0
Federated States of Micronesia	26	72.2	11.5	11.5	23.1	23.1	15.4	15.4	0.0	4.8	4.6
Guam	249	92.9	3.6	9.6	6.8	24.1	16.1	27.3	12.4	9.8	8.3
Marshall Islands	52	92.9	3.8	21.2	11.5	30.8	15.4	9.6	7.7	6.1	6.9
Northern Mariana Islands	32	94.1	9.4	18.8	3.1	25.0	21.9	15.6	6.3	6.9	6.5
Palau	65	78.3	6.2	12.3	20.0	32.3	15.4	12.3	1.5	5.1	4.8
Puerto Rico[4]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	182	93.8	6.6	9.9	9.9	24.7	13.7	16.5	18.7	10.3	11.0
Insular Areas Subtotal	626	90.3	5.4	11.7	10.1	25.9	15.5	19.8	11.7	8.7	8.8
Bermuda	232	91.0	10.8	19.4	10.8	19.0	16.4	9.5	14.2	8.6	11.4
DANTES[5]	1,690	94.7	6.7	16.3	19.6	31.9	16.0	8.2	1.2	4.5	4.5
Federal Bureau of Prisons	8,201	79.0	1.3	2.2	1.9	5.5	16.1	43.2	29.8	16.6	9.8
GED Testing Service-Proctored[6]	127	90.1	3.1	33.1	15.7	20.5	10.2	14.2	3.1	4.9	6.1
Michigan Prisons	2,865	83.5	2.8	7.2	7.5	18.1	19.1	24.2	21.2	12.2	10.6
Prometric[7]	1,815	71.3	22.1	28.5	15.2	20.4	7.3	5.0	1.5	3.0	4.6
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	14,930	80.5	4.9	8.4	6.9	13.1	15.6	30.2	21.0	12.5	10.5
Program Total	567,239	85.1	10.0	14.6	10.2	18.1	15.5	18.9	12.7	8.7	9.7

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on years out of school were not available because of legal restrictions on collecting such data.

[2] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[3] Data indicated as NA for New York due to low response rate (>50%).

[4] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[5] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[6] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[7] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

Due to rounding procedures, sums of percentages may not equal 100 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 9a

Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the United States: 2011

Jurisdiction	Candidates Indicating Reasons for Testing[1]		Educational Reasons						Military Reasons		
			Four-Year College	Two-Year College	Technical or Trade Prog.	Skills Certification	Job Training	Any Educ. Reason	Military Entrance	Military Career	Any Military Reason
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	13,267	95.2	23.0	37.7	20.5	7.5	8.6	65.3	6.5	3.5	7.8
Alaska	2,671	94.5	16.2	15.0	17.7	13.0	19.4	49.4	8.2	5.4	9.6
Arizona	15,895	87.8	17.3	24.2	16.9	9.4	9.6	54.2	4.1	1.8	4.7
Arkansas	7,727	98.2	25.2	28.0	17.0	7.9	8.1	57.3	6.1	3.3	7.1
California	47,115	88.3	18.7	30.1	17.6	9.5	9.3	59.2	3.8	1.8	4.4
Colorado	15,734	100.0	20.2	29.0	18.2	12.6	12.5	57.7	3.8	2.2	4.4
Connecticut	5,149	100.0	16.6	25.4	14.5	9.1	7.8	53.4	2.1	1.3	2.6
Delaware	797	98.8	23.2	30.6	32.2	15.8	12.9	69.5	5.1	2.5	6.1
District of Columbia	833	91.2	36.0	28.6	21.2	14.3	14.4	71.2	2.6	1.4	3.2
Florida	45,297	96.0	28.3	34.0	24.2	7.3	12.5	71.1	5.7	3.1	6.7
Georgia[2]	26,974	81.6	19.5	26.2	33.0	7.5	6.4	66.6	5.6	3.4	7.0
Hawaii	1,696	97.6	32.9	33.7	11.7	9.6	7.7	63.7	12.8	8.4	15.3
Idaho	4,819	87.0	24.2	28.3	16.6	8.7	9.8	57.5	3.9	2.0	4.6
Illinois	23,167	85.7	10.4	20.3	97.3	10.7	11.5	98.8	3.9	3.8	6.6
Indiana	14,778	97.6	24.8	34.0	18.3	9.8	10.2	62.8	5.0	2.7	5.9
Iowa	4,788	84.8	15.4	32.5	11.2	6.7	6.2	50.4	2.6	1.4	3.1
Kansas	2,420	76.2	24.3	34.3	20.4	11.4	10.3	65.6	3.7	2.0	4.2
Kentucky	11,191	92.5	21.4	27.4	19.1	8.5	10.8	57.0	3.1	2.2	3.7
Louisiana	11,468	95.9	22.7	25.6	33.4	9.0	9.1	67.8	6.9	4.1	8.2
Maine	3,521	94.1	19.2	26.7	17.8	8.5	15.4	58.9	5.0	2.6	5.8
Maryland	7,630	93.4	28.5	29.1	19.5	9.0	8.8	64.4	5.7	2.9	6.7
Massachusetts	9,808	80.6	24.8	36.0	20.0	11.2	12.2	67.5	3.8	1.8	4.4
Michigan	17,238	87.3	22.7	31.9	15.4	9.7	10.5	59.1	4.6	2.3	5.3
Minnesota	9,150	93.8	21.0	35.6	24.0	9.5	7.9	64.5	3.0	1.6	3.7
Mississippi	13,499	96.6	24.9	47.6	17.5	8.4	10.7	71.1	6.7	3.7	8.3
Missouri	12,289	91.8	24.8	31.0	21.3	8.8	8.7	61.8	5.3	2.8	6.1
Montana	3,501	96.3	24.5	26.5	18.2	10.0	14.2	62.0	5.7	2.8	6.5
Nebraska	3,518	94.3	23.1	35.9	15.9	10.4	8.7	59.8	4.3	1.8	4.8
Nevada	5,721	94.9	19.3	27.8	16.9	10.7	11.4	56.6	4.5	2.3	5.0
New Hampshire	2,202	95.3	17.3	27.9	20.9	7.7	7.9	55.4	4.6	2.0	5.4
New Jersey	12,395	90.1	28.6	37.6	27.6	14.5	15.5	74.8	4.4	2.6	5.2
New Mexico	7,809	92.8	29.7	32.1	16.3	11.2	11.9	65.4	4.5	3.0	5.3
New York[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
North Carolina	20,867	84.2	19.5	35.9	20.1	10.8	9.9	63.3	5.5	2.7	6.5
North Dakota	1,573	90.8	19.5	28.4	14.6	5.3	7.1	51.2	4.1	1.6	4.5
Ohio	20,254	99.9	24.1	36.3	23.4	6.7	15.3	68.3	3.1	1.9	4.0
Oklahoma	8,462	93.9	19.2	21.4	22.6	8.9	11.3	55.0	4.9	2.9	5.6
Oregon	12,535	95.5	20.2	33.2	14.4	12.0	12.4	59.0	3.3	1.8	3.7
Pennsylvania	20,919	93.1	20.7	27.0	27.2	12.4	14.7	63.0	3.8	2.2	4.4
Rhode Island	2,480	85.3	10.8	29.3	34.4	14.1	11.8	63.8	1.7	1.6	3.1
South Carolina	10,522	96.2	22.7	39.5	45.2	13.9	16.0	75.6	6.5	3.7	7.6
South Dakota	1,580	96.0	20.8	24.3	18.5	7.5	14.8	60.1	6.6	3.2	7.6
Tennessee	13,531	95.6	21.0	28.1	24.9	8.2	8.6	60.1	3.5	1.8	4.1
Texas	49,007	98.6	21.6	33.1	20.8	14.0	14.4	62.4	3.7	2.2	4.3
Utah	5,028	82.6	24.2	28.1	19.3	12.2	12.3	59.8	3.1	1.6	3.3
Vermont	878	85.2	17.8	20.4	16.9	9.0	14.2	53.2	3.8	2.3	4.7
Virginia	19,149	91.7	18.4	31.2	18.0	10.6	11.0	57.5	5.5	3.6	7.1
Washington	16,422	70.6	19.6	34.3	19.2	13.3	13.1	62.1	6.4	4.9	9.3
West Virginia	5,899	98.6	21.7	22.7	20.8	11.1	12.8	54.9	5.2	3.8	6.3
Wisconsin	14,758	83.0	16.7	28.1	28.1	10.8	10.7	59.0	3.2	1.7	3.8
Wyoming	1,618	100.0	19.0	26.9	14.3	10.4	9.6	52.1	4.8	2.5	5.3
U.S. Subtotal	**589,549**	**91.1**	**21.5**	**31.0**	**24.6**	**10.2**	**11.3**	**64.1**	**4.6**	**2.7**	**5.6**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 9a *(continued from previous page)*

Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the United States: 2011

Jurisdiction	Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason
	Get First Job	Keep Current Job	Get Better Job	Employer Required	Any Employ. Reason	Early Release	Court Order	Public Asst. Requirement	Any Social Reason	Positive Role Model	Personal Satisfaction	Any Personal Reason	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	10.8	2.1	40.0	7.3	51.8	1.8	3.6	0.6	5.7	23.0	43.2	47.6	14.3
Alaska	13.6	3.3	42.0	10.7	55.9	3.9	1.4	2.9	7.6	21.6	58.2	61.9	22.1
Arizona	13.6	2.5	39.7	8.6	54.6	3.2	2.4	0.7	5.9	25.9	49.1	53.9	11.5
Arkansas	12.9	2.1	37.1	7.6	50.7	8.7	5.9	0.7	14.2	24.1	53.7	57.3	19.7
California	13.2	2.4	37.2	10.5	52.2	3.5	0.9	1.3	5.6	23.8	48.4	52.0	14.4
Colorado	11.8	2.7	43.1	9.2	54.8	4.2	6.2	2.2	11.4	26.6	54.6	58.5	16.1
Connecticut	0.0	1.8	7.3	9.7	17.3	1.0	1.3	1.2	3.3	19.7	56.9	59.7	14.5
Delaware	9.8	2.4	48.1	10.7	59.6	4.6	3.3	0.5	7.3	35.9	58.7	65.0	13.3
District of Columbia	16.6	2.6	35.5	12.2	52.7	1.9	2.4	0.6	4.6	24.8	37.6	42.1	15.0
Florida	8.3	2.2	32.2	8.7	40.0	2.1	1.4	0.5	3.8	19.8	45.4	48.8	15.1
Georgia[2]	10.8	2.4	34.8	5.9	47.5	2.0	2.9	0.5	4.9	18.4	38.3	42.8	4.3
Hawaii	19.7	2.1	33.5	10.8	53.3	5.0	2.4	0.6	7.6	23.1	47.2	52.0	22.7
Idaho	12.8	2.3	38.0	7.7	51.7	1.2	13.1	0.7	14.5	22.9	53.2	55.8	15.0
Illinois	8.8	14.9	17.3	11.3	41.2	4.1	5.9	14.6	20.2	23.3	14.1	29.3	2.1
Indiana	14.2	2.4	46.1	11.8	61.6	9.4	5.2	0.5	13.7	27.8	55.6	59.4	16.0
Iowa	8.1	1.9	45.0	8.0	54.4	1.9	9.0	3.6	14.0	21.4	56.7	59.7	14.7
Kansas	9.0	2.1	43.6	6.5	53.9	4.5	6.3	1.2	10.9	26.4	55.2	58.5	11.4
Kentucky	11.3	2.5	39.7	6.7	51.4	5.2	4.1	0.7	9.6	24.3	54.0	57.2	12.7
Louisiana	13.2	1.9	35.0	7.2	48.9	7.2	3.3	0.4	10.3	25.0	46.8	51.9	14.1
Maine	11.5	1.4	41.6	8.9	54.3	0.7	1.0	2.4	4.0	22.5	55.8	58.8	15.5
Maryland	10.7	2.1	38.5	8.7	51.1	1.9	2.1	0.2	3.9	21.4	45.2	49.5	13.0
Massachusetts	10.1	2.0	39.5	8.4	50.3	1.1	2.1	2.1	5.0	21.8	45.4	49.2	14.1
Michigan	14.8	2.4	40.7	10.4	56.9	1.6	6.3	0.9	8.2	24.7	52.5	56.4	16.0
Minnesota	8.6	2.1	44.6	10.0	54.8	0.8	2.7	2.1	5.5	24.7	54.2	57.8	14.4
Mississippi	15.0	2.2	38.5	7.9	53.4	2.4	3.0	0.5	5.4	23.8	41.9	48.0	14.8
Missouri	9.6	2.5	41.6	8.4	52.4	2.4	5.5	0.4	7.9	27.1	55.3	58.9	20.0
Montana	10.8	2.0	39.1	9.1	51.2	1.3	5.4	2.0	8.3	21.5	52.6	54.9	17.9
Nebraska	7.6	2.1	51.4	8.7	59.8	2.1	6.1	1.1	9.1	32.6	61.1	65.5	16.6
Nevada	12.2	2.5	39.0	14.6	55.1	4.4	3.0	1.2	8.3	19.7	45.0	47.8	16.0
New Hampshire	10.2	2.4	41.5	7.1	53.1	4.2	2.8	0.5	7.1	19.5	55.8	58.2	19.1
New Jersey	13.5	2.7	41.7	9.9	54.9	1.6	1.5	1.5	4.2	26.9	50.0	54.5	10.7
New Mexico	12.8	3.0	41.2	9.7	53.2	3.1	2.0	0.9	5.6	23.6	47.4	51.2	20.1
New York[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
North Carolina	10.5	1.7	41.5	8.1	52.7	5.4	3.2	0.9	8.9	24.8	50.4	54.5	13.9
North Dakota	7.8	3.2	40.4	17.5	59.3	4.3	3.9	2.2	9.5	20.7	47.7	51.3	16.7
Ohio	7.7	2.7	37.0	6.5	46.0	1.1	5.0	0.7	6.4	26.0	45.5	52.5	13.3
Oklahoma	10.1	3.1	39.5	9.1	51.3	5.7	6.7	1.2	12.6	24.4	50.3	53.7	17.7
Oregon	17.7	2.0	38.1	8.3	55.6	3.2	2.3	1.6	6.7	22.2	54.2	57.0	19.5
Pennsylvania	11.4	2.9	45.8	10.7	58.2	2.6	5.6	1.5	8.9	26.9	54.2	58.3	11.1
Rhode Island	1.3	40.4	10.6	4.2	49.1	0.9	1.5	23.0	24.1	48.5	15.4	57.8	0.0
South Carolina	13.4	2.8	46.6	11.6	59.6	1.2	2.0	0.7	3.6	26.6	51.0	54.9	11.9
South Dakota	8.3	2.4	42.9	8.5	52.2	4.2	7.1	1.5	12.2	24.1	58.0	61.7	21.8
Tennessee	10.4	2.1	43.9	8.7	56.2	3.3	3.0	0.9	6.9	24.7	49.8	53.6	14.9
Texas	11.2	3.2	41.5	7.7	52.0	4.2	7.8	0.7	12.0	27.9	49.1	54.0	15.6
Utah	11.3	2.9	45.6	10.0	57.2	2.8	5.6	1.4	9.2	22.9	56.4	58.6	15.8
Vermont	13.3	2.4	33.6	8.7	49.1	1.0	2.8	1.5	5.0	18.8	50.1	52.7	21.5
Virginia	11.9	2.4	41.6	8.2	54.3	2.7	2.6	0.7	5.5	22.7	49.2	53.5	14.1
Washington	18.8	5.6	42.0	12.6	60.6	4.4	5.7	6.3	12.8	20.6	46.2	50.4	16.6
West Virginia	14.9	2.1	40.2	9.4	55.0	3.4	5.8	3.4	11.2	20.8	46.3	49.3	21.5
Wisconsin	8.6	2.2	42.3	9.3	51.8	2.3	3.7	1.3	6.8	24.5	53.4	57.1	21.5
Wyoming	7.8	2.5	41.5	6.4	51.2	2.7	10.0	1.3	13.0	23.2	57.5	60.8	16.9
U.S. Subtotal	**11.4**	**3.2**	**38.6**	**9.0**	**51.6**	**3.3**	**4.0**	**1.8**	**8.3**	**24.1**	**47.8**	**52.5**	**14.2**

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Candidates could report more than one reason for testing.

[2] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[3] Data indicated as NA for New York due to low response rate (>50%).

Note: Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 9b

Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2011

Jurisdiction	Candidates Indicating Reasons for Testing[1]		Educational Reasons						Military Reasons		
			Four-Year College	Two-Year College	Technical or Trade Prog.	Skills Certification	Job Training	Any Educ. Reason	Military Entrance	Military Career	Any Military Reason
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	21	95.5	38.1	57.1	19.0	23.8	14.3	76.2	19.0	23.8	23.8
Federated States of Micronesia	27	75.0	44.4	44.4	7.4	18.5	18.5	81.5	25.9	11.1	33.3
Guam	251	93.7	26.3	23.1	19.9	21.1	14.3	57.0	19.1	9.6	22.3
Marshall Islands	55	98.2	65.5	23.6	5.5	16.4	10.9	87.3	9.1	12.7	16.4
Northern Mariana Islands	32	94.1	37.5	25.0	6.3	9.4	6.3	62.5	6.3	12.5	12.5
Palau	76	91.6	23.7	38.2	5.3	10.5	9.2	69.7	22.4	19.7	32.9
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	190	97.9	25.8	25.3	15.8	10.0	6.8	62.1	7.9	4.7	9.5
Insular Areas Subtotal	**652**	**94.1**	**30.8**	**27.6**	**14.6**	**15.6**	**11.0**	**64.4**	**15.0**	**10.3**	**19.3**
Bermuda	249	97.6	28.9	21.7	16.9	22.5	12.0	66.7	0.8	0.4	0.8
DANTES[3]	1,720	96.4	18.1	10.5	3.3	4.3	3.7	26.1	75.3	18.2	82.0
Federal Bureau of Prisons	8,604	82.9	12.5	18.7	27.5	16.0	15.6	49.1	0.7	0.3	0.8
GED Testing Service-Proctored[4]	136	96.5	57.4	18.4	5.9	16.2	2.9	80.1	1.5	1.5	2.2
Michigan Prisons	2,942	85.7	13.6	20.9	29.9	17.8	18.6	49.4	1.0	0.7	1.4
Prometric[5]	2,073	81.4	76.5	19.8	4.8	19.5	5.7	88.1	2.1	1.6	2.8
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**15,724**	**84.8**	**22.4**	**18.4**	**22.0**	**15.7**	**13.4**	**52.3**	**9.1**	**2.5**	**10.1**
Program Total[6]	**605,925**	**90.9**	**21.5**	**30.7**	**24.6**	**10.3**	**11.3**	**63.8**	**4.7**	**2.7**	**5.7**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 9b

Percentage of Candidates Reporting Various Reasons for Taking the GED® Test *(continued from previous page)* in the Insular Areas and Inter-Regional Contracts: 2011

Jurisdiction	Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason
	Get First Job (%)	Keep Current Job (%)	Get Better Job (%)	Employer Required (%)	Any Employ. Reason (%)	Early Release (%)	Court Order (%)	Public Asst. Requirement (%)	Any Social Reason (%)	Positive Role Model (%)	Personal Satisfaction (%)	Any Personal Reason (%)	(%)
American Samoa	28.6	4.8	57.1	9.5	76.2	0.0	0.0	9.5	9.5	28.6	23.8	33.3	38.1
Federated States of Micronesia	3.7	0.0	33.3	11.1	44.4	0.0	0.0	3.7	3.7	11.1	3.7	11.1	0.0
Guam	11.6	6.8	53.4	19.9	67.7	1.2	2.0	0.0	3.2	33.9	53.8	58.6	23.1
Marshall Islands	16.4	9.1	36.4	9.1	50.9	1.8	3.6	5.5	9.1	21.8	21.8	38.2	18.2
Northern Mariana Islands	15.6	3.1	18.8	0.0	34.4	0.0	0.0	0.0	0.0	9.4	34.4	37.5	18.8
Palau	11.8	1.3	43.4	5.3	55.3	1.3	1.3	0.0	2.6	21.1	22.4	34.2	13.2
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	13.2	3.2	42.1	12.1	58.9	0.5	3.2	2.1	5.3	17.4	42.1	43.7	13.2
Insular Areas Subtotal	**12.9**	**4.8**	**45.1**	**13.3**	**60.0**	**0.9**	**2.1**	**1.5**	**4.3**	**24.2**	**40.0**	**45.9**	**17.9**
Bermuda	12.0	2.0	32.9	9.2	47.4	2.4	0.4	1.2	4.0	20.9	47.0	52.2	14.9
DANTES[3]	1.9	0.9	13.7	3.7	16.7	0.3	0.0	0.0	0.3	10.2	21.5	23.1	5.6
Federal Bureau of Prisons	8.3	2.3	42.4	15.9	50.1	4.5	9.2	1.1	13.1	37.6	68.0	74.3	16.3
GED Testing Service-Proctored[4]	12.5	2.2	33.1	2.9	45.6	0.0	0.7	1.5	1.5	9.6	34.6	38.2	7.4
Michigan Prisons	13.8	2.3	33.0	12.5	44.6	14.1	32.4	1.8	40.1	30.5	59.2	64.6	20.7
Prometric[5]	7.8	1.8	11.9	5.1	17.4	4.8	0.5	1.5	5.8	8.4	24.1	25.8	24.1
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**8.7**	**2.1**	**33.3**	**12.3**	**41.0**	**5.8**	**11.2**	**1.2**	**15.6**	**28.9**	**54.9**	**59.9**	**16.9**
Program Total[6]	**11.4**	**3.1**	**38.5**	**9.1**	**51.3**	**3.3**	**4.2**	**1.8**	**8.5**	**24.2**	**48.0**	**52.6**	**14.2**

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Candidates could report more than one reason for testing.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

[6] Canadian data on reasons for testing were not available because of legal restrictions on collecting such data.

Note: Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 10

Number of GED® Test Candidates Tested, by Language Version: 2011

Jurisdiction	Total Number Tested	Language Version[1]		
		English	French	Spanish
	(N)	(N)	(N)	(N)
Alabama	13,940	13,922	1	17
Alaska	2,827	2,811	0	16
Arizona	18,097	17,176	1	920
Arkansas	7,870	7,738	0	132
California	53,370	48,025	0	5,345
Colorado	15,734	14,671	2	1,061
Connecticut	5,151	4,856	0	295
Delaware	807	791	0	16
District of Columbia	913	793	8	112
Florida	47,180	46,498	8	674
Georgia[2]	33,061	32,662	12	387
Hawaii	1,738	1,737	1	0
Idaho	5,536	5,440	0	96
Illinois	27,035	25,158	16	1,861
Indiana	15,144	15,013	3	128
Iowa	5,646	5,525	0	121
Kansas	3,177	3,053	0	124
Kentucky	12,104	12,003	0	101
Louisiana	11,958	11,918	4	36
Maine	3,741	3,740	0	1
Maryland	8,171	8,147	12	12
Massachusetts	12,165	11,529	0	636
Michigan	19,738	19,634	3	101
Minnesota	9,759	9,690	2	67
Mississippi	13,976	13,968	0	8
Missouri	13,388	13,371	0	17
Montana	3,637	3,636	0	1
Nebraska	3,729	3,377	0	352
Nevada	6,026	5,633	0	393
New Hampshire	2,310	2,293	1	16
New Jersey	13,752	13,010	0	742
New Mexico	8,416	7,589	0	827
New York	43,824	41,151	363	2,310
North Carolina	24,797	24,243	2	552
North Dakota	1,732	1,731	0	1
Ohio	20,275	20,181	0	94
Oklahoma	9,012	8,927	0	85
Oregon	13,124	12,269	2	853
Pennsylvania	22,469	22,006	27	436
Rhode Island	2,908	2,755	0	153
South Carolina	10,934	10,934	0	0
South Dakota	1,645	1,645	0	0
Tennessee	14,157	14,007	6	144
Texas	49,690	45,483	3	4,204
Utah	6,086	5,920	0	166
Vermont	1,030	1,026	2	2
Virginia	20,879	20,656	9	214
Washington	23,262	22,390	1	871
West Virginia	5,980	5,976	0	4
Wisconsin	17,778	17,177	0	601
Wyoming	1,618	1,606	0	12
U.S. Subtotal	691,296	665,490	489	25,317

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 10 *(continued from previous page)*

Number of GED® Test Candidates Tested, by Language Version: 2011

Jurisdiction	Total Number Tested	Language Version[1]		
		English	French	Spanish
	(N)	(N)	(N)	(N)
American Samoa	22	22	0	0
Federated States of Micronesia	36	36	0	0
Guam	268	268	0	0
Marshall Islands	56	56	0	0
Northern Mariana Islands	34	34	0	0
Palau	83	83	0	0
Puerto Rico[3]	NA	NA	NA	NA
Virgin Islands	194	187	0	7
Insular Areas Subtotal	693	686	0	7
Alberta	1,824	1,822	2	0
British Columbia	1,238	1,235	3	0
Manitoba	266	266	0	0
New Brunswick	1,625	1,293	332	0
Newfoundland and Labrador	185	185	0	0
Northwest Territories	4	*	*	*
Nova Scotia	940	938	2	0
Nunavut	65	65	0	0
Ontario	4,357	4,339	18	0
Prince Edward Island	456	456	0	0
Quebec	236	14	222	0
Saskatchewan	1,416	1,416	0	0
Yukon Territory	29	29	0	0
Canada Subtotal	12,641	12,062	579	0
Bermuda	255	255	0	0
DANTES[4]	1,784	1,781	0	3
Federal Bureau of Prisons	10,383	9,683	1	699
GED Testing Service-Proctored[5]	141	141	0	0
Michigan Prisons	3,432	3,427	0	5
Prometric[6]	2,546	2,546	0	0
VA Hospitals	*	*	*	*
Inter-Regional Contracts Subtotal	18,541	17,833	1	707
Program Total	723,171	696,071	1,069	26,031

Source: 2011 GED Testing Service® data.

* = Not reported due to small numbers.

[1] Candidates who tested in multiple languages were classified according to their predominant test language.

[2] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[4] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[5] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[6] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 11

Number of GED® Test Candidates Tested, by Special Edition of the GED® Test: 2011

Jurisdiction	Total Number Tested	Standard Print[1]	Special Edition[1]		
			Audiocassette	Braille	Large Print
	(N)	(N)	(N)	(N)	(N)
Alabama	13,940	13,915	15	0	10
Alaska	2,827	2,827	0	0	0
Arizona	18,097	18,087	3	0	7
Arkansas	7,870	7,855	2	0	13
California	53,370	53,365	1	0	4
Colorado	15,734	15,721	10	0	3
Connecticut	5,151	5,151	0	0	0
Delaware	807	807	0	0	0
District of Columbia	913	906	1	0	6
Florida	47,180	47,169	11	0	0
Georgia[2]	33,061	32,977	41	0	43
Hawaii	1,738	1,738	0	0	0
Idaho	5,536	5,532	0	0	4
Illinois	27,035	27,005	12	0	18
Indiana	15,144	15,127	16	0	1
Iowa	5,646	5,635	11	0	0
Kansas	3,177	3,165	1	0	11
Kentucky	12,104	12,060	7	0	37
Louisiana	11,958	11,939	12	1	6
Maine	3,741	3,737	3	0	1
Maryland	8,171	8,167	1	0	3
Massachusetts	12,165	12,152	6	0	7
Michigan	19,738	19,716	13	0	9
Minnesota	9,759	9,756	3	0	0
Mississippi	13,976	13,967	8	0	1
Missouri	13,388	13,367	11	0	10
Montana	3,637	3,613	4	0	20
Nebraska	3,729	3,728	1	0	0
Nevada	6,026	6,026	0	0	0
New Hampshire	2,310	2,309	0	0	1
New Jersey	13,752	13,746	1	0	5
New Mexico	8,416	8,413	1	0	2
New York	43,824	43,814	0	5	5
North Carolina	24,797	24,753	31	0	13
North Dakota	1,732	1,715	17	0	0
Ohio	20,275	20,239	13	0	23
Oklahoma	9,012	8,985	3	0	24
Oregon	13,124	13,090	29	0	5
Pennsylvania	22,469	22,460	5	0	4
Rhode Island	2,908	2,908	0	0	0
South Carolina	10,934	10,922	6	0	6
South Dakota	1,645	1,644	1	0	0
Tennessee	14,157	14,145	2	0	10
Texas	49,690	49,582	13	1	94
Utah	6,086	6,086	0	0	0
Vermont	1,030	1,030	0	0	0
Virginia	20,879	20,786	30	0	63
Washington	23,262	23,216	42	0	4
West Virginia	5,980	5,968	9	0	3
Wisconsin	17,778	17,738	40	0	0
Wyoming	1,618	1,609	8	0	1
U.S. Subtotal	691,296	690,368	444	7	477

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 11 *(continued from previous page)*

Number of GED® Test Candidates Tested, by Special Edition of the GED® Test: 2011

Jurisdiction	Total Number Tested	Standard Print[1]	Special Edition[1]		
			Audiocassette	Braille	Large Print
		(N)	(N)	(N)	(N)
American Samoa	22	22	0	0	0
Federated States of Micronesia	36	36	0	0	0
Guam	268	268	0	0	0
Marshall Islands	56	56	0	0	0
Northern Mariana Islands	34	34	0	0	0
Palau	83	83	0	0	0
Puerto Rico[3]	NA	NA	NA	NA	NA
Virgin Islands	194	194	0	0	0
Insular Areas Subtotal	**693**	**693**	**0**	**0**	**0**
Alberta	1,824	1,820	1	0	3
British Columbia	1,238	1,232	4	2	0
Manitoba	266	266	0	0	0
New Brunswick	1,625	1,613	2	0	10
Newfoundland and Labrador	185	185	0	0	0
Northwest Territories	4	*	*	*	*
Nova Scotia	940	932	6	0	2
Nunavut	65	65	0	0	0
Ontario	4,357	4,304	9	0	44
Prince Edward Island	456	450	6	0	0
Quebec	236	234	0	0	2
Saskatchewan	1,416	1,347	64	0	5
Yukon Territory	29	28	0	0	1
Canada Subtotal	**12,641**	**12,480**	**92**	**2**	**67**
Bermuda	255	255	0	0	0
DANTES[4]	1,784	1,783	0	0	1
Federal Bureau of Prisons	10,383	10,359	22	0	2
GED Testing Service-Proctored[5]	141	141	0	0	0
Michigan Prisons	3,432	3,352	0	0	80
Prometric[6]	2,546	2,546	0	0	0
VA Hospitals	*	*	*	*	*
Inter-Regional Contracts Subtotal	**18,541**	**18,436**	**22**	**0**	**83**
Program Total	**723,171**	**721,977**	**558**	**9**	**627**

Source: 2011 GED Testing Service® data.

* = Not reported due to small numbers.

[1] Candidates who tested on multiple editions were classified according to their predominant edition.

[2] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[4] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[5] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[6] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 12a

Standard Score Statistics for GED® Test Candidates in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2011

Jurisdiction	Writing					Social Studies					Reading				
	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)
Alabama	11,020	460	476	67	90.2	11,492	490	492	82	88.0	11,377	500	517	96	91.6
Alaska	1,828	480	496	70	96.2	2,001	520	530	88	95.6	1,956	540	559	103	98.0
Arizona	14,060	490	500	74	94.2	14,571	510	517	84	94.0	14,422	520	544	102	95.6
Arkansas	7,245	520	523	77	97.0	7,169	520	523	81	95.6	7,138	540	552	98	97.6
California	40,348	500	507	80	93.6	42,000	510	519	85	93.8	41,955	520	543	102	95.4
Colorado	11,148	500	506	73	96.6	11,445	520	524	84	95.8	11,401	540	551	101	97.4
Connecticut	3,955	510	518	87	91.4	4,085	490	504	90	88.8	3,981	500	529	106	91.6
Delaware	771	510	517	65	99.2	767	530	542	80	98.2	764	570	577	95	99.0
District of Columbia	737	500	497	72	93.0	717	480	486	71	91.0	699	490	513	91	93.8
Florida	38,808	480	493	71	93.2	39,587	510	516	84	93.4	39,411	520	544	101	95.4
Georgia[1]	23,477	500	506	80	92.4	24,262	490	503	82	91.2	24,377	500	529	97	94.6
Hawaii	1,488	490	501	72	95.6	1,487	520	531	88	95.8	1,493	540	554	103	96.8
Idaho	3,859	500	513	78	96.8	3,972	530	544	85	97.6	3,943	560	570	103	98.0
Illinois	20,706	450	475	71	90.4	21,004	500	507	83	92.0	20,865	520	531	98	94.0
Indiana	13,495	480	489	68	93.6	13,470	520	523	83	95.0	13,411	520	544	100	95.6
Iowa	3,874	510	515	71	98.4	3,926	540	546	81	98.4	4,041	570	574	97	99.2
Kansas	3,095	520	530	75	98.4	3,042	550	558	82	99.0	3,060	580	590	99	99.4
Kentucky	10,836	480	494	69	95.4	10,836	510	522	78	96.6	10,836	520	539	95	97.0
Louisiana	10,579	470	484	67	92.6	10,823	490	499	80	90.6	10,838	500	525	96	93.8
Maine	2,554	480	495	71	95.6	2,665	530	538	83	97.4	2,657	540	566	101	98.4
Maryland	6,724	460	478	70	88.8	6,635	500	510	89	90.4	6,623	500	529	104	92.4
Massachusetts	9,466	470	485	72	91.2	9,528	500	510	85	92.4	9,492	520	535	102	94.2
Michigan	13,382	470	481	68	91.2	14,160	510	517	88	93.0	14,209	520	542	103	95.0
Minnesota	6,499	480	491	70	95.6	6,822	530	538	87	97.0	6,796	540	562	101	98.0
Mississippi	10,304	460	472	64	89.2	10,854	480	483	79	87.0	10,863	480	506	92	91.2
Missouri	12,296	490	496	69	94.8	12,373	520	528	85	94.6	12,293	520	546	102	95.4
Montana	2,760	480	497	74	94.0	2,799	530	536	85	96.4	2,829	540	560	100	97.8
Nebraska	2,330	490	500	67	96.8	2,449	520	530	84	95.8	2,446	540	561	100	97.6
Nevada	5,338	470	483	67	92.2	5,348	510	518	83	94.0	5,325	520	539	101	94.4
New Hampshire	1,860	480	494	68	96.0	1,870	530	540	83	96.6	1,862	540	558	102	97.4
New Jersey	11,226	480	490	75	90.2	11,519	490	497	84	89.6	11,438	500	524	100	92.2
New Mexico	6,668	480	492	71	93.0	6,748	510	512	82	93.0	6,750	520	535	100	94.8
New York	36,834	470	475	94	84.8	35,825	490	497	84	89.4	35,802	500	524	100	92.4
North Carolina	15,314	490	501	71	96.4	16,538	520	523	81	96.2	16,757	540	557	100	98.0
North Dakota	1,110	480	487	65	94.6	1,196	510	520	82	95.6	1,173	520	547	97	98.0
Ohio	17,938	460	479	65	93.2	17,742	520	523	82	95.2	17,695	520	546	98	96.8
Oklahoma	7,901	470	482	66	92.6	7,985	520	520	85	94.0	7,970	520	546	102	95.4
Oregon	9,419	500	511	76	96.6	9,489	530	539	87	97.0	9,384	560	571	105	98.4
Pennsylvania	17,506	480	494	73	93.0	17,566	510	513	84	93.2	17,643	520	539	100	95.0
Rhode Island	2,023	450	465	58	93.4	2,055	520	520	77	95.8	2,051	540	551	99	97.2
South Carolina	9,697	470	481	65	93.6	9,671	510	515	81	94.4	9,670	520	542	97	96.4
South Dakota	1,108	510	517	64	99.2	1,182	540	551	81	98.8	1,184	570	584	100	99.0
Tennessee	11,843	470	486	67	93.8	11,940	510	514	81	94.6	11,848	520	533	97	95.8
Texas	38,695	510	512	78	93.8	38,898	500	505	83	91.6	38,797	520	534	99	94.8
Utah	5,447	510	520	79	96.0	5,515	530	541	88	96.4	5,481	560	567	106	97.2
Vermont	650	490	497	75	93.0	713	530	537	91	94.6	688	560	567	102	96.6
Virginia	15,372	480	488	72	93.2	15,680	500	508	80	93.6	15,723	500	527	96	95.4
Washington	15,849	520	525	82	96.2	16,402	530	534	87	96.4	16,573	540	563	105	97.2
West Virginia	5,137	460	480	67	93.4	5,147	510	516	81	94.8	5,164	520	536	98	96.0
Wisconsin	9,877	480	492	68	94.8	10,448	520	525	87	95.2	10,710	540	550	99	97.2
Wyoming	1,321	510	521	71	99.0	1,340	540	546	77	98.4	1,329	570	578	99	98.8
U.S. Subtotal	**535,777**	**480**	**495**	**76**	**93.0**	**545,758**	**510**	**515**	**84**	**93.4**	**545,193**	**520**	**541**	**101**	**95.2**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 12a *(continued from previous page)*

Standard Score Statistics for GED® Test Candidates in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2011

Jurisdiction	Writing					Social Studies					Reading				
	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)
American Samoa	17	440	456	75	76.4	17	420	459	127	58.8	18	415	433	102	72.2
Federated States of Micronesia	30	420	422	45	60.0	32	410	407	64	56.2	34	405	404	60	50.0
Guam	209	460	468	58	89.0	221	480	486	66	90.4	224	480	495	74	92.4
Marshall Islands	42	410	423	55	54.8	55	390	399	69	36.4	55	390	403	59	43.6
Northern Mariana Islands	14	520	522	93	92.8	18	505	516	82	94.4	20	500	522	81	95.0
Palau	64	430	442	63	64.0	2	*	*	*	*	28	440	448	84	67.8
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	144	460	472	69	86.8	148	460	467	75	81.8	149	470	494	97	86.6
Insular Areas Subtotal	**520**	**450**	**460**	**65**	**80.6**	**493**	**460**	**465**	**78**	**78.4**	**528**	**470**	**476**	**88**	**81.0**
Alberta	1,671	520	521	70	97.2	1,640	530	539	78	96.0	1,641	580	590	115	96.8
British Columbia	1,064	540	551	80	97.2	1,090	550	550	83	96.0	1,081	580	587	117	96.2
Manitoba	237	480	499	70	95.4	248	530	532	77	94.8	238	570	577	105	97.4
New Brunswick	1,289	470	481	59	92.4	1,271	490	488	71	89.0	1,192	540	545	102	95.4
Newfoundland and Labrador	157	500	503	66	93.0	161	500	517	75	95.6	160	560	565	104	96.8
Northwest Territories	1	*	*	*	*	3	*	*	*	*	3	*	*	*	*
Nova Scotia	777	490	497	67	93.4	745	500	510	79	91.8	736	520	538	110	91.4
Nunavut	53	440	445	51	77.4	61	440	445	74	72.2	57	450	465	113	68.4
Ontario	3,890	520	525	70	97.8	3,831	530	539	78	96.2	3,863	570	575	110	96.6
Prince Edward Island	355	480	489	58	95.2	364	500	505	65	95.0	352	520	543	104	93.2
Quebec	209	510	513	69	97.2	221	470	472	59	91.8	218	580	582	69	97.8
Saskatchewan	1,097	490	496	67	94.2	1,142	500	504	75	92.8	1,105	520	541	106	94.8
Yukon Territory	28	505	507	57	96.4	25	580	590	84	100.0	25	620	630	112	100.0
Canada Subtotal	**10,828**	**510**	**514**	**72**	**96.0**	**10,802**	**520**	**525**	**80**	**94.4**	**10,671**	**550**	**568**	**111**	**95.6**
Bermuda	172	460	478	63	93.0	178	480	485	69	92.2	171	490	510	82	96.0
DANTES[3]	1,717	510	515	67	99.0	1,688	540	549	68	99.4	1,691	540	563	91	99.4
Federal Bureau of Prisons	8,455	450	467	57	91.0	8,253	490	499	73	94.2	8,150	500	519	86	95.8
GED Testing Service-Proctored[4]	118	440	450	56	82.2	112	460	459	62	78.6	116	480	485	70	91.4
Michigan Prisons	2,270	440	453	53	86.0	2,233	480	490	75	91.2	2,144	490	515	86	95.8
Prometric[5]	1,877	490	498	84	90.8	1,870	490	497	90	86.0	1,951	470	488	103	80.4
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**14,609**	**460**	**474**	**65**	**91.2**	**14,334**	**490**	**502**	**77**	**93.0**	**14,223**	**500**	**519**	**91**	**94.0**
Program Total	**561,734**	**480**	**494**	**76**	**93.0**	**571,387**	**510**	**515**	**84**	**93.4**	**570,615**	**520**	**540**	**101**	**95.2**

Source: 2011 GED Testing Service® data.

[1] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Note: Caution should be exercised in interpreting results because some results are based on a small number of candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 12b

Standard Score Statistics for GED® Test Candidates in Science and Mathematics Tests: 2011

Jurisdiction	Science					Mathematics				
	N	Median	Mean	Std. Dev.	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev.	Met Min. Score Req. (%)
Alabama	11,328	500	502	79	90.4	11,872	440	449	74	74.0
Alaska	1,996	530	541	84	97.4	1,789	490	490	72	91.2
Arizona	14,469	520	524	80	95.2	14,624	460	466	76	81.4
Arkansas	7,161	530	533	75	97.6	7,294	480	483	73	90.2
California	41,812	520	520	80	94.6	42,185	450	461	77	79.2
Colorado	11,358	530	533	81	97.2	11,423	460	472	77	84.8
Connecticut	4,042	500	505	86	89.2	4,199	440	449	83	68.8
Delaware	768	530	541	76	98.4	773	500	507	71	96.8
District of Columbia	719	480	484	63	92.4	759	430	441	66	70.6
Florida	39,380	520	522	81	94.2	40,630	460	469	78	81.2
Georgia[1]	24,180	500	509	79	92.8	24,803	450	454	74	75.8
Hawaii	1,474	530	536	81	97.0	1,537	480	491	89	86.2
Idaho	3,951	550	554	81	98.6	3,919	480	487	79	89.4
Illinois	20,807	500	510	78	93.4	21,849	450	460	77	77.4
Indiana	13,386	530	530	78	96.2	13,841	480	479	76	85.8
Iowa	3,774	540	553	76	99.2	3,727	500	505	69	96.6
Kansas	3,050	550	565	78	99.2	3,075	510	522	76	97.0
Kentucky	10,782	520	528	72	97.8	11,027	460	469	65	88.0
Louisiana	10,847	500	505	79	91.8	10,971	460	462	74	79.4
Maine	2,640	540	547	79	98.6	2,475	480	489	72	91.8
Maryland	6,661	510	511	83	92.0	6,987	450	460	81	75.6
Massachusetts	9,494	510	513	84	92.8	9,807	450	458	82	75.8
Michigan	14,024	520	523	86	93.6	13,895	460	462	80	77.4
Minnesota	6,783	530	543	83	97.6	6,682	480	487	80	88.4
Mississippi	10,815	490	491	76	89.2	10,947	440	442	71	71.0
Missouri	12,359	530	537	81	96.2	12,493	480	482	78	86.0
Montana	2,798	540	545	82	97.0	2,832	480	479	79	84.8
Nebraska	2,431	530	539	78	97.2	2,390	480	484	76	87.8
Nevada	5,339	520	521	80	94.4	5,496	460	463	77	80.6
New Hampshire	1,872	540	547	78	97.6	1,846	480	489	77	91.4
New Jersey	11,459	490	497	81	89.8	12,000	440	452	82	73.2
New Mexico	6,692	520	521	80	94.6	6,789	450	462	78	78.8
New York	35,838	490	496	80	88.8	37,090	450	452	81	72.4
North Carolina	16,417	520	527	77	97.0	14,589	480	489	73	91.6
North Dakota	1,201	530	533	83	96.0	1,151	480	485	76	90.4
Ohio	17,634	520	526	78	96.0	18,323	460	468	73	83.2
Oklahoma	7,989	520	527	80	95.0	8,219	460	466	73	82.6
Oregon	9,397	540	550	83	98.2	9,455	480	486	80	88.0
Pennsylvania	17,517	510	517	81	94.0	18,148	460	464	79	79.8
Rhode Island	2,022	520	524	79	96.2	1,971	470	475	74	85.6
South Carolina	9,705	520	521	77	95.6	9,843	470	473	74	85.8
South Dakota	1,184	550	560	77	98.8	976	520	523	73	97.2
Tennessee	11,855	520	521	76	96.0	12,210	450	461	68	82.2
Texas	38,775	510	512	80	93.0	40,238	460	462	78	78.6
Utah	5,490	540	551	84	97.2	5,614	480	480	81	86.0
Vermont	682	540	546	89	96.2	625	480	490	87	88.0
Virginia	15,666	510	513	78	94.6	16,184	440	454	72	78.0
Washington	16,102	530	543	84	97.2	16,183	480	480	80	86.2
West Virginia	5,106	520	527	76	96.8	5,105	460	468	70	85.4
Wisconsin	10,049	520	529	84	95.8	9,635	470	473	78	83.6
Wyoming	1,330	550	557	77	99.2	1,293	500	498	70	94.0
U.S. Subtotal	**542,610**	**520**	**520**	**81**	**94.4**	**551,788**	**460**	**466**	**78**	**80.8**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 12b *(continued from previous page)*

Standard Score Statistics for GED® Test Candidates in Science and Mathematics Tests: 2011

Jurisdiction	Science					Mathematics				
	N	Median	Mean	Std. Dev.	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev.	Met Min. Score Req. (%)
American Samoa	15	390	429	122	46.6	18	375	399	112	33.4
Federated States of Micronesia	33	400	407	59	39.4	36	370	377	67	27.8
Guam	220	490	494	65	92.8	242	420	431	66	61.6
Marshall Islands	54	380	397	72	31.4	54	365	375	93	22.2
Northern Mariana Islands	17	510	516	57	94.2	19	480	502	116	89.4
Palau	24	415	432	54	66.6	28	410	413	72	53.6
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	146	480	481	80	86.4	158	420	421	60	58.8
Insular Areas Subtotal	**509**	**470**	**470**	**80**	**78.4**	**555**	**410**	**420**	**75**	**54.4**
Alberta	1,609	560	569	92	97.0	1,694	500	508	88	90.4
British Columbia	1,081	560	575	95	97.6	1,156	510	508	89	89.2
Manitoba	240	550	560	96	95.4	247	490	496	90	87.8
New Brunswick	1,173	510	515	82	92.6	1,333	470	471	76	80.8
Newfoundland and Labrador	161	530	545	88	95.0	167	480	484	88	86.2
Northwest Territories	3	*	*	*	*	3	*	*	*	*
Nova Scotia	712	530	531	87	92.4	813	470	473	88	78.8
Nunavut	59	450	463	87	76.2	61	400	421	74	49.2
Ontario	3,780	550	562	90	97.2	4,008	500	507	87	89.8
Prince Edward Island	350	510	527	83	95.4	387	470	472	76	83.4
Quebec	222	500	500	79	87.4	225	480	480	76	83.2
Saskatchewan	1,099	510	526	84	95.4	1,141	480	480	85	83.2
Yukon Territory	27	580	591	89	100.0	27	530	527	76	96.2
Canada Subtotal	**10,516**	**540**	**550**	**92**	**95.8**	**11,262**	**490**	**495**	**87**	**86.6**
Bermuda	175	490	497	67	93.2	197	430	434	64	65.4
DANTES[3]	1,687	550	556	71	99.2	1,723	510	518	75	97.4
Federal Bureau of Prisons	8,289	490	494	68	94.0	8,599	440	449	61	79.8
GED Testing Service-Proctored[4]	113	470	463	64	84.0	118	430	434	78	64.4
Michigan Prisons	2,225	480	492	71	92.8	2,416	430	432	65	68.6
Prometric[5]	1,919	530	532	102	89.2	1,948	510	510	101	85.2
VA Hospitals	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**14,408**	**500**	**506**	**78**	**93.6**	**15,001**	**450**	**462**	**76**	**80.4**
Program Total	**568,043**	**520**	**520**	**81**	**94.4**	**578,606**	**460**	**467**	**78**	**80.8**

Source: GED Testing Service® data.

* = Not reported due to small numbers.

[1] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Note: Caution should be exercised in interpreting results because some results are based on a small number of candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 13

GED® Test Candidate Participation, by Number Tested, Percentage Who Completed the GED® Test, and Percentage Who Passed: Changes from 2010 to 2011

Jurisdiction	Tested			Completed			Passed		
	2010 (N)	2011 (N)	Percent Change (2010-11) (%)	2010 (%)	2011 (%)	Percent Change (2010-11) (%)	2010 (%)	2011 (%)	Percent Change (2010-11) (%)
Alabama	14,622	13,940	-4.7	99.7	99.5	-0.2	61.6	61	-0.6
Alaska	2,783	2,827	1.6	65.5	66.5	1.0	89.6	87.4	-2.2
Arizona	18,463	18,097	-2.0	90.6	88	-2.6	74.2	73.7	-0.5
Arkansas	8,206	7,870	-4.1	99.6	98.9	-0.7	85.6	84.7	-0.9
California	54,206	53,370	-1.5	83.9	84.2	0.3	72.8	71.7	-1.1
Colorado	17,129	15,734	-8.1	74.0	75.3	1.3	82.3	81.3	-1.0
Connecticut	5,163	5,151	-0.2	86.1	87.4	1.3	65.7	60.7	-5.0
Delaware	805	807	0.2	99.4	99.5	0.1	90.5	93.4	2.9
District of Columbia	1,204	913	-24.2	94.0	93.9	-0.1	62.0	59	-3.0
Florida	46,235	47,180	2.0	94.3	94.8	0.5	71.9	71.3	-0.6
Georgia[1]	32,888	33,061	0.5	83.9	84.1	0.2	68.1	66.3	-1.8
Hawaii	1,957	1,738	-11.2	96.0	95.3	-0.7	75.9	78.6	2.7
Idaho	6,053	5,536	-8.5	73.4	72.1	-1.3	87.6	86.8	-0.8
Illinois	28,105	27,035	-3.8	90.5	90.9	0.4	64.1	64.2	0.1
Indiana	15,802	15,144	-4.2	99.3	99.2	-0.1	74.8	77	2.2
Iowa	6,075	5,646	-7.1	63.6	63.3	-0.3	98.1	97.9	-0.2
Kansas	3,383	3,177	-6.1	98.3	98.7	0.4	93.7	94.8	1.1
Kentucky	11,198	12,104	8.1	98.3	98.6	0.3	81.4	82	0.6
Louisiana	12,695	11,958	-5.8	98.1	98.9	0.8	69.6	69.2	-0.4
Maine	4,003	3,741	-6.5	68.5	69.4	0.9	87.0	86.9	-0.1
Maryland	7,838	8,171	4.2	95.6	95.3	-0.3	64.3	62.7	-1.6
Massachusetts	13,104	12,165	-7.2	89.6	90.1	0.5	67.2	65.3	-1.9
Michigan	21,263	19,738	-7.2	74.6	75.2	0.6	72.2	70.2	-2.0
Minnesota	10,225	9,759	-4.6	71.9	71	-0.9	84.1	83.3	-0.8
Mississippi	14,714	13,976	-5.0	91.4	91.1	-0.3	58.3	59.1	0.8
Missouri	13,764	13,388	-2.7	99.6	99.2	-0.4	77.5	77.8	0.3
Montana	3,732	3,637	-2.5	81.5	82.9	1.4	78.2	79.3	1.1
Nebraska	4,106	3,729	-9.2	66.8	67.4	0.6	82.9	82.2	-0.7
Nevada	6,851	6,026	-12.0	98.3	98.4	0.1	73.3	72.3	-1.0
New Hampshire	2,514	2,310	-8.1	81.3	83.4	2.1	83.9	87	3.1
New Jersey	13,486	13,752	2.0	97.4	97.3	-0.1	64.5	63.9	-0.6
New Mexico	8,835	8,416	-4.7	80.2	87.8	7.6	72.0	69.8	-2.2
New York	47,474	43,824	-7.7	97.8	97.5	-0.3	59.4	59.5	0.1
North Carolina	27,133	24,797	-8.6	59.2	61.1	1.9	87.0	86.9	-0.1
North Dakota	1,787	1,732	-3.1	65.7	68.5	2.8	85.4	84.5	-0.9
Ohio	19,945	20,275	1.7	99.1	98.9	-0.2	74.1	74.6	0.5
Oklahoma	9,440	9,012	-4.5	98.5	98.6	0.1	73.9	75.1	1.2
Oregon	14,628	13,124	-10.3	73.2	74.7	1.5	86.5	85	-1.5
Pennsylvania	24,215	22,469	-7.2	89.1	88.9	-0.2	70.6	71.7	1.1
Rhode Island	2,801	2,908	3.8	43.1	74.1	31.0	69.9	76.7	6.8
South Carolina	10,540	10,934	3.7	97.4	97.4	0.0	75.3	77.6	2.3
South Dakota	1,540	1,645	6.8	61.0	63.2	2.2	80.5	82.6	2.1
Tennessee	15,172	14,157	-6.7	97.7	97	-0.7	74.4	72.2	-2.2
Texas	53,137	49,690	-6.5	89.2	89.5	0.3	70.5	69.8	-0.7
Utah	5,926	6,086	2.7	96.1	95.7	-0.4	81.1	82.6	1.5
Vermont	1,107	1,030	-7.0	54.3	60.9	6.6	84.4	84.1	-0.3
Virginia	23,486	20,879	-11.1	86.3	87.1	0.8	70.8	69.2	-1.6
Washington	24,324	23,262	-4.4	69.1	70.6	1.5	83.5	82.6	-0.9
West Virginia	5,705	5,980	4.8	98.0	91.6	-6.4	78.0	78.1	0.1
Wisconsin	18,827	17,778	-5.6	55.5	56	0.5	81.2	79.5	-1.7
Wyoming	1,700	1,618	-4.8	83.0	83.2	0.2	92.0	92.5	0.5
U.S. Subtotal	**720,294**	**691,296**	**-4.0**	**86.4**	**87**	**0.6**	**72.6**	**72.2**	**-0.4**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 13 *(continued from previous page)*

GED® Test Candidate Participation, by Number Tested, Percentage Who Completed the GED® Test, and Percentage Who Passed: Changes from 2010 to 2011

Jurisdiction	Tested			Completed			Passed		
	2010 (N)	2011 (N)	Percent Change (2010-11) (%)	2010 (%)	2011 (%)	Percent Change (2010-11) (%)	2010 (%)	2011 (%)	Percent Change (2010-11) (%)
American Samoa	46	22	-52.2	100.0	100	0.0	30.4	22.7	-7.7
Federated States of Micronesia	38	36	-5.3	94.7	91.7	-3.0	16.7	12.1	-4.6
Guam	254	268	5.5	99.2	98.5	-0.7	52.8	53.4	0.6
Marshall Islands	64	56	-12.5	96.9	94.6	-2.3	17.7	9.4	-8.3
Northern Mariana Islands	19	34	78.9	42.1	55.9	13.8	25.0	78.9	53.9
Palau	80	83	3.8	61.3	39.8	-21.5	42.9	30.3	-12.6
Puerto Rico[2]	2,046	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	189	194	2.6	99.5	97.9	-1.6	47.9	41.6	-6.3
Insular Areas Subtotal	**2,736**	**693**	**-74.7**	**23.4**	**-**	**NA**	**43.2**	**42.2**	**-1.0**
Alberta	2,166	1,824	-15.8	96.6	96.7	0.1	70.3	70.4	0.1
British Columbia	1,252	1,238	-1.1	96.9	96.2	-0.7	69.5	71.5	2.0
Manitoba	280	266	-5.0	98.6	98.1	-0.5	68.1	64.8	-3.3
New Brunswick	1,726	1,625	-5.9	97.6	97.7	0.1	48.7	48.6	-0.1
Newfoundland and Labrador	186	185	-0.5	98.4	98.4	0.0	65.0	57.7	-7.3
Northwest Territories	23	4	-82.6	87.0	0	-87.0	40.0	-	NA
Nova Scotia	990	940	-5.1	98.0	96.6	-1.4	58.7	55.3	-3.4
Nunavut	68	65	-4.4	83.8	98.5	14.7	15.8	23.4	7.6
Ontario	5,093	4,357	-14.5	97.9	97.9	0.0	72.6	70.5	-2.1
Prince Edward Island	423	456	7.8	98.1	98	-0.1	57.6	55.7	-1.9
Quebec	400	236	-41.0	99.3	99.2	-0.1	43.3	47.4	4.1
Saskatchewan	1,482	1,416	-4.5	89.7	88.4	-1.3	55.9	56	0.1
Yukon Territory	27	29	7.4	96.3	93.1	-3.2	84.6	74.1	-10.5
Canada Subtotal	**14,116**	**12,641**	**-10.4**	**96.7**	**96.4**	**-0.3**	**64.6**	**63.6**	**-1.0**
Bermuda	278	255	-8.3	95.3	100	4.7	54.0	46.7	-7.3
DANTES[3]	3,324	1,784	-46.3	99.5	99.9	0.4	97.0	95.6	-1.4
Federal Bureau of Prisons	9,972	10,383	4.1	91.9	91.6	-0.3	68.3	69.9	1.6
GED Testing Service-Proctored[4]	170	141	-17.1	98.8	95	-3.8	46.4	47	0.6
Michigan Prisons	3,872	3,432	-11.4	87.9	87.3	-0.6	56.8	56.2	-0.6
Prometric[5]	2,267	2,546	12.3	76.8	78.8	2.0	72.4	66.6	-5.8
VA Hospitals	4	-	NA	25.0	-	NA	100.0	-	NA
Inter-Regional Contracts Subtotal	**19,887**	**18,541**	**-6.8**	**90.8**	**90**	**-0.8**	**71.4**	**69.2**	**-2.2**
Program Total	**757,033**	**723,171**	**-4.5**	**86.5**	**-**	**NA**	**72.4**	**71.9**	**-0.5**

Source: 2010 and 2011 GED Testing Service® data.

NA = Not available.

- = Not applicable or not possible to calculate.

[1] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Note: Due to rounding procedures, the data listed under Percentage Point Change 2010-2011 may not equal the difference between the 2010 and 2011 completion and pass rates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 14

Percentage of GED® Test Passers, by Age Group and Mean Age: 2011

Jurisdiction	Passers with Reported Age		Age Group								Mean Age	Std. Dev.
			16-18	19-24	25-29	30-34	35-39	40-49	50-59	60+		
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(years)	
Alabama	8,460	100.0	29.2	35.1	13.7	9.4	5.4	5.2	1.7	0.2	25.0	8.5
Alaska	1,642	100.0	31.1	40.2	13.9	6.0	3.6	3.5	1.3	0.3	23.7	7.8
Arizona	11,731	100.0	25.2	36.7	14.1	9.2	5.6	6.6	2.3	0.3	25.7	9.1
Arkansas	6,593	100.0	39.8	28.8	11.6	7.3	4.6	5.5	2.0	0.3	24.2	9.1
California	32,197	100.0	20.9	35.9	13.7	10.0	7.0	9.2	3.1	0.3	27.0	9.7
Colorado	9,641	100.0	28.6	35.2	13.6	8.9	5.3	6.2	2.0	0.3	25.2	8.9
Connecticut	2,732	100.0	19.2	43.7	14.6	9.6	4.3	6.3	2.1	0.2	25.5	8.6
Delaware	750	100.0	15.1	42.9	18.5	11.9	4.0	5.5	1.9	0.3	26.0	8.1
District of Columbia	506	100.0	23.9	47.0	10.3	6.7	5.1	4.3	2.0	0.6	24.7	8.6
Florida	31,872	100.0	34.0	36.5	10.7	7.3	4.3	5.1	1.9	0.3	24.2	8.6
Georgia[1]	18,431	100.0	24.9	37.8	13.7	9.7	5.3	5.9	2.2	0.5	25.5	9.1
Hawaii	1,301	99.9	53.0	25.6	8.9	5.7	2.6	3.2	0.9	0.0	21.9	7.3
Idaho	3,465	100.0	32.6	35.1	11.8	8.6	4.6	5.0	2.1	0.3	24.5	8.7
Illinois	15,785	100.0	26.4	38.6	13.3	8.8	5.3	5.4	2.0	0.2	25.0	8.6
Indiana	11,569	100.0	29.0	37.6	12.5	8.5	4.9	5.0	2.2	0.3	24.8	8.7
Iowa	3,499	100.0	27.0	38.6	12.7	9.1	4.2	5.3	2.5	0.5	25.1	9.2
Kansas	2,975	100.0	34.3	35.5	12.6	7.8	4.3	3.9	1.4	0.2	23.9	8.0
Kentucky	9,783	100.0	23.3	35.9	14.7	10.7	6.1	6.5	2.4	0.4	26.1	9.2
Louisiana	8,184	100.0	38.0	32.4	11.5	8.3	4.3	3.9	1.3	0.2	23.6	8.1
Maine	2,256	99.9	30.4	39.8	12.4	7.0	2.9	4.6	2.4	0.5	24.4	8.9
Maryland	4,884	100.0	28.8	37.8	13.4	8.3	4.6	5.2	1.6	0.3	24.6	8.5
Massachusetts	7,149	99.8	30.3	38.5	12.4	7.3	3.8	5.4	2.0	0.3	24.4	8.7
Michigan	10,419	100.0	25.6	43.0	12.6	8.2	4.3	4.5	1.7	0.2	24.4	8.1
Minnesota	5,767	99.9	16.4	45.0	16.2	10.0	4.5	5.4	2.3	0.3	25.6	8.5
Mississippi	7,528	100.0	38.0	31.2	12.0	8.4	4.5	4.1	1.6	0.2	23.9	8.3
Missouri	10,333	100.0	34.6	30.9	12.8	9.7	4.3	5.4	2.0	0.3	24.7	8.7
Montana	2,392	100.0	39.9	36.0	10.9	6.1	2.3	3.3	1.2	0.3	22.8	7.6
Nebraska	2,066	100.0	22.9	37.7	16.1	10.9	5.4	5.0	1.6	0.4	25.5	8.4
Nevada	4,286	100.0	27.1	37.9	11.9	8.1	4.9	7.2	2.6	0.4	25.5	9.3
New Hampshire	1,676	99.9	35.8	34.6	11.3	7.1	3.6	5.3	2.2	0.1	24.1	8.5
New Jersey	8,547	100.0	32.3	31.9	12.4	8.8	5.8	6.1	2.3	0.4	25.2	9.2
New Mexico	5,162	100.0	36.5	32.8	13.1	7.7	4.1	4.5	1.1	0.2	23.8	8.0
New York	25,435	100.0	20.4	42.6	14.6	8.9	4.9	6.2	2.1	0.4	25.6	8.9
North Carolina	13,162	100.0	20.4	38.0	14.1	10.6	6.2	7.4	2.7	0.6	26.5	9.6
North Dakota	994	99.2	39.2	37.8	10.2	5.2	2.7	2.6	2.0	0.2	22.8	7.8
Ohio	14,955	100.0	12.0	45.7	16.7	10.7	5.7	6.1	2.7	0.4	26.5	8.9
Oklahoma	6,669	100.0	28.2	35.7	14.2	9.9	5.1	4.9	1.8	0.2	24.9	8.5
Oregon	8,332	100.0	35.6	31.6	11.1	8.2	4.8	6.0	2.4	0.3	24.7	9.3
Pennsylvania	14,328	100.0	24.7	40.5	14.1	8.5	4.3	5.6	1.9	0.3	25.0	8.6
Rhode Island	1,649	99.8	33.1	42.8	10.6	5.3	2.4	4.4	1.1	0.2	23.2	7.7
South Carolina	8,265	100.0	24.8	39.7	13.8	9.4	5.1	4.8	2.0	0.3	25.0	8.6
South Dakota	858	100.0	32.2	45.8	10.3	4.1	1.7	3.4	2.2	0.3	23.1	7.8
Tennessee	9,907	100.0	19.0	34.4	16.4	12.0	7.2	7.3	3.2	0.4	27.2	9.5
Texas	30,949	99.8	23.5	35.2	15.0	10.2	6.8	6.8	2.4	0.3	26.2	9.1
Utah	4,813	100.0	31.7	40.0	11.4	7.6	3.8	4.0	1.3	0.2	23.8	7.8
Vermont	527	100.0	37.8	38.0	9.9	6.1	2.7	3.2	1.7	0.8	23.2	8.3
Virginia	12,579	100.0	30.6	31.1	13.4	9.2	5.6	6.8	2.8	0.4	25.7	9.7
Washington	13,559	100.0	25.1	41.6	13.2	8.1	4.8	5.2	1.8	0.2	24.8	8.4
West Virginia	4,281	100.0	36.8	34.0	11.8	7.6	3.8	4.0	1.8	0.1	23.7	8.1
Wisconsin	7,902	99.9	24.3	33.1	15.7	10.8	6.3	6.9	2.7	0.2	26.3	9.1
Wyoming	1,245	100.0	30.3	40.1	12.6	7.0	3.5	4.3	2.2	0.0	24.1	8.3
U.S. Subtotal	**433,990**	**100.0**	**26.8**	**37.1**	**13.4**	**9.0**	**5.2**	**5.9**	**2.2**	**0.3**	**25.3**	**8.9**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 14 *(continued from previous page)*

Percentage of GED® Test Passers, by Age Group and Mean Age: 2011

Jurisdiction	Passers with Reported Age		Age Group								Mean Age	Std. Dev.
			16-18	19-24	25-29	30-34	35-39	40-49	50-59	60+		
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(years)	
American Samoa	5	100.0	40.0	0.0	20.0	20.0	20.0	0.0	0.0	0.0	26.8	9.5
Federated States of Micronesia	4	*	*	*	*	*	*	*	*	*	*	*
Guam	141	100.0	15.6	46.1	19.1	9.9	6.4	2.8	0.0	0.0	25.2	6.6
Marshall Islands	5	100.0	60.0	20.0	0.0	0.0	0.0	20.0	0.0	0.0	22.9	9.6
Northern Mariana Islands	15	100.0	13.3	53.3	6.7	13.3	6.7	0.0	0.0	6.7	29.5	20.4
Palau	10	100.0	10.0	70.0	10.0	10.0	0.0	0.0	0.0	0.0	22.3	4.4
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	79	100.0	21.5	43.0	6.3	12.7	6.3	3.8	6.3	0.0	26.1	9.8
Insular Areas Subtotal	**259**	**100.0**	**18.9**	**44.8**	**13.5**	**11.2**	**6.2**	**3.1**	**1.9**	**0.4**	**25.6**	**9.0**
Alberta	1,242	100.0	3.4	31.4	22.5	12.9	9.2	13.4	6.5	0.7	31.2	10.4
British Columbia	710	83.3	6.2	26.1	18.7	15.2	10.6	15.9	7.2	0.1	31.9	10.4
Manitoba	169	100.0	1.8	33.7	17.8	15.4	8.9	13.6	7.7	1.2	31.7	10.9
New Brunswick	770	99.7	1.7	43.5	15.8	10.3	8.4	13.5	5.8	0.9	30.3	10.7
Newfoundland and Labrador	105	100.0	1.0	41.9	16.2	10.5	8.6	12.4	9.5	0.0	30.7	11.2
Northwest Territories	*	*	*	*	*	*	*	*	*	*	*	*
Nova Scotia	502	100.0	0.2	40.0	18.5	9.4	7.0	17.9	6.6	0.4	31.0	10.8
Nunavut	15	100.0	0.0	66.7	6.7	0.0	6.7	13.3	6.7	0.0	28.8	10.6
Ontario	3,009	100.0	2.8	43.1	18.2	9.9	7.6	11.0	6.6	0.7	29.9	10.6
Prince Edward Island	249	100.0	5.6	30.5	13.3	7.2	10.4	19.7	11.2	2.0	33.8	12.6
Quebec	111	100.0	20.7	42.3	16.2	9.9	4.5	4.5	0.0	1.8	25.0	8.5
Saskatchewan	701	100.0	5.8	33.2	22.7	11.4	9.0	11.4	6.1	0.3	30.1	10.1
Yukon Territory	20	100.0	0.0	45.0	15.0	15.0	5.0	15.0	5.0	0.0	30.6	10.1
Canada Subtotal	**7,603**	**98.1**	**3.5**	**37.9**	**18.9**	**11.1**	**8.4**	**12.9**	**6.7**	**0.7**	**30.5**	**10.6**
Bermuda	119	100.0	52.1	26.9	10.1	2.5	1.7	3.4	3.4	0.0	22.4	8.2
DANTES[3]	1,704	100.0	20.4	63.6	10.5	3.6	1.3	0.6	0.0	0.0	21.9	4.1
Federal Bureau of Prisons	6,637	99.9	0.0	15.2	24.8	23.9	15.9	14.6	4.5	1.0	33.5	8.7
GED Testing Service-Proctored[4]	63	100.0	38.1	38.1	15.9	4.8	1.6	1.6	0.0	0.0	21.9	5.5
Michigan Prisons	1,683	99.9	7.2	41.6	19.1	10.8	7.7	9.7	3.6	0.2	28.3	9.4
Prometric[5]	1,327	99.4	63.2	30.8	3.5	1.2	0.5	0.7	0.1	0.0	19.4	3.7
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**11,533**	**99.9**	**12.1**	**28.2**	**19.2**	**16.1**	**10.6**	**10.1**	**3.1**	**0.6**	**29.2**	**9.6**
Program Total	**453,385**	**99.9**	**26.0**	**36.9**	**13.7**	**9.3**	**5.4**	**6.2**	**2.3**	**0.3**	**25.5**	**9.0**

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Notes: Due to rounding procedures, sums of percentages may not equal 100 percent.

Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 15

Percentage of GED® Test Passers, by Gender: 2011

Jurisdiction	Passers with Reported Gender		Gender	
			Male	Female
	(N)	(%)	(%)	(%)
Alabama	8,460	100.0	54.2	45.8
Alaska	1,642	100.0	58.1	41.9
Arizona	11,731	100.0	59.0	41.0
Arkansas	6,580	99.8	59.7	40.3
California	31,958	99.3	61.2	38.8
Colorado	9,641	100.0	60.3	39.7
Connecticut	2,732	100.0	60.7	39.3
Delaware	748	99.7	63.1	36.9
District of Columbia	501	99.0	59.3	40.7
Florida	31,869	100.0	58.7	41.3
Georgia[1]	18,378	99.7	54.9	45.1
Hawaii	1,294	99.4	58.9	41.1
Idaho	3,465	100.0	58.6	41.4
Illinois	15,517	98.3	58.2	41.8
Indiana	11,532	99.7	59.8	40.2
Iowa	3,499	100.0	60.9	39.1
Kansas	2,975	100.0	54.8	45.2
Kentucky	9,782	100.0	57.9	42.1
Louisiana	8,123	99.3	60.1	39.9
Maine	2,183	96.7	59.5	40.5
Maryland	4,882	100.0	62.7	37.3
Massachusetts	7,117	99.4	56.4	43.6
Michigan	10,349	99.3	58.6	41.4
Minnesota	5,728	99.2	62.5	37.5
Mississippi	7,519	99.9	56.8	43.2
Missouri	10,285	99.5	60.0	40.0
Montana	2,384	99.7	56.2	43.8
Nebraska	2,055	99.4	54.8	45.2
Nevada	4,250	99.2	57.9	42.1
New Hampshire	1,672	99.7	62.0	38.0
New Jersey	8,547	100.0	57.0	43.0
New Mexico	5,151	99.8	56.4	43.6
New York	25,262	99.3	55.9	44.1
North Carolina	13,157	100.0	58.6	41.4
North Dakota	1,002	100.0	57.3	42.7
Ohio	14,949	99.9	58.5	41.5
Oklahoma	6,617	99.2	55.8	44.2
Oregon	8,332	100.0	59.8	40.2
Pennsylvania	14,328	100.0	60.0	40.0
Rhode Island	1,649	99.8	55.7	44.3
South Carolina	8,263	100.0	57.9	42.1
South Dakota	853	99.4	59.3	40.7
Tennessee	9,863	99.6	57.4	42.6
Texas	30,934	99.7	56.6	43.4
Utah	4,813	100.0	57.9	42.1
Vermont	525	99.6	56.6	43.4
Virginia	12,579	100.0	60.5	39.5
Washington	13,353	98.5	58.3	41.7
West Virginia	4,271	99.8	58.2	41.8
Wisconsin	7,885	99.7	58.8	41.2
Wyoming	1,245	100.0	57.2	42.8
U.S. Subtotal	**432,429**	**99.6**	**58.3**	**41.7**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 15 *(continued from previous page)*

Percentage of GED® Test Passers, by Gender: 2011

Jurisdiction	Passers with Reported Gender		Gender	
			Male	Female
	(N)	(%)	(%)	(%)
American Samoa	5	100.0	40.0	60.0
Federated States of Micronesia	3	*	*	*
Guam	141	100.0	45.4	54.6
Marshall Islands	5	100.0	40.0	60.0
Northern Mariana Islands	14	93.3	50.0	50.0
Palau	10	100.0	60.0	40.0
Puerto Rico[2]	NA	NA	NA	NA
Virgin Islands	79	100.0	41.8	58.2
Insular Areas Subtotal	**257**	**99.2**	**45.5**	**54.5**
Alberta	1,242	100.0	59.4	40.6
British Columbia	707	83.0	67.9	32.1
Manitoba	168	99.4	69.0	31.0
New Brunswick	769	99.6	54.5	45.5
Newfoundland and Labrador	105	100.0	52.4	47.6
Northwest Territories	*	*	*	*
Nova Scotia	502	100.0	60.4	39.6
Nunavut	15	100.0	60.0	40.0
Ontario	3,009	100.0	64.5	35.5
Prince Edward Island	249	100.0	53.0	47.0
Quebec	111	100.0	57.7	42.3
Saskatchewan	701	100.0	59.9	40.1
Yukon Territory	12	60.0	58.3	41.7
Canada Subtotal	**7,590**	**98.0**	**61.7**	**38.3**
Bermuda	117	98.3	59.0	41.0
DANTES[3]	1,703	99.9	86.2	13.8
Federal Bureau of Prisons	6,606	99.4	88.1	11.9
GEDTS Proctored[4]	62	98.4	46.8	53.2
Michigan Prisons	1,674	99.4	95.8	4.2
Prometric[5]	1,257	94.2	57.1	42.9
VA Hospitals	*	*	*	*
Inter-Regional Contracts Subtotal	**11,419**	**98.9**	**85.0**	**15.0**
Program Total	**451,695**	**99.6**	**59.1**	**40.9**

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Notes: Due to rounding procedures, sums of percentages may not equal 100 percent.

Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 16

Percentage of GED® Test Passers, by Ethnicity: 2011

Jurisdiction	Passers with Reported Ethnicity[1]		Ethnicity[2]						
			Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White	Other
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	8,241	97.4	2.6	1.2	0.8	27.2	0.2	67.8	0.2
Alaska	1,609	98.0	4.5	33.1	2.8	5.7	1.8	51.5	0.7
Arizona	10,913	93.0	27.3	7.0	1.5	7.1	1.1	56.1	0.0
Arkansas	6,543	99.2	6.6	1.5	0.7	17.0	0.2	73.8	0.3
California	28,987	90.0	50.6	1.6	4.8	10.5	1.7	30.7	0.1
Colorado	9,625	99.8	32.9	2.6	1.6	9.3	0.6	53.1	0.0
Connecticut	2,732	100.0	27.6	0.5	1.7	22.0	0.2	46.3	1.6
Delaware	729	97.2	7.7	0.4	0.1	39.5	0.3	51.4	0.5
District of Columbia	501	99.0	18.2	0.6	1.0	75.2	0.6	4.4	0.0
Florida	31,860	100.0	17.4	0.8	1.6	22.1	0.4	57.6	0.0
Georgia[3]	16,550	89.8	6.5	0.5	1.3	36.1	0.2	55.5	0.1
Hawaii	1,275	97.9	6.1	1.3	20.1	3.7	37.1	29.0	2.7
Idaho	3,110	89.8	13.0	3.7	1.0	1.3	0.7	80.4	0.0
Illinois	14,725	93.3	23.9	0.7	1.3	24.6	0.3	49.2	0.0
Indiana	11,298	97.7	6.0	0.7	0.5	17.6	0.1	74.7	0.4
Iowa	3,496	99.9	8.6	1.6	1.5	13.6	0.3	74.5	0.0
Kansas	2,863	96.2	15.8	2.9	1.9	11.5	0.2	67.7	0.0
Kentucky	9,778	99.9	3.0	0.5	0.6	14.0	0.2	81.7	0.0
Louisiana	7,887	96.4	3.1	1.2	0.6	34.2	0.2	60.5	0.3
Maine	2,158	95.6	4.3	2.2	0.8	5.9	0.2	86.1	0.4
Maryland	4,516	92.5	6.6	1.0	1.7	40.2	0.4	49.2	0.8
Massachusetts	5,925	82.8	22.2	1.0	3.4	14.9	0.2	57.1	1.1
Michigan	9,758	93.6	6.7	2.0	0.8	22.5	0.2	66.9	0.8
Minnesota	5,510	95.4	8.2	6.8	3.7	18.2	0.3	62.1	0.8
Mississippi	7,415	98.5	2.5	0.8	0.5	35.5	0.1	60.3	0.1
Missouri	9,401	91.0	3.3	1.3	0.6	17.1	0.3	77.0	0.3
Montana	2,354	98.4	5.3	14.5	0.5	1.6	0.7	76.9	0.6
Nebraska	2,022	97.8	17.7	4.4	0.7	11.5	0.3	64.7	0.6
Nevada	4,152	96.9	29.1	2.8	2.8	11.7	2.2	51.0	0.3
New Hampshire	1,616	96.4	4.8	0.8	1.1	3.0	0.2	89.4	0.6
New Jersey	8,127	95.1	27.8	0.4	2.3	31.5	0.5	37.5	0.1
New Mexico	5,051	97.8	53.6	10.8	0.7	2.6	0.4	31.4	0.4
New York	21,802	85.7	26.5	1.0	3.7	30.6	0.3	38.0	0.0
North Carolina	12,196	92.7	7.6	1.5	1.0	30.7	0.3	58.9	0.0
North Dakota	950	94.8	5.1	23.7	0.9	3.7	0.5	65.9	0.2
Ohio	14,940	99.9	3.7	0.6	0.8	26.6	0.2	68.0	0.0
Oklahoma	6,521	97.8	8.4	15.4	0.8	11.8	0.3	62.7	0.6
Oregon	8,145	97.8	15.2	3.6	1.8	4.4	1.0	74.0	0.0
Pennsylvania	13,666	95.4	11.2	0.7	1.6	26.4	0.2	59.8	0.0
Rhode Island	1,644	99.5	25.2	2.1	3.2	13.3	0.9	55.2	0.1
South Carolina	8,231	99.6	3.3	0.7	1.0	31.8	0.6	62.7	0.0
South Dakota	839	97.8	3.8	19.8	0.6	2.7	0.7	71.8	0.6
Tennessee	9,454	95.4	3.9	0.5	1.0	21.4	0.2	72.6	0.4
Texas	30,692	98.9	45.1	0.8	1.1	14.1	0.3	36.5	2.1
Utah	4,809	99.9	16.3	2.3	1.2	2.6	1.8	75.7	0.1
Vermont	517	98.1	4.6	1.2	1.2	9.1	0.0	83.6	0.4
Virginia	11,960	95.1	7.9	0.8	2.0	34.3	0.3	54.7	0.0
Washington	13,265	97.8	16.5	5.6	3.4	7.7	1.8	65.1	0.0
West Virginia	4,272	99.8	1.5	0.7	0.4	7.0	0.5	89.9	0.0
Wisconsin	7,309	92.4	11.3	3.4	2.0	21.4	0.3	61.2	0.4
Wyoming	1,245	100.0	11.5	7.9	0.7	1.8	0.6	77.5	0.0
U.S. Subtotal	**413,184**	**95.2**	**18.3**	**2.2**	**1.8**	**19.9**	**0.6**	**56.8**	**0.3**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 16 *(continued from previous page)*

Percentage of GED® Test Passers, by Ethnicity: 2011

Jurisdiction	Passers with Reported Ethnicity[1]		Ethnicity[2]						
			Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White	Other
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	5	100.0	0.0	0.0	0.0	20.0	60.0	20.0	0.0
Federated States of Micronesia	3	*	*	*	*	*	*	*	*
Guam	141	100.0	0.7	0.0	14.2	0.7	78.0	6.4	0.0
Marshall Islands	5	100.0	0.0	0.0	0.0	0.0	80.0	20.0	0.0
Northern Mariana Islands	14	93.3	0.0	0.0	21.4	0.0	71.4	7.1	0.0
Palau	10	100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0
Puerto Rico[4]	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	79	100.0	12.7	0.0	0.0	83.5	0.0	2.5	1.3
Insular Areas Subtotal	**257**	**99.2**	**4.3**	**0.0**	**8.9**	**26.5**	**54.5**	**5.4**	**0.4**
Bermuda	116	97.5	0.9	1.7	0.9	85.3	0.0	10.3	0.9
DANTES[5]	1,697	99.6	13.0	1.0	2.4	12.8	1.6	69.0	0.1
Federal Bureau of Prisons	4,509	67.9	26.1	2.5	1.0	48.0	0.4	21.9	0.2
GED Testing Service-Proctored[6]	46	73.0	10.9	0.0	6.5	78.3	0.0	4.3	0.0
Michigan Prisons	1,534	91.1	6.0	1.6	0.3	51.6	0.3	39.8	0.4
Prometric[7]	*	*	*	*	*	*	*	*	*
VA Hospitals	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**7,902**	**77.4**	**18.9**	**2.0**	**1.2**	**41.9**	**0.6**	**35.2**	**0.2**
Program Total	**421,343**	**94.8**	**18.3**	**2.2**	**1.8**	**20.3**	**0.7**	**56.4**	**0.3**

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on ethnicity were not available because of legal restrictions on collecting such data.

[2] Percentages of passers of other ethnicities are not reported because such percentages are below 1 percent in all jurisdictions except Alaska (1.0 percent), Hawaii (1.4. percent), Massachusetts (1.0 percent), Minnesota (1.0 percent), American Samoa (7.1 percent), and Virgin Islands (2.3 percent).

[3] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[4] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[5] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[6] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[7] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Note: Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 17

Percentage of GED® Test Passers, by Highest Grade Completed and Mode Highest Grade Completed: 2011

Jurisdiction	Passers with Reported Highest Grade Completed[1]		Highest Grade Completed								Mode Highest Grade Completed
	(N)	(%)	None-5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	
Alabama	8,028	94.9	0.3	0.8	2.1	8.1	19.2	29.1	30.9	9.7	11
Alaska	1,575	95.9	0.5	0.6	0.8	6.5	16.1	29.3	38.9	7.2	11
Arizona	10,504	89.5	0.6	0.5	1.1	6.5	14.1	26.2	39.4	11.5	11
Arkansas	6,516	98.8	0.4	0.6	1.4	6.8	18.9	29.0	36.7	6.3	11
California	28,791	89.4	0.4	0.7	0.6	3.0	9.6	20.6	47.4	17.6	11
Colorado	9,641	100.0	0.8	0.7	0.9	6.2	15.0	28.1	38.3	9.9	11
Connecticut	2,707	99.1	0.3	0.2	0.4	5.8	18.7	32.4	36.4	5.8	11
Delaware	737	98.3	0.1	0.0	1.6	15.1	25.8	28.8	24.6	4.1	10
District of Columbia	494	97.6	0.4	0.8	0.4	6.1	20.4	28.9	35.4	7.5	11
Florida	31,859	100.0	3.5	0.5	1.4	7.2	16.4	25.4	34.0	11.6	11
Georgia[2]	16,557	89.8	2.0	0.4	1.1	8.5	19.8	27.4	29.5	11.3	11
Hawaii	1,263	97.0	0.5	0.2	0.6	7.3	17.5	28.5	38.7	6.7	11
Idaho	3,067	88.5	0.9	0.7	0.8	5.3	17.5	28.5	37.2	9.1	11
Illinois	13,277	84.1	0.4	0.7	0.9	7.2	16.4	29.4	36.8	8.2	11
Indiana	11,325	97.9	0.4	0.5	0.8	8.0	16.6	30.5	37.7	5.6	11
Iowa	3,272	93.5	0.4	0.6	0.3	6.8	15.4	30.6	41.4	4.5	11
Kansas	2,300	77.3	0.3	0.7	0.7	7.0	20.0	30.4	35.1	5.8	11
Kentucky	9,330	95.4	0.4	0.5	1.2	10.0	20.2	30.7	33.2	3.8	11
Louisiana	7,912	96.7	0.4	1.1	3.7	15.3	23.0	27.0	25.4	4.1	10
Maine	2,132	94.4	0.3	0.2	0.8	10.7	16.9	29.3	36.6	5.1	11
Maryland	4,606	94.3	0.3	0.3	1.0	9.2	20.3	29.3	33.5	6.2	11
Massachusetts	5,901	82.4	0.4	0.3	1.0	8.0	20.6	30.1	32.6	7.0	11
Michigan	9,188	88.2	0.3	0.1	0.7	5.9	16.3	31.0	40.4	5.4	11
Minnesota	5,493	95.1	0.3	0.1	0.6	3.2	10.8	26.2	48.5	10.2	11
Mississippi	7,284	96.7	0.5	0.9	2.8	11.4	22.4	28.7	27.3	6.0	10
Missouri	9,590	92.8	0.4	0.5	1.0	7.1	17.6	30.6	37.0	5.8	11
Montana	2,305	96.4	0.3	0.5	0.5	7.1	19.2	29.8	34.8	7.7	11
Nebraska	1,923	93.0	0.5	0.6	0.6	4.8	17.3	27.2	39.5	9.4	11
Nevada	4,043	94.3	1.1	0.5	0.5	4.0	13.3	25.2	41.0	14.3	11
New Hampshire	1,628	97.1	0.1	0.0	0.7	6.9	18.7	31.4	36.5	5.7	11
New Jersey	7,991	93.5	0.7	0.5	1.0	5.9	16.4	27.8	36.9	10.9	11
New Mexico	4,715	91.3	0.3	0.5	0.8	7.5	17.8	28.7	32.4	12.0	11
New York[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
North Carolina	11,427	86.8	0.4	0.6	2.3	13.1	24.4	30.5	25.5	3.3	10
North Dakota	932	93.0	0.1	0.0	0.8	7.9	20.4	31.2	35.9	3.6	11
Ohio	14,941	99.9	0.3	0.2	0.6	7.7	16.8	29.8	38.0	6.6	11
Oklahoma	6,240	93.6	0.6	0.6	1.6	9.9	20.5	29.5	32.6	4.7	11
Oregon	8,112	97.4	1.1	0.9	0.8	5.4	13.7	28.6	39.4	10.0	11
Pennsylvania	13,604	94.9	0.3	0.3	0.7	6.4	17.2	29.8	38.0	7.3	11
Rhode Island	1,548	93.6	0.3	0.3	0.6	10.2	19.1	29.5	34.4	5.6	11
South Carolina	7,778	94.1	0.1	0.2	0.7	7.1	20.9	32.7	33.2	5.1	11
South Dakota	824	96.0	0.2	0.2	0.4	6.9	21.0	30.6	36.9	3.8	11
Tennessee	9,538	96.3	0.3	0.4	1.0	7.3	16.6	28.4	39.7	6.4	11
Texas	30,681	98.9	0.5	1.1	1.4	9.3	21.0	26.7	29.7	10.3	11
Utah	4,120	85.6	1.0	0.4	0.8	3.0	9.9	24.0	44.8	16.1	11
Vermont	502	95.3	0.4	0.6	0.8	6.6	15.3	33.1	37.5	5.8	11
Virginia	11,815	93.9	0.4	0.4	1.3	8.8	19.9	29.1	33.5	6.6	11
Washington	13,087	96.5	0.7	0.7	0.9	4.7	13.8	26.7	41.7	10.9	11
West Virginia	4,232	98.9	0.2	0.3	1.2	8.9	20.9	29.1	34.1	5.3	11
Wisconsin	6,924	87.6	0.4	0.4	0.5	5.4	13.4	25.5	48.8	5.6	11
Wyoming	1,245	100.0	0.7	0.6	1.4	6.1	17.3	31.2	35.9	6.7	11
U.S. Subtotal	383,504	93.8	0.8	0.6	1.1	7.4	17.3	27.8	36.2	8.9	11

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 17 *(continued from previous page)*

Percentage of GED® Test Passers, by Highest Grade Completed and Mode Highest Grade Completed: 2011

Jurisdiction	Passers with Reported Highest Grade Completed[1]		Highest Grade Completed								Mode Highest Grade Completed
	(N)	(%)	None-5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	
American Samoa	5	100.0	0.0	0.0	0.0	20.0	20.0	0.0	60.0	0.0	11
Federated States of Micronesia	3	*	*	*	*	*	*	*	*	*	*
Guam	132	93.6	0.0	0.0	0.0	2.3	8.3	23.5	56.8	9.1	11
Marshall Islands	5	100.0	0.0	0.0	0.0	0.0	0.0	20.0	0.0	80.0	12
Northern Mariana Islands	14	93.3	0.0	0.0	0.0	0.0	21.4	35.7	42.9	0.0	11
Palau	10	100.0	0.0	0.0	0.0	0.0	40.0	50.0	0.0	10.0	10
Puerto Rico[4]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	79	100.0	0.0	0.0	1.3	7.6	11.4	19.0	24.1	36.7	12
Insular Areas Subtotal	**248**	**95.8**	**0.0**	**0.0**	**0.4**	**4.0**	**11.3**	**23.8**	**41.9**	**18.5**	**11**
Bermuda	114	95.8	0.0	0.0	1.8	4.4	11.4	25.4	36.8	20.2	11
DANTES[5]	1,625	95.4	0.1	0.1	0.1	1.0	17.4	30.8	42.7	7.8	11
Federal Bureau of Prisons	6,219	93.6	0.7	1.4	2.7	12.0	23.9	26.5	26.2	6.6	10
GED Testing Service-Proctored[6]	61	96.8	0.0	0.0	1.6	3.3	13.1	44.3	13.1	24.6	10
Michigan Prisons	1,537	91.3	0.2	0.7	1.3	11.3	18.8	29.3	32.3	6.1	11
Prometric[7]	1,127	84.4	3.5	0.3	1.1	2.1	11.2	29.6	30.0	22.3	11
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**10,683**	**92.5**	**0.8**	**1.0**	**1.9**	**9.1**	**20.7**	**28.0**	**30.0**	**8.6**	**11**
Program Total	**394,435**	**93.8**	**0.8**	**0.6**	**1.1**	**7.4**	**17.3**	**27.8**	**36.1**	**8.9**	**11**

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on highest grade completed were not available because of legal restrictions on collecting such data.

[2] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[3] Data indicated as NA for New York due to low response rate (>50%).

[4] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[5] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[6] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[7] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Notes: Due to rounding procedures, sums of percentages may not equal 100 percent.

Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 18

Percentage of GED® Test Passers, by Years Out of School and Mean Years Out: 2011

Jurisdiction	Passers with Reported Years Out of School[1]		Years Out of School							Mean Years Out	Std. Dev.
			<1	1	2	3-5	6-10	11-20	21+		
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)		
Alabama	6,046	71.5	12.0	16.3	9.7	18.6	16.3	17.8	9.2	7.6	8.8
Alaska	1,472	89.6	13.9	19.8	12.4	18.6	15.8	13.0	6.4	6.2	8.3
Arizona	10,331	88.1	9.4	14.8	9.8	18.5	16.9	19.2	11.3	8.4	9.0
Arkansas	6,237	94.6	21.2	18.4	8.3	13.9	13.0	15.2	10.0	7.0	9.1
California	26,126	81.1	8.9	13.3	10.2	17.9	15.8	18.8	15.1	9.3	9.8
Colorado	9,035	93.7	11.2	15.9	10.1	17.1	16.3	18.8	10.4	8.0	8.9
Connecticut	2,732	100.0	3.9	13.3	11.2	22.8	18.6	19.3	10.9	8.6	8.8
Delaware	718	95.7	3.9	8.5	9.1	24.0	20.9	24.8	8.9	9.0	8.7
District of Columbia	460	90.9	5.4	15.7	15.7	23.3	17.6	13.9	8.5	7.2	8.3
Florida	28,218	88.5	13.9	19.2	11.9	18.7	13.2	14.3	8.8	6.8	8.6
Georgia[2]	13,537	73.4	8.1	17.1	10.7	20.7	16.7	17.2	9.5	7.7	8.7
Hawaii	1,203	92.4	23.4	24.1	11.3	13.5	10.2	12.1	5.3	5.1	8.0
Idaho	2,836	81.8	13.5	17.8	10.6	17.0	16.0	16.4	8.6	7.2	8.6
Illinois	12,060	76.4	9.4	15.4	11.7	20.3	15.2	18.4	9.6	7.8	8.6
Indiana	10,740	92.8	12.0	18.6	11.3	17.6	14.5	16.4	9.5	7.4	9.2
Iowa	3,479	99.4	9.7	16.1	11.2	21.4	14.3	17.1	10.2	7.8	9.2
Kansas	2,191	73.6	11.9	18.6	10.5	19.0	15.2	16.7	8.2	7.0	8.3
Kentucky	8,691	88.8	8.6	13.4	9.9	18.1	17.4	21.2	11.4	8.8	9.2
Louisiana	7,678	93.8	15.3	20.0	11.6	16.8	13.8	15.8	6.8	6.4	8.2
Maine	2,007	88.9	10.9	19.0	14.4	19.9	14.9	13.0	7.9	6.7	8.7
Maryland	4,240	86.8	8.6	19.1	12.5	19.2	15.7	16.6	8.2	7.2	8.7
Massachusetts	5,435	75.9	13.8	20.1	11.7	18.2	15.0	13.2	8.1	6.6	8.6
Michigan	8,829	84.7	10.2	17.4	12.5	20.8	14.7	16.2	8.1	7.1	8.5
Minnesota	5,213	90.3	9.6	15.4	11.5	19.4	17.9	17.4	8.7	7.6	8.8
Mississippi	7,135	94.8	17.7	20.0	10.1	14.9	13.6	16.3	7.6	6.6	8.4
Missouri	9,088	87.9	15.8	19.7	9.5	15.1	14.1	17.4	8.5	7.1	9.1
Montana	2,242	93.7	14.4	21.9	12.9	18.2	14.5	12.4	5.6	5.8	8.2
Nebraska	1,876	90.8	8.2	14.1	11.4	19.0	16.5	21.1	9.8	8.2	8.9
Nevada	4,048	94.4	12.7	14.2	10.6	19.0	15.8	15.5	12.1	8.1	9.5
New Hampshire	1,539	91.8	21.0	19.7	8.8	16.2	12.9	12.9	8.4	6.2	8.4
New Jersey	7,296	85.4	15.0	18.7	9.4	14.7	13.9	17.4	10.9	7.7	9.2
New Mexico	4,684	90.7	17.0	18.3	10.4	16.6	14.2	16.7	6.9	6.5	8.2
New York[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
North Carolina	11,272	85.6	6.1	11.9	10.2	20.8	16.8	21.4	13.0	9.4	9.7
North Dakota	925	92.3	14.4	23.1	13.3	19.6	13.5	9.9	6.2	5.5	7.7
Ohio	13,725	91.8	6.8	11.1	9.5	20.5	19.8	21.0	11.3	9.0	9.1
Oklahoma	6,110	91.6	10.9	15.9	10.4	18.1	16.7	18.9	9.1	7.7	8.6
Oregon	7,723	92.7	13.3	18.9	11.4	16.6	13.0	16.3	10.4	7.5	9.2
Pennsylvania	12,694	88.6	10.2	16.3	11.0	19.7	16.6	16.7	9.5	7.5	8.6
Rhode Island	1,452	87.8	10.7	23.8	15.2	19.1	13.2	10.4	7.7	7.0	13.1
South Carolina	7,965	96.4	9.0	15.5	12.3	19.0	15.4	19.2	9.6	7.9	8.8
South Dakota	805	93.8	15.7	22.2	13.0	21.1	12.9	8.8	6.2	5.4	8.3
Tennessee	8,982	90.7	8.3	12.7	8.8	16.3	17.4	22.8	13.6	9.6	9.9
Texas	30,234	97.5	9.4	12.8	8.9	18.5	16.7	21.6	12.1	8.9	9.2
Utah	3,933	81.7	14.9	18.8	11.8	20.1	13.7	14.0	6.7	6.1	7.7
Vermont	469	89.0	14.9	22.2	11.9	19.6	11.9	11.9	7.5	5.9	7.9
Virginia	11,266	89.6	15.0	16.1	8.7	14.4	14.7	18.8	12.3	8.4	9.7
Washington	10,095	74.4	11.6	16.6	11.8	20.4	15.3	15.8	8.5	7.1	8.4
West Virginia	4,232	98.9	16.9	18.5	10.6	16.5	14.4	15.4	7.7	6.6	8.2
Wisconsin	6,679	84.5	9.1	17.0	9.0	15.7	15.7	22.1	11.4	8.7	9.2
Wyoming	1,244	99.9	11.9	16.6	11.3	19.2	18.6	14.1	8.3	7.1	8.4
U.S. Subtotal	**357,227**	**87.4**	**11.3**	**16.2**	**10.6**	**18.3**	**15.6**	**17.8**	**10.3**	**7.9**	**9.0**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 18 *(continued from previous page)*

Percentage of GED® Test Passers, by Years Out of School and Mean Years Out: 2011

Jurisdiction	Passers with Reported Years Out of School[1]		Years Out of School							Mean Years Out	Std. Dev.
			<1	1	2	3-5	6-10	11-20	21+		
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)		
American Samoa	5	100.0	0.0	0.0	40.0	0.0	20.0	40.0	0.0	9.4	7.8
Federated States of Micronesia	3	*	*	*	*	*	*	*	*	*	*
Guam	133	94.3	4.5	12.0	7.5	25.6	17.3	26.3	6.8	8.2	7.0
Marshall Islands	5	100.0	0.0	80.0	0.0	0.0	0.0	0.0	20.0	5.2	9.4
Northern Mariana Islands	14	93.3	14.3	21.4	0.0	14.3	21.4	21.4	7.1	7.5	7.1
Palau	8	80.0	0.0	12.5	12.5	50.0	25.0	0.0	0.0	4.3	3.0
Puerto Rico[4]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	77	97.5	7.8	11.7	11.7	28.6	10.4	16.9	13.0	8.5	9.8
Insular Areas Subtotal	**245**	**94.6**	**6.1**	**13.9**	**9.0**	**25.3**	**15.1**	**22.0**	**8.6**	**8.1**	**8.0**
Bermuda	109	91.6	19.3	25.7	7.3	13.8	18.3	7.3	8.3	5.9	8.6
DANTES[5]	1,620	95.1	6.4	16.3	20.1	32.4	15.8	8.0	1.0	4.4	4.3
Federal Bureau of Prisons	5,324	80.1	1.4	2.1	2.0	6.2	18.0	43.9	26.6	15.9	9.5
GED Testing Service-Proctored[6]	60	95.2	3.3	31.7	20.0	15.0	8.3	20.0	1.7	4.9	5.9
Michigan Prisons	1,465	87.0	2.9	8.7	8.1	20.5	21.3	21.6	16.9	10.7	9.9
Prometric[7]	1,001	75.0	24.3	30.8	14.7	18.0	7.8	3.5	1.0	2.6	3.8
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**9,579**	**82.9**	**5.1**	**8.9**	**7.5**	**14.2**	**17.0**	**29.6**	**17.7**	**11.6**	**9.9**
Program Total	**367,051**	**87.3**	**11.1**	**16.0**	**10.5**	**18.2**	**15.6**	**18.2**	**10.5**	**8.0**	**9.1**

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on highest grade completed were not available because of legal restrictions on collecting such data.

[2] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[3] Data indicated as NA for New York due to low response rate (>50%).

[4] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[5] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[6] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[7] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

Due to rounding procedures, sums of percentages may not equal 100 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 19a

Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the United States: 2011

Jurisdiction	Passers Indicating Reasons for Testing[1]		Educational Reasons						Military Reasons		
			Four-Year College	Two-Year College	Technical or Trade Prog.	Skills Certification	Job Training	Any Educ. Reason	Military Entrance	Military Career	Any Military Reason
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	8,038	95.0	24.8	39.4	20.2	7.8	8.3	66.6	6.4	3.3	7.4
Alaska	1,571	95.7	18.7	16.4	18.9	12.9	17.8	52.3	7.8	5.7	9.4
Arizona	10,412	88.8	19.3	26.1	17.7	9.6	8.9	57.0	4.5	1.9	5.2
Arkansas	6,489	98.4	26.7	28.9	16.6	7.7	7.7	58.7	6.3	3.4	7.3
California	28,646	89.0	20.7	32.1	18.9	9.5	8.8	61.7	4.1	1.8	4.6
Colorado	9,641	100.0	23.3	32.0	19.8	13.1	12.6	62.1	4.4	2.4	4.9
Connecticut	2,732	100.0	19.5	26.5	14.3	9.5	7.5	55.1	2.5	1.4	3.1
Delaware	740	98.7	23.4	30.7	32.8	15.9	12.3	69.6	5.1	2.3	6.1
District of Columbia	466	92.1	41.0	30.9	20.4	13.9	13.9	73.8	3.0	1.3	3.4
Florida	30,761	96.5	30.3	36.0	24.8	7.1	13.3	72.9	6.2	3.2	7.1
Georgia[2]	15,096	81.9	21.9	28.2	33.7	7.9	6.4	69.2	6.0	3.4	7.3
Hawaii	1,275	97.9	35.8	35.5	12.3	9.2	7.4	66.4	13.3	8.5	15.5
Idaho	3,091	89.2	27.6	30.8	17.7	9.0	8.7	61.2	3.9	1.9	4.5
Illinois	13,668	86.6	11.0	22.6	98.3	11.1	12.4	99.2	4.0	3.9	6.8
Indiana	11,332	98.0	26.1	34.8	18.9	10.1	10.0	64.3	5.2	2.8	6.0
Iowa	2,980	85.2	17.7	35.4	11.7	5.9	5.1	53.8	2.9	1.5	3.4
Kansas	2,269	76.3	25.0	34.9	20.7	11.6	10.2	66.7	3.7	1.9	4.1
Kentucky	9,096	93.0	22.8	28.0	19.1	8.5	10.5	58.2	3.0	2.2	3.6
Louisiana	7,906	96.6	24.9	26.3	33.3	9.3	9.3	68.9	7.9	4.7	9.2
Maine	2,157	95.5	21.9	28.2	18.3	8.4	15.5	61.7	5.5	2.9	6.5
Maryland	4,630	94.8	30.9	31.2	19.2	8.7	8.2	66.7	6.3	3.0	7.1
Massachusetts	5,899	82.4	28.0	38.3	20.8	11.3	11.8	69.9	4.2	1.9	4.7
Michigan	9,207	88.4	25.3	34.4	15.5	9.6	9.7	61.6	5.3	2.7	6.1
Minnesota	5,493	95.1	22.8	37.3	24.3	9.1	7.0	66.4	3.4	1.9	4.2
Mississippi	7,309	97.1	26.5	48.7	17.3	8.3	9.9	71.8	7.2	3.8	8.6
Missouri	9,447	91.4	26.4	31.6	21.6	8.8	8.4	62.8	5.5	2.8	6.3
Montana	2,320	97.0	27.6	27.1	18.5	9.1	13.3	64.2	5.9	2.6	6.6
Nebraska	1,937	93.7	24.6	37.4	16.4	9.9	8.4	62.5	4.6	2.0	5.1
Nevada	4,122	96.2	21.0	29.4	17.7	10.8	10.7	58.1	4.5	2.4	5.1
New Hampshire	1,613	96.2	19.3	30.4	21.6	7.7	7.5	59.2	5.0	2.2	5.8
New Jersey	7,842	91.8	31.8	40.5	29.3	15.1	15.5	77.6	4.9	2.7	5.5
New Mexico	4,788	92.7	33.9	33.7	17.0	11.7	11.1	68.5	4.4	2.9	5.1
New York[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
North Carolina	11,023	83.7	21.7	39.1	20.5	11.1	9.7	66.6	5.6	2.8	6.5
North Dakota	917	91.5	21.6	28.1	13.7	4.3	6.0	52.7	4.0	2.1	4.6
Ohio	14,941	99.9	24.9	36.3	23.4	6.8	15.0	68.3	3.2	2.0	4.1
Oklahoma	6,291	94.3	20.9	22.3	23.7	9.2	10.9	56.8	5.0	2.9	5.7
Oregon	8,025	96.3	22.9	35.6	15.3	11.8	11.8	62.4	3.6	1.8	3.9
Pennsylvania	13,385	93.4	22.5	28.4	27.9	12.5	13.9	64.3	4.2	2.3	4.8
Rhode Island	1,463	88.5	10.8	31.0	37.5	13.3	12.4	66.1	1.6	1.4	3.0
South Carolina	7,980	96.6	23.5	40.2	45.9	14.0	15.6	77.0	6.5	3.5	7.5
South Dakota	832	97.0	24.0	24.3	19.7	6.6	14.2	63.0	6.5	3.6	7.5
Tennessee	9,521	96.1	23.1	29.3	25.9	8.3	8.0	62.0	3.6	1.9	4.2
Texas	30,716	99.0	24.0	34.8	22.6	14.9	14.6	64.6	4.0	2.2	4.5
Utah	3,996	83.0	26.6	29.6	20.1	12.5	12.0	62.6	3.0	1.6	3.2
Vermont	436	82.7	22.7	25.0	17.4	10.1	14.4	59.2	4.8	2.8	6.0
Virginia	11,651	92.6	21.0	33.6	19.1	10.7	10.8	60.5	6.1	3.6	7.5
Washington	9,882	72.9	21.1	36.8	20.2	13.5	13.0	64.7	6.9	5.1	9.9
West Virginia	4,231	98.8	25.1	25.3	21.6	11.3	12.9	59.0	5.2	3.8	6.1
Wisconsin	6,851	86.6	18.1	30.1	29.7	10.6	10.6	61.5	3.9	2.0	4.6
Wyoming	1,245	100.0	20.9	28.1	14.1	10.0	8.3	53.7	4.8	2.2	5.3
U.S. Subtotal	**376,359**	**92.1**	**23.7**	**32.8**	**25.2**	**10.2**	**11.1**	**66.1**	**4.9**	**2.7**	**5.9**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 19a *(continued from previous page)*

Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the United States: 2011

Jurisdiction	Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason
	Get First Job	Keep Current Job	Get Better Job	Employer Required	Any Employ. Reason	Early Release	Court Order	Public Asst. Requirement	Any Social Reason	Positive Role Model	Personal Satisfaction	Any Personal Reason	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	10.8	1.8	39.7	7.4	51.7	2.1	3.5	0.6	5.9	24.8	49.1	52.6	14.4
Alaska	12.7	2.9	42.7	10.5	56.5	3.6	0.9	2.1	6.4	20.7	58.8	61.4	22.5
Arizona	13.8	2.1	38.8	8.5	53.8	3.1	2.3	0.6	5.6	25.1	51.5	55.4	11.1
Arkansas	13.1	2.0	37.1	7.2	50.9	8.4	6.0	0.6	14.0	23.7	54.2	57.4	19.5
California	13.9	2.1	35.9	10.9	51.7	4.2	0.9	1.2	6.1	23.7	51.4	54.2	14.3
Colorado	12.7	2.7	42.8	9.4	55.6	3.9	5.5	2.0	10.4	26.4	57.7	60.9	16.1
Connecticut	0.0	1.4	7.9	8.7	16.4	1.4	1.3	1.1	3.5	19.5	59.1	61.5	14.3
Delaware	9.7	2.3	47.7	10.7	59.5	4.5	2.8	0.5	6.8	35.5	60.0	65.7	13.0
District of Columbia	15.2	1.5	33.3	11.4	49.6	2.1	2.8	0.2	4.5	26.8	41.6	45.5	14.6
Florida	8.5	1.9	31.9	8.5	39.5	2.4	1.4	0.4	4.1	20.6	49.5	52.3	15.4
Georgia[2]	11.3	2.1	34.6	6.2	47.8	2.3	2.8	0.4	4.9	19.4	42.8	46.6	4.1
Hawaii	20.8	1.9	31.3	11.1	52.7	5.6	2.4	0.5	8.2	23.7	49.6	53.6	21.9
Idaho	13.7	2.1	36.6	8.5	51.3	1.3	11.8	0.5	13.1	21.2	54.5	56.4	14.6
Illinois	9.3	15.8	17.9	11.9	43.5	4.5	6.1	16.3	22.2	26.7	16.3	33.4	2.4
Indiana	14.1	2.1	46.4	11.8	62.1	10.6	5.0	0.5	14.6	28.5	58.5	61.8	15.8
Iowa	8.5	1.8	43.8	8.1	53.6	2.0	7.8	3.4	12.6	20.8	57.5	59.7	14.9
Kansas	9.2	2.2	43.9	6.4	54.3	4.5	6.2	1.2	10.9	26.2	55.6	58.8	11.3
Kentucky	11.1	2.4	40.1	6.8	51.7	4.9	3.8	0.6	9.0	24.4	56.2	59.0	12.9
Louisiana	13.6	1.7	34.8	7.6	49.3	8.3	3.4	0.4	11.4	26.5	51.6	56.0	14.2
Maine	12.2	1.3	41.4	9.4	54.9	0.7	1.2	1.6	3.4	22.2	56.4	58.9	15.0
Maryland	10.7	1.8	37.5	7.8	50.0	1.9	2.4	0.2	4.2	22.1	49.2	52.8	13.1
Massachusetts	11.0	1.6	38.9	8.5	50.5	1.3	2.0	1.6	4.7	21.6	49.4	52.1	14.4
Michigan	14.8	2.4	41.3	10.7	57.8	1.6	6.4	0.8	8.2	24.9	57.1	59.9	15.8
Minnesota	8.5	2.3	45.2	10.2	55.7	1.0	2.5	1.8	5.2	23.8	56.7	59.7	14.0
Mississippi	15.0	1.8	37.7	8.0	52.6	2.5	3.3	0.5	5.9	24.4	47.9	52.4	15.5
Missouri	9.6	2.4	41.6	8.4	52.3	2.4	5.7	0.3	8.1	27.8	58.2	61.2	19.8
Montana	10.3	1.6	36.6	9.2	49.1	1.0	4.9	1.3	7.2	20.7	54.9	56.7	17.6
Nebraska	8.2	1.9	51.0	9.1	60.1	2.6	6.7	1.1	10.2	32.0	63.1	66.9	16.3
Nevada	12.4	2.1	37.7	14.5	54.3	4.9	2.9	1.2	8.7	20.7	48.2	50.5	16.8
New Hampshire	10.6	2.4	40.6	7.1	52.9	4.1	2.2	0.4	6.3	18.8	56.6	58.8	18.6
New Jersey	14.0	2.0	40.5	9.9	54.1	1.8	1.5	1.1	4.2	27.5	55.4	58.6	11.0
New Mexico	12.4	2.3	39.3	9.4	50.9	4.2	1.6	0.7	6.1	23.6	50.5	53.4	20.3
New York[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
North Carolina	10.8	1.5	41.0	8.0	52.5	5.6	3.0	0.7	8.8	25.0	52.1	55.7	14.0
North Dakota	8.0	2.6	38.5	19.6	60.1	3.7	3.3	1.7	8.3	19.7	49.6	52.3	15.9
Ohio	7.6	2.4	37.1	6.4	46.1	1.1	4.8	0.7	6.2	26.1	47.1	53.8	13.4
Oklahoma	9.5	2.7	39.8	9.3	50.9	6.6	6.4	1.1	12.9	25.5	53.3	56.5	17.3
Oregon	18.7	1.9	37.3	8.4	56.0	3.4	2.3	1.5	6.8	21.8	55.9	58.2	19.4
Pennsylvania	11.6	2.6	45.8	10.7	58.5	3.2	5.9	1.4	9.5	27.2	58.2	61.5	11.4
Rhode Island	1.0	40.9	9.4	4.9	48.1	0.8	1.5	22.4	23.7	51.8	14.6	60.2	0.0
South Carolina	13.1	2.5	46.1	11.3	59.1	1.4	2.1	0.6	3.9	26.5	52.9	56.3	11.7
South Dakota	6.1	1.9	44.0	7.7	51.8	4.9	5.8	0.4	10.5	24.3	60.6	63.7	22.8
Tennessee	10.6	2.0	43.5	8.7	56.1	3.7	2.6	0.9	6.7	25.5	52.7	56.0	14.5
Texas	10.9	2.7	40.2	8.0	50.6	5.0	7.9	0.7	13.1	29.6	53.6	58.1	16.1
Utah	11.3	2.8	45.4	10.2	57.4	2.9	5.2	1.5	8.9	22.8	59.2	60.9	15.7
Vermont	11.2	3.2	37.6	10.3	51.6	1.1	1.4	1.4	3.9	19.7	50.9	53.7	18.3
Virginia	12.5	2.1	39.9	8.1	53.4	3.0	2.4	0.6	5.7	22.8	52.7	56.0	14.6
Washington	19.4	5.6	41.9	13.2	61.2	4.5	5.9	6.2	12.7	21.5	49.1	53.3	16.8
West Virginia	14.3	1.7	41.8	9.4	56.2	3.5	5.7	3.7	11.4	22.1	49.8	52.6	18.8
Wisconsin	8.2	2.1	42.9	9.4	52.5	2.2	3.7	1.1	6.5	24.4	56.9	59.9	20.5
Wyoming	8.0	2.2	41.3	6.5	51.5	2.5	9.9	1.0	12.5	23.8	58.6	61.4	15.8
U.S. Subtotal	**11.6**	**2.9**	**38.3**	**9.1**	**51.5**	**3.7**	**3.9**	**1.7**	**8.5**	**24.7**	**51.2**	**55.3**	**14.3**

Source: 2011 GED Testing Service® data.

NA = Not available.

[1] Passers could report more than one reason for testing.

[2] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[3] Data indicated as NA for New York due to low response rate (>50%).

Note: Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 19b

Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2011

Jurisdiction	Passers Indicating Reasons for Testing[1]		Educational Reasons						Military Reasons		
			Four-Year College	Two-Year College	Technical or Trade Prog.	Skills Certification	Job Training	Any Educ. Reason	Military Entrance	Military Career	Any Military Reason
	(N)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	5	100.0	60.0	80.0	40.0	40.0	20.0	100.0	40.0	40.0	40.0
Federated States of Micronesia	3	*	*	*	*	*	*	*	*	*	*
Guam	134	95.0	26.9	27.6	20.9	17.2	14.9	58.2	21.6	11.2	25.4
Marshall Islands	5	100.0	40.0	40.0	0.0	20.0	0.0	100.0	0.0	0.0	0.0
Northern Mariana Islands	14	93.3	50.0	21.4	7.1	14.3	7.1	71.4	0.0	7.1	7.1
Palau	10	100.0	30.0	20.0	0.0	20.0	0.0	50.0	20.0	30.0	30.0
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	79	100.0	32.9	27.8	19.0	6.3	3.8	68.4	6.3	2.5	6.3
Insular Areas Subtotal	**250**	**96.5**	**31.6**	**28.8**	**18.4**	**14.4**	**10.4**	**64.0**	**15.2**	**9.2**	**18.0**
Bermuda	116	97.5	31.9	28.4	16.4	20.7	9.5	70.7	0.9	0.0	0.9
DANTES[3]	1,643	96.4	17.2	9.7	3.2	4.1	3.6	24.7	77.2	18.3	83.9
Federal Bureau of Prisons	5,340	80.4	13.8	19.5	28.7	16.1	14.9	49.8	0.7	0.2	0.7
GED Testing Service-Proctored[4]	63	100.0	63.5	15.9	9.5	12.7	0.0	81.0	3.2	3.2	4.8
Michigan Prisons	1,477	87.7	15.2	23.8	30.4	18.9	17.9	50.7	1.3	0.7	1.6
Prometric[5]	1,133	84.9	81.4	18.9	4.3	17.8	4.2	90.0	2.0	1.7	3.1
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**9,772**	**84.6**	**22.9**	**18.5**	**21.6**	**14.8**	**12.1**	**50.8**	**13.8**	**3.5**	**15.1**
Program Total[6]	**386,381**	**91.9**	**23.7**	**32.4**	**25.1**	**10.4**	**11.1**	**65.7**	**5.2**	**2.8**	**6.1**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 19b *(continued from previous page)*

Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2011

Jurisdiction	Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason
	Get First Job	Keep Current Job	Get Better Job	Employer Required	Any Employ. Reason	Early Release	Court Order	Public Asst. Requirement	Any Social Reason	Positive Role Model	Personal Satisfaction	Any Personal Reason	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	40.0	0.0	40.0	0.0	80.0	0.0	0.0	0.0	0.0	40.0	60.0	60.0	20.0
Federated States of Micronesia	*	*	*	*	*	*	*	*	*	*	*	*	*
Guam	13.4	6.7	54.5	17.2	68.7	2.2	0.0	0.0	2.2	33.6	61.2	64.2	28.4
Marshall Islands	20.0	0.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	40.0	40.0	20.0
Northern Mariana Islands	21.4	7.1	28.6	0.0	50.0	0.0	0.0	0.0	0.0	7.1	35.7	35.7	14.3
Palau	20.0	0.0	30.0	10.0	60.0	0.0	0.0	0.0	0.0	20.0	20.0	20.0	10.0
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	15.2	0.0	35.4	11.4	54.4	1.3	1.3	2.5	5.1	19.0	58.2	59.5	15.2
Insular Areas Subtotal	**15.2**	**4.0**	**44.0**	**13.2**	**61.2**	**1.6**	**0.4**	**0.8**	**2.8**	**26.4**	**56.4**	**58.4**	**22.0**
Bermuda	10.3	1.7	29.3	10.3	44.0	4.3	0.0	0.0	4.3	16.4	44.8	48.3	15.5
DANTES[3]	1.6	1.0	12.8	3.5	15.8	0.2	0.0	0.0	0.2	9.5	20.6	22.2	5.1
Federal Bureau of Prisons	7.0	1.6	41.3	14.6	47.9	4.8	9.7	0.9	13.7	37.4	70.0	75.4	17.0
GED Testing Service-Proctored[4]	14.3	0.0	25.4	0.0	39.7	0.0	0.0	0.0	0.0	9.5	33.3	36.5	7.9
Michigan Prisons	14.6	1.8	33.5	12.7	45.9	16.2	34.5	1.6	42.2	30.2	61.5	65.2	22.2
Prometric[5]	6.6	1.3	8.8	3.8	13.7	4.8	0.3	1.1	5.6	7.7	24.9	25.8	21.7
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**7.3**	**1.5**	**31.3**	**11.1**	**38.1**	**5.7**	**10.5**	**0.9**	**14.6**	**27.7**	**54.6**	**58.6**	**16.3**
Program Total[6]	**11.5**	**2.9**	**38.1**	**9.1**	**51.2**	**3.7**	**4.1**	**1.7**	**8.7**	**24.7**	**51.3**	**55.4**	**14.3**

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Passers could report more than one reason for testing.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

[6] Canadian data on reasons for testing were not available because of legal restrictions on collecting such data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 20a

Standard Score Statistics for GED® Test Passers in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2011

Jurisdiction	Passers	Writing			Social Studies			Reading		
	(N)	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median	Mean	Std. Dev
Alabama	8,460	480	494	64	510	521	69	520	546	88
Alaska	1,642	490	504	70	530	543	83	550	571	100
Arizona	11,731	500	513	70	530	536	76	540	565	96
Arkansas	6,596	530	531	74	520	534	75	540	562	94
California	32,197	520	523	76	530	540	77	540	566	96
Colorado	9,641	500	514	71	530	538	78	540	566	97
Connecticut	2,732	530	545	80	530	538	79	540	566	98
Delaware	750	510	519	64	540	546	76	570	579	93
District of Columbia	506	510	517	68	500	509	64	520	537	86
Florida	31,873	500	507	68	530	536	75	540	566	94
Georgia[1]	18,434	520	523	75	520	526	73	540	553	92
Hawaii	1,302	500	511	69	530	546	83	540	569	99
Idaho	3,465	510	520	76	540	554	81	570	583	99
Illinois	15,787	470	491	70	520	531	74	540	556	92
Indiana	11,569	490	501	64	530	539	75	540	561	94
Iowa	3,499	510	520	70	540	553	78	570	581	96
Kansas	2,975	530	534	74	550	561	79	580	594	97
Kentucky	9,783	490	501	66	520	531	73	520	550	91
Louisiana	8,184	490	500	64	510	524	71	540	552	89
Maine	2,258	490	502	69	540	547	79	560	577	99
Maryland	4,884	490	499	66	530	539	77	540	560	95
Massachusetts	7,160	490	503	69	520	535	77	540	561	96
Michigan	10,421	480	496	65	530	544	78	540	569	97
Minnesota	5,775	480	498	68	540	551	81	560	574	97
Mississippi	7,530	480	490	60	500	512	69	520	536	86
Missouri	10,334	500	509	66	540	547	76	540	566	95
Montana	2,392	490	507	70	540	550	78	570	579	95
Nebraska	2,067	500	506	65	530	544	77	560	575	95
Nevada	4,286	490	497	64	530	539	74	540	563	93
New Hampshire	1,677	490	501	66	540	551	77	550	570	97
New Jersey	8,547	500	510	70	520	525	74	540	555	93
New Mexico	5,163	490	507	68	530	535	74	540	560	95
New York	25,436	500	510	76	520	528	72	540	556	92
North Carolina	13,162	500	507	69	530	536	76	550	572	97
North Dakota	1,002	480	494	62	520	534	75	540	561	93
Ohio	14,959	480	490	62	530	540	75	540	564	93
Oklahoma	6,669	480	494	62	530	539	75	540	566	94
Oregon	8,332	510	518	75	540	551	83	570	585	102
Pennsylvania	14,328	490	507	70	520	533	75	540	560	94
Rhode Island	1,653	460	476	59	530	536	71	560	571	94
South Carolina	8,265	480	492	62	520	530	74	540	559	91
South Dakota	858	520	530	61	560	571	79	600	604	96
Tennessee	9,907	490	497	64	520	531	74	520	551	93
Texas	31,021	520	527	73	520	525	74	540	557	93
Utah	4,813	520	530	75	550	556	80	570	583	99
Vermont	527	500	510	73	550	557	86	570	587	97
Virginia	12,579	490	501	69	520	527	74	520	548	92
Washington	13,561	530	534	80	540	548	82	570	580	100
West Virginia	4,281	480	490	65	520	532	74	540	553	94
Wisconsin	7,908	490	501	66	530	544	82	550	571	96
Wyoming	1,245	520	523	70	540	551	74	570	584	96
U.S. Subtotal	**434,126**	**500**	**509**	**71**	**530**	**535**	**76**	**540**	**562**	**95**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 20a *(continued from previous page)*

Standard Score Statistics for GED® Test Passers in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2011

Jurisdiction	Passers	Writing			Social Studies			Reading		
	(N)	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median	Mean	Std. Dev
American Samoa	5	530	528	60	610	616	122	560	556	79
Federated States of Micronesia	4	*	*	*	*	*	*	*	*	*
Guam	141	470	487	55	510	513	59	500	524	71
Marshall Islands	5	490	524	74	540	512	58	500	492	46
Northern Mariana Islands	15	500	515	90	510	531	74	480	518	89
Palau	10	510	508	63	465	472	44	485	491	56
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	79	500	506	63	510	507	63	520	545	96
Insular Areas Subtotal	259	490	497	61	510	513	64	500	528	81
Alberta	1,242	540	543	62	550	564	67	620	624	103
British Columbia	852	560	573	72	570	575	68	620	618	101
Manitoba	169	510	522	66	550	562	60	620	620	90
New Brunswick	772	500	509	49	520	525	55	570	585	89
Newfoundland and Labrador	105	520	528	54	540	546	73	580	600	98
Northwest Territories	*	*	*	*	*	*	*	*	*	*
Nova Scotia	502	515	526	58	540	546	66	570	585	98
Nunavut	15	480	485	34	530	539	60	620	615	103
Ontario	3,009	540	544	63	550	563	67	600	605	98
Prince Edward Island	249	500	511	51	530	534	54	570	583	95
Quebec	111	530	539	62	510	511	41	610	613	53
Saskatchewan	701	520	528	58	530	540	64	570	585	97
Yukon Territory	20	525	529	48	605	611	78	645	657	106
Canada Subtotal	7,747	530	539	64	540	555	67	600	604	99
Bermuda	119	480	495	61	500	508	66	520	531	81
DANTES[3]	1,704	510	517	65	540	550	66	540	565	89
Federal Bureau of Prisons	6,643	470	479	54	500	515	67	520	537	82
GED Testing Service-Proctored[4]	63	470	476	48	480	495	51	500	519	61
Michigan Prisons	1,684	450	467	51	500	512	69	520	538	83
Prometric[5]	1,335	500	520	80	530	532	76	490	521	93
VA Hospitals	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	11,548	470	487	62	510	522	69	520	539	85
Program Total	453,680	500	509	71	530	535	76	540	563	95

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Note: Caution should be exercised in interpreting results because some results are based on a small number of candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 20b

Standard Score Statistics for GED® Test Passers in Science, Mathematics, and Test Battery: 2011

Jurisdiction	Passers	Science			Mathematics			Battery		
	(N)	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median	Mean	Std. Dev
Alabama	8,460	520	528	67	470	482	58	502	514	53
Alaska	1,642	540	555	79	500	503	66	526	535	62
Arizona	11,731	530	542	73	480	489	64	518	529	60
Arkansas	6,596	530	542	70	480	496	66	522	533	59
California	32,197	530	540	72	480	488	65	522	532	60
Colorado	9,641	540	546	76	480	491	68	520	531	62
Connecticut	2,732	530	540	75	480	492	67	524	536	64
Delaware	750	530	545	73	500	511	67	532	540	57
District of Columbia	506	500	504	58	460	473	56	496	508	49
Florida	31,873	530	543	71	480	495	66	520	529	58
Georgia[1]	18,434	520	531	70	470	483	60	512	523	58
Hawaii	1,302	540	549	74	500	513	78	526	538	63
Idaho	3,465	550	564	77	490	500	71	534	544	64
Illinois	15,787	530	533	69	480	490	64	506	520	57
Indiana	11,569	540	545	70	490	499	65	518	529	57
Iowa	3,499	550	557	74	500	511	67	536	544	59
Kansas	2,975	550	567	76	520	527	73	548	557	62
Kentucky	9,783	530	537	67	480	483	57	508	520	56
Louisiana	8,184	520	530	68	480	489	61	506	519	55
Maine	2,258	550	557	75	490	500	66	527	536	61
Maryland	4,884	530	539	73	480	495	68	512	526	60
Massachusetts	7,160	530	538	75	480	491	69	512	526	61
Michigan	10,421	540	550	75	480	493	67	520	530	60
Minnesota	5,775	540	555	78	500	504	72	526	536	62
Mississippi	7,530	510	519	65	460	476	56	492	507	52
Missouri	10,334	540	555	72	500	503	66	526	536	58
Montana	2,392	550	560	75	490	501	67	532	539	60
Nebraska	2,067	540	551	73	490	501	66	526	535	58
Nevada	4,286	530	543	70	480	489	63	516	526	56
New Hampshire	1,677	550	557	73	490	502	68	526	536	59
New Jersey	8,547	520	524	69	480	488	67	508	520	59
New Mexico	5,163	530	544	72	480	489	66	514	527	59
New York	25,436	520	526	68	480	490	65	510	522	58
North Carolina	13,162	530	540	73	490	500	67	520	531	60
North Dakota	1,002	540	547	76	480	499	69	516	527	58
Ohio	14,959	530	542	71	480	489	62	514	525	56
Oklahoma	6,669	540	545	70	480	489	60	516	527	56
Oregon	8,332	550	561	79	490	501	72	533	543	65
Pennsylvania	14,328	530	537	72	480	491	66	514	526	59
Rhode Island	1,653	530	541	73	480	494	66	514	524	56
South Carolina	8,265	530	537	70	480	493	64	510	522	56
South Dakota	858	560	578	75	520	536	68	556	564	57
Tennessee	9,907	530	537	69	470	481	58	508	519	55
Texas	31,021	530	532	72	480	490	65	514	526	59
Utah	4,813	550	565	76	490	500	70	538	547	63
Vermont	527	550	566	82	500	511	79	536	546	66
Virginia	12,579	520	532	71	460	478	61	504	517	58
Washington	13,561	550	556	79	490	499	71	534	544	64
West Virginia	4,281	530	542	70	480	485	60	508	520	57
Wisconsin	7,908	540	547	77	480	496	70	520	532	61
Wyoming	1,245	550	563	74	500	505	64	540	545	59
U.S. Subtotal	434,126	530	540	73	480	492	65	516	528	59

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 20b *(continued from previous page)*

Standard Score Statistics for GED® Test Passers in Science, Mathematics, and Test Battery: 2011

Jurisdiction	Passers	Science			Mathematics			Battery		
	(N)	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median	Mean	Std. Dev
American Samoa	5	570	568	95	520	532	115	570	560	57
Federated States of Micronesia	4	*	*	*	*	*	*	*	*	*
Guam	141	510	518	62	460	470	54	496	503	43
Marshall Islands	5	530	532	33	510	572	157	520	526	62
Northern Mariana Islands	15	510	524	52	500	522	123	510	522	72
Palau	10	485	497	48	480	473	38	487	488	31
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	79	520	528	69	450	465	44	492	510	50
Insular Areas Subtotal	**259**	**510**	**522**	**63**	**460**	**475**	**64**	**496**	**507**	**48**
Alberta	1,242	580	598	80	520	543	73	569	574	59
British Columbia	852	580	603	81	520	543	73	578	582	59
Manitoba	169	580	597	80	520	535	72	560	567	55
New Brunswick	772	540	556	69	510	520	59	532	539	47
Newfoundland and Labrador	105	560	578	79	510	529	75	546	556	59
Northwest Territories	*	*	*	*	*	*	*	*	*	*
Nova Scotia	502	560	570	73	510	525	71	544	550	56
Nunavut	15	580	580	60	520	524	24	550	549	42
Ontario	3,009	580	587	79	520	540	72	562	568	58
Prince Edward Island	249	550	561	70	510	517	58	538	541	49
Quebec	111	550	552	61	520	528	64	544	548	38
Saskatchewan	701	550	567	75	510	525	67	538	549	55
Yukon Territory	20	620	620	86	545	557	61	598	595	56
Canada Subtotal	**7,747**	**560**	**583**	**78**	**520**	**535**	**70**	**556**	**563**	**58**
Bermuda	119	520	523	61	460	471	50	490	506	49
DANTES[3]	1,704	550	558	68	510	521	71	534	542	54
Federal Bureau of Prisons	6,643	500	511	63	460	470	51	488	502	48
GED Testing Service-Proctored[4]	63	500	498	53	460	481	68	486	494	38
Michigan Prisons	1,684	500	515	65	450	464	50	480	499	50
Prometric[5]	1,335	550	570	87	540	550	83	526	539	63
VA Hospitals	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**11,548**	**510**	**525**	**71**	**470**	**486**	**66**	**498**	**512**	**54**
Program Total	**453,680**	**530**	**541**	**73**	**480**	**492**	**66**	**516**	**528**	**59**

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

Note: Caution should be exercised in interpreting results because some results are based on a small number of candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 21

GED® Test Pass Rates, by Age Group: 2011

Jurisdiction	Overall Pass Rate	Pass Rates by Age Group							
		16-18	19-24	25-29	30-34	35-39	40-49	50-59	60+
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	61.0	69.5	57.1	62.5	60.9	56.1	54.7	51.1	43.8
Alaska	87.4	93.4	89.6	83.0	80.5	72.0	75.3	66.7	100.0
Arizona	73.7	82.5	74.7	72.1	69.9	67.1	62.6	59.1	55.4
Arkansas	84.7	90.4	84.6	81.3	76.4	79.3	77.9	74.6	71.9
California	71.7	78.7	71.6	73.0	71.0	68.3	64.3	60.9	53.6
Colorado	81.3	88.5	83.1	78.7	76.5	73.1	69.9	69.1	68.4
Connecticut	60.7	83.4	66.3	56.0	53.2	40.1	42.0	38.5	37.5
Delaware	93.4	96.6	93.6	95.2	90.8	88.2	89.1	93.3	*
District of Columbia	59.0	73.8	59.1	52.0	56.7	57.8	37.3	52.6	*
Florida	71.3	81.5	68.9	66.8	67.1	65.5	61.0	57.1	49.5
Georgia[1]	66.3	79.6	65.5	63.1	62.3	59.3	57.0	49.8	52.3
Hawaii	78.6	84.4	75.9	74.4	70.5	64.2	65.6	60.0	*
Idaho	86.8	92.1	87.0	83.0	82.7	80.6	79.8	79.6	90.9
Illinois	64.2	73.1	65.0	64.4	60.9	57.5	51.4	42.8	27.5
Indiana	77.0	81.7	77.5	75.9	74.1	71.4	69.6	65.6	54.4
Iowa	97.9	99.0	98.3	96.9	97.0	97.4	95.4	96.7	94.7
Kansas	94.8	97.4	94.7	93.0	92.4	92.1	87.9	97.6	87.5
Kentucky	82.0	86.5	83.7	81.3	80.7	78.9	74.0	66.0	60.6
Louisiana	69.2	75.3	65.8	67.7	66.6	67.2	63.4	60.2	50.0
Maine	86.9	92.7	85.5	83.0	83.5	82.3	82.4	88.7	85.7
Maryland	62.7	71.7	62.7	62.9	62.1	56.2	46.3	39.4	31.8
Massachusetts	65.3	81.4	65.0	60.3	55.7	50.2	50.1	51.6	38.2
Michigan	70.2	79.6	70.9	68.6	66.9	57.3	55.7	54.7	39.0
Minnesota	83.3	93.9	86.8	77.1	77.6	74.7	72.4	75.1	88.2
Mississippi	59.1	67.3	54.6	58.4	56.0	55.5	50.1	49.8	40.0
Missouri	77.8	81.1	76.6	81.3	80.9	67.9	69.5	61.8	60.9
Montana	79.3	85.7	76.5	78.1	75.3	67.9	73.1	61.7	60.0
Nebraska	82.2	91.7	85.2	78.2	74.0	73.5	71.7	66.7	100.0
Nevada	72.3	82.3	73.3	73.9	69.9	61.8	58.4	51.4	48.5
New Hampshire	87.0	91.9	88.5	79.7	82.6	81.3	80.9	72.5	*
New Jersey	63.9	76.9	62.9	63.4	59.0	55.7	47.6	44.4	45.6
New Mexico	69.8	78.2	66.6	69.8	66.8	61.9	59.7	46.1	50.0
New York	59.5	82.2	61.4	55.4	52.9	48.5	44.5	36.8	39.5
North Carolina	86.9	93.1	89.1	85.9	84.8	83.8	79.3	71.0	59.1
North Dakota	84.5	91.8	83.6	79.5	71.2	75.0	66.7	80.0	*
Ohio	74.6	83.6	76.1	74.7	71.1	69.2	68.5	63.0	52.9
Oklahoma	75.1	75.8	76.0	77.7	76.3	71.3	65.3	65.0	55.2
Oregon	85.0	89.8	84.3	83.0	81.3	83.8	77.9	74.9	78.4
Pennsylvania	71.7	82.9	74.3	68.6	65.6	59.1	56.9	50.7	50.6
Rhode Island	76.7	91.2	78.5	67.6	62.1	48.8	58.9	46.2	66.7
South Carolina	77.6	83.7	79.3	75.9	74.4	72.2	65.5	61.7	52.0
South Dakota	82.6	87.9	85.2	72.7	68.6	51.7	76.3	86.4	*
Tennessee	72.2	80.5	74.2	70.6	71.5	68.7	61.6	60.7	48.8
Texas	69.8	74.8	73.0	73.2	66.3	64.2	56.4	50.5	38.6
Utah	82.6	88.0	82.4	79.8	81.0	76.3	74.0	63.3	57.1
Vermont	84.1	87.3	80.3	86.7	84.2	82.4	85.0	81.8	*
Virginia	69.2	82.3	68.3	66.8	66.7	65.4	55.7	48.4	34.6
Washington	82.6	89.0	84.4	80.1	76.3	74.1	74.3	69.8	67.4
West Virginia	78.1	81.1	76.8	79.2	78.0	76.8	70.5	67.2	45.5
Wisconsin	79.5	88.8	80.8	78.1	74.5	72.4	70.0	69.5	55.2
Wyoming	92.5	96.2	92.9	90.8	87.0	88.0	85.5	93.3	*
U.S. Subtotal	72.2	81.3	72.5	70.7	68.6	65.2	60.9	56.1	49.6

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 21 *(continued from previous page)*

GED® Test Pass Rates, by Age Group: 2011

Jurisdiction	Overall Pass Rate (%)	Pass Rates by Age Group							
		16-18 (%)	19-24 (%)	25-29 (%)	30-34 (%)	35-39 (%)	40-49 (%)	50-59 (%)	60+ (%)
American Samoa	22.7	40.0	0.0	*	*	*	*	*	*
Federated States of Micronesia	12.1	25.0	7.1	*	20.0	*	*	*	*
Guam	53.4	75.9	56.0	61.4	46.7	47.4	18.2	*	*
Marshall Islands	9.4	30.0	3.4	*	*	*	*	*	*
Northern Mariana Islands	78.9	*	88.9	*	*	*	*	*	*
Palau	30.3	*	35.0	20.0	*	*	*	*	*
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	41.6	44.7	47.9	26.3	55.6	33.3	21.4	38.5	*
Insular Areas Subtotal	**42.2**	**51.6**	**43.0**	**44.9**	**44.6**	**39.0**	**19.5**	**29.4**	*
Alberta	70.4	68.9	70.0	74.5	68.1	75.5	68.3	62.3	81.8
British Columbia	71.5	89.8	76.1	76.9	78.8	81.5	80.1	87.9	*
Manitoba	64.8	*	62.0	66.7	70.3	75.0	60.5	59.1	*
New Brunswick	48.6	56.5	58.8	50.6	46.2	43.9	40.0	31.9	28.0
Newfoundland and Labrador	57.7	*	57.1	70.8	73.3	52.9	39.4	66.7	*
Northwest Territories	*	*	*	*	*	*	*	*	*
Nova Scotia	55.3	*	60.7	59.2	53.4	52.2	50.0	42.9	33.3
Nunavut	23.4	*	38.5	8.3	0.0	16.7	33.3	*	*
Ontario	70.5	81.6	74.0	65.6	70.1	68.7	67.5	68.0	66.7
Prince Edward Island	55.7	82.4	59.4	53.2	54.5	66.7	52.1	42.4	62.5
Quebec	47.4	56.1	43.1	72.0	47.8	33.3	31.3	*	*
Saskatchewan	56.0	58.6	59.7	59.8	53.3	54.8	44.9	53.1	*
Yukon Territory	74.1	*	69.2	*	*	*	*	*	*
Canada Subtotal	**63.6**	**71.9**	**67.3**	**64.7**	**63.3**	**63.5**	**58.2**	**56.8**	**56.2**
Bermuda	46.7	60.8	41.0	52.2	27.3	25.0	30.8	28.6	0.0
DANTES[3]	95.6	94.8	97.2	92.7	89.9	84.6	76.9	*	*
Federal Bureau of Prisons	69.9	*	80.4	76.2	68.1	68.9	59.5	61.8	62.2
GED Testing Service-Proctored[4]	47.0	53.3	39.3	66.7	37.5	*	*	*	*
Michigan Prisons	56.2	75.6	64.1	57.0	45.0	48.5	46.1	47.7	18.2
Prometric[5]	66.6	72.1	57.6	64.8	66.7	70.0	81.8	*	*
VA Hospitals	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**69.2**	**75.9**	**75.6**	**73.2**	**65.1**	**66.0**	**57.1**	**58.2**	**52.5**
Program Total	**71.9**	**81.2**	**72.4**	**70.7**	**68.3**	**65.2**	**60.6**	**56.2**	**49.9**

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 22

GED® Test Pass Rates, by Gender: 2011

Jurisdiction	Overall Pass Rate	Pass Rates by Gender	
		Male	Female
	(%)	(%)	(%)
Alabama	61.0	63.5	58.2
Alaska	87.4	89.3	84.8
Arizona	73.7	76.5	70.0
Arkansas	84.7	83.9	86.1
California	71.7	75.4	66.5
Colorado	81.3	83.5	78.3
Connecticut	60.7	64.8	55.3
Delaware	93.4	95.0	90.8
District of Columbia	59.0	63.2	54.8
Florida	71.3	74.5	67.2
Georgia[1]	66.3	69.6	62.6
Hawaii	78.6	81.0	75.7
Idaho	86.8	88.6	84.4
Illinois	64.2	69.0	58.8
Indiana	77.0	79.1	74.1
Iowa	97.9	98.6	97.0
Kansas	94.8	94.3	95.5
Kentucky	82.0	81.9	82.0
Louisiana	69.2	72.1	65.7
Maine	86.9	87.6	86.6
Maryland	62.7	64.6	59.7
Massachusetts	65.3	70.1	60.3
Michigan	70.2	73.1	66.7
Minnesota	83.3	85.1	80.6
Mississippi	59.1	62.3	55.5
Missouri	77.8	79.9	74.7
Montana	79.3	81.1	77.2
Nebraska	82.2	84.2	80.1
Nevada	72.3	74.7	69.4
New Hampshire	87.0	86.6	87.6
New Jersey	63.9	69.6	57.7
New Mexico	69.8	73.8	65.4
New York	59.5	65.4	53.5
North Carolina	86.9	87.1	86.7
North Dakota	84.5	85.2	83.9
Ohio	74.6	77.2	71.3
Oklahoma	75.1	77.8	72.1
Oregon	85.0	87.2	81.9
Pennsylvania	71.7	75.3	66.9
Rhode Island	76.7	81.2	71.7
South Carolina	77.6	78.7	76.2
South Dakota	82.6	82.0	83.6
Tennessee	72.2	75.9	67.6
Texas	69.8	74.2	64.8
Utah	82.6	85.1	79.5
Vermont	84.1	83.2	85.7
Virginia	69.2	72.6	64.5
Washington	82.6	84.8	80.2
West Virginia	78.1	78.6	77.6
Wisconsin	79.5	80.9	77.8
Wyoming	92.5	92.6	92.4
U.S. Subtotal	**72.2**	**75.5**	**68.0**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 22 *(continued from previous page)*

GED® Test Pass Rates, by Gender: 2011

Jurisdiction	Overall Pass Rate	Pass Rates by Gender	
		Male	Female
	(%)	(%)	(%)
American Samoa	22.7	33.3	18.8
Federated States of Micronesia	12.1	15.8	0.0
Guam	53.4	51.2	55.4
Marshall Islands	9.4	9.1	9.7
Northern Mariana Islands	78.9	87.5	70.0
Palau	30.3	27.3	40.0
Puerto Rico[2]	*	*	*
Virgin Islands	41.6	37.1	46.9
Insular Areas Subtotal	**42.2**	**40.2**	**44.9**
Alberta	70.4	74.3	65.4
British Columbia	71.5	82.2	74.7
Manitoba	64.8	69.9	55.9
New Brunswick	48.6	51.9	45.7
Newfoundland and Labrador	57.7	59.8	55.6
Northwest Territories	*	*	*
Nova Scotia	55.3	62.2	47.3
Nunavut	23.4	31.0	17.6
Ontario	70.5	73.3	66.0
Prince Edward Island	55.7	59.7	51.8
Quebec	47.4	56.1	39.2
Saskatchewan	56.0	61.2	49.6
Yukon Territory	74.1	100.0	55.6
Canada Subtotal	**63.6**	**68.5**	**57.9**
Bermuda	46.7	48.9	42.9
DANTES[3]	95.6	97.6	85.1
Federal Bureau of Prisons	69.9	69.1	77.3
GED Testing Service-Proctored[4]	47.0	50.0	45.2
Michigan Prisons	56.2	56.5	51.9
Prometric[5]	66.6	64.3	69.9
VA Hospitals	*	*	*
Inter-Regional Contracts Subtotal	**69.2**	**68.9**	**71.8**
Program Total	**71.9**	**75.1**	**67.9**

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 23

GED® Test Pass Rates, by Ethnicity: 2011

Jurisdiction	Overall Pass Rate	Pass Rates by Ethnicity[1, 2]					
		Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White
	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	61.0	66.8	69.7	67.0	44.0	73.7	72.0
Alaska	87.4	79.1	82.6	93.8	80.0	76.3	92.8
Arizona	73.7	69.1	62.1	84.2	59.6	72.1	81.2
Arkansas	84.7	84.3	82.9	85.5	69.0	85.7	89.5
California	71.7	68.0	70.4	73.9	61.6	72.4	83.6
Colorado	81.3	75.3	78.3	85.3	69.8	87.3	88.5
Connecticut	60.7	50.5	72.2	59.7	48.2	60.0	79.7
Delaware	93.4	86.2	*	*	90.3	*	97.2
District of Columbia	59.0	55.2	*	71.4	58.9	*	88.0
Florida	71.3	70.6	64.6	67.4	54.6	58.7	81.4
Georgia[3]	66.3	67.3	74.8	64.7	52.9	69.4	79.0
Hawaii	78.6	73.6	89.5	76.4	70.1	76.3	88.7
Idaho	86.8	80.6	78.4	93.8	81.3	80.8	89.2
Illinois	64.2	61.9	71.0	64.7	51.5	73.0	75.5
Indiana	77.0	72.1	81.4	73.3	63.6	73.3	81.8
Iowa	97.9	96.8	96.6	96.3	94.6	90.9	98.8
Kansas	94.8	93.6	97.6	93.0	89.9	100.0	96.1
Kentucky	82.0	80.7	75.0	84.7	69.4	82.8	84.6
Louisiana	69.2	73.2	74.2	69.8	55.9	92.9	80.4
Maine	86.9	80.7	85.7	85.7	77.1	*	88.6
Maryland	62.7	64.0	72.9	64.8	50.9	67.9	77.9
Massachusetts	65.3	52.9	81.3	62.2	52.8	63.2	79.5
Michigan	70.2	72.6	80.8	66.9	47.5	82.1	83.8
Minnesota	83.3	80.9	80.2	78.3	69.3	87.5	90.2
Mississippi	59.1	69.3	37.1	72.2	44.5	60.0	73.6
Missouri	77.8	78.5	81.8	70.9	59.8	76.5	83.2
Montana	79.3	72.9	59.6	78.6	72.5	69.6	86.0
Nebraska	82.2	73.2	78.1	60.0	68.3	70.0	89.4
Nevada	72.3	63.0	68.6	70.5	61.4	72.6	84.3
New Hampshire	87.0	74.3	81.3	68.0	69.0	*	89.0
New Jersey	63.9	59.7	55.4	68.8	55.4	69.8	82.9
New Mexico	69.8	65.9	63.5	63.6	62.9	71.0	83.5
New York	59.5	53.5	61.1	56.4	48.8	49.6	80.3
North Carolina	86.9	85.3	89.1	85.8	77.8	88.9	93.0
North Dakota	84.5	75.0	73.8	100.0	76.1	71.4	90.6
Ohio	74.6	70.4	80.5	77.1	60.6	78.7	82.2
Oklahoma	75.1	68.2	71.6	75.7	63.5	62.5	80.3
Oregon	85.0	74.4	82.8	93.0	74.5	83.0	88.7
Pennsylvania	71.7	65.7	66.9	67.5	58.2	58.9	82.2
Rhode Island	76.7	69.2	70.0	66.3	66.2	57.7	86.5
South Carolina	77.6	79.3	74.7	74.8	65.6	73.4	85.8
South Dakota	82.6	80.0	68.3	83.3	85.2	85.7	88.3
Tennessee	72.2	67.8	74.6	69.7	56.9	68.8	78.8
Texas	69.8	65.9	71.5	65.1	59.0	64.8	81.3
Utah	82.6	73.8	68.9	76.0	72.3	73.3	86.3
Vermont	84.1	75.0	66.7	54.5	71.2	*	87.6
Virginia	69.2	69.8	73.8	72.0	56.9	72.7	81.3
Washington	82.6	77.1	77.7	77.7	67.6	76.3	88.0
West Virginia	78.1	80.0	88.2	72.7	59.9	62.9	80.1
Wisconsin	79.5	78.3	77.8	88.0	61.6	82.8	90.4
Wyoming	92.5	91.1	86.7	81.8	74.2	77.8	94.1
U.S. Subtotal	**72.2**	**66.7**	**72.0**	**70.7**	**56.7**	**72.5**	**83.0**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 23 *(continued from previous page)*

GED® Test Pass Rates, by Ethnicity: 2011

Jurisdiction	Overall Pass Rate	Pass Rates by Ethnicity[1, 2]					
		Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White
	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	22.7	*	*	*	*	18.8	*
Federated States of Micronesia	12.1	*	*	*	*	12.0	*
Guam	53.4	*	*	60.6	*	51.2	90.0
Marshall Islands	9.4	*	*	*	*	7.7	*
Northern Mariana Islands	78.9	*	*	*	*	83.3	*
Palau	30.3	*	*	*	*	32.3	*
Puerto Rico[4]	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	41.6	45.5	*	*	41.3	*	*
Insular Areas Subtotal	**42.2**	**42.3**	*	**59.0**	**41.7**	**39.9**	**82.4**
Bermuda	46.7	*	*	*	45.6	*	52.2
DANTES[5]	95.6	94.8	100.0	97.6	90.1	100.0	96.9
Federal Bureau of Prisons	69.9	67.9	66.7	71.7	60.5	70.8	82.8
GED Testing Service-Proctored[6]	47.0	38.5	*	*	46.8	*	*
Michigan Prisons	56.2	64.8	61.5	41.7	48.5	62.5	71.4
Prometric[7]	*	*	*	*	*	*	*
VA Hospitals	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**69.6**	**70.4**	**68.6**	**77.3**	**57.6**	**82.0**	**84.8**
Program Total	**72.1**	**66.8**	**72.0**	**70.7**	**56.8**	**69.8**	**83.0**

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on ethnicity were not available because of legal restrictions on collecting such data.

[2] Pass rates of candidates of other ethnicities are not reported because the numbers of candidates of other ethnicities are very small in all jurisdictions.

[3] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[4] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[5] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[6] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[7] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 24

Trends in GED® Testing, All Candidates: 1949-2011

Year	Tested (N)	Completed Battery[1] (N)	Passed (%)	Age (mean)	Highest Grade Completed (mean)	Planning Further Study (%)
1942 Series GED Test						
1949	39,016	NA	77.7	NA	NA	NA
1950	36,853	NA	77.7	NA	NA	NA
1951	25,584	NA	77.7	NA	NA	NA
1952	29,733	NA	77.7	NA	NA	NA
1953	32,533	NA	77.7	NA	NA	39.0
1954	42,141	NA	80.0	NA	NA	NA
1955	44,840	NA	79.0	NA	NA	46.0
1956	52,552	NA	77.0	NA	NA	43.0
1957	52,847	NA	76.0	NA	NA	35.0
1958	58,723	NA	78.0	27.0	10.0	38.0
1959	56,496	NA	76.0	28.0	10.0	36.0
1960	61,093	NA	77.0	29.0	10.0	31.0
1961	68,080	NA	74.0	29.0	10.0	34.0
1962	75,428	NA	75.0	29.0	10.0	34.0
1963	88,242	NA	71.0	29.0	10.0	33.0
1964	116,875	NA	73.0	29.0	10.0	32.5
1965	143,974	NA	72.0	29.0	9.7	38.0
1966	185,778	NA	71.7	29.3	9.8	35.0
1967	218,386	NA	70.0	29.5	9.7	36.0
1968	265,499	NA	69.4	29.5	9.7	39.9
1969	293,451	NA	71.7	29.4	9.7	37.3
1970	331,534	NA	70.8	29.1	9.7	40.1
1971	387,733	NA	68.7	28.0	9.8	41.2
1972	430,346	NA	67.4	27.4	9.8	44.3
1973	440,216	NA	68.2	25.1	9.8	42.0
1974	561,203	430,253	68.9	27.2	10.7	40.0
1975	687,426	541,914	70.2	25.1	10.0	42.1
1976	696,623	539,729	67.8	25.4	10.0	39.4
1977	715,116	517,847	69.7	25.0	10.0	37.8
1978 Series GED Test						
1978	674,724	495,728	NA	25.9	9.9	35.6
1979	773,996	608,229	68.4	25.3	10.0	40.8
1980	816,176	741,601	70.8	25.1	10.0	36.6
1981	804,813	732,229	72.1	25.1	9.9	46.1
1982	792,132	724,971	73.9	25.1	9.9	48.4
1983	772,080	711,946	73.1	25.4	9.8	48.6
1984	707,076	641,697	73.0	25.8	9.8	49.1
1985	711,392	647,496	72.4	25.8	9.8	51.3
1986	739,683	674,430	72.6	26.5	9.9	54.8
1987	758,367	690,509	74.1	26.7	9.9	49.7

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 24 *(continued from previous page)*

Trends in GED® Testing, All Candidates: 1949-2011

Year	Tested (N)	Completed Battery[1] (N)	Passed (%)	Age (mean)	Highest Grade Completed (mean)	Planning Further Study (%)
1988 Series GED Test						
1988	734,087	651,247	72.3	26.7	9.9	47.5
1989	682,728	589,002	68.4	26.2	10.0	53.6
1990	763,618	662,789	69.9	26.5	9.9	56.5
1991	806,038	706,182	71.5	26.4	9.9	58.6
1992	790,565	688,582	71.4	26.6	9.9	61.4
1993	790,165	685,304	71.4	26.0	9.9	61.7
1994	822,537	712,421	73.0	25.6	9.9	65.6
1995	829,904	723,899	72.0	25.3	9.9	63.7
1996	867,802	758,570	71.7	25.0	9.9	64.4
1997	827,105	722,461	68.6	24.7	9.9	65.4
1998	822,181	718,464	70.9	24.6	9.9	67.6
1999	860,079	751,637	70.2	24.6	9.9	65.0
2000	860,684	747,617	69.5	24.7	9.9	66.2
2001	1,069,899	979,829	69.8	25.2	9.9	65.5
2002 Series GED Test						
2002	603,019	510,451	70.6	25.2	10.1	63.3
2003	703,512	596,283	69.1	25.0	10.0	62.6
2004	704,365	604,927	70.2	25.0	10.0	61.6
2005	715,365	619,846	71.6	25.2	10.0	61.2
2006	714,436	616,404	68.0	25.2	10.0	58.6
2007	728,930	635,182	71.1	25.2	10.0	58.7
2008	776,728	679,861	72.6	25.3	10.1	59.6
2009	788,314	683,519	69.2	25.8	10.0	62.4
2010	757,033	654,990*	72.4	26.3	10.0	63.5
2011	723,171	631,055	71.9	26.4	11.0	63.8

Source: 2011 GED Testing Service® data.

NA = Not available.

* = Number of completers is unavailable from Puerto Rico, thus is not included.

[1] Number of candidates completing the battery of tests was not collected before 1974.

Note: This table presents selected statistics on GED test candidates previously reported in prior annual statistical reports. If the statistics reported for comparison purpose in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 25a

Statistics on GED® Test Candidates in the United States: 2002-2011

	United States									
Candidates	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
GED Test Completion Rate (%)	83.8	84.0	85.6	86.3	85.8	86.7	87.1	86.3	86.4	87.0
Mean Age (Years)	25.0	24.7	24.7	24.9	24.9	25.0	25.1	25.6	26.1	26.3
16 to 18 Year Olds (%)	32.3	30.6	30.3	30.0	30.9	31.0	30.2	27.1	24.3	23.4
19 to 24 Year Olds (%)	36.4	37.5	37.5	36.5	35.2	34.5	34.8	35.8	36.7	36.7
Male (%)	56.1	55.1	55.1	55.3	55.9	56.8	57.1	57.0	56.0	55.6
Female (%)	43.9	44.9	44.9	44.7	44.1	43.2	42.9	43.0	44.0	44.4
Hispanic Origin (%)	NA	22.6	18.1	18.7	18.8	19.0	19.3	20.1	20.2	20.4
American Indian / Alaska Native (%)	NA	2.6	2.7	2.5	2.5	2.5	2.5	2.5	2.5	2.5
Asian (%)	NA	1.7	1.7	1.7	1.7	1.7	1.8	1.8	1.9	1.9
African American (%)	NA	20.3	21.5	23.0	22.8	23.3	23.7	24.4	25.0	25.6
Pacific Islander / Hawaiian (%)	NA	0.6	0.6	0.6	0.6	0.7	0.7	0.7	0.9	0.7
White (%)	NA	52.3	55.3	53.5	53.5	52.8	52.0	50.5	49.4	48.7
Mean Highest Grade Completed	10.1	10.0	10.0	10.0	10.0	10.0	10.1	10.0	10.0	11.0
Tested Within Two Years Out of School (%)	NA	NA	NA	39.9	40.9	41.6	41.3	38.5	35.6	35.1
Mean Years Out of School	NA	NA	NA	7.4	7.4	7.5	7.6	8.0	8.5	8.6
Tested for Educational Reasons (%)	NA	NA	NA	NA	58.9	59.0	60.0	62.8	63.9	64.1
Tested for Employment Reasons (%)	NA	NA	NA	NA	48.3	49.4	50.1	50.4	51.1	51.5
Language Arts, Writing Mean Score	NA	479	474	478	477	486	488	479	484	480
Social Studies Mean Score	NA	508	521	506	506	516	518	505	510	515
Language Arts, Reading Mean Score	NA	523	515	526	525	540	541	526	537	541
Science Mean Score	NA	536	544	509	521	517	522	524	511	520
Mathematics Mean Score	NA	463	467	469	468	473	470	468	474	466

Source: 2011 GED Testing Service® data.

NA = Not available.

Note: This table presents selected statistics on GED test passers previously reported in prior GED Testing Program Statistical Reports. If the statistics reported for comparison purposes in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 25b

Statistics on GED® Test Passers in the United States: 2002-2011

	United States									
Passers	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
GED Tests Pass Rate (%)	70.6	70.1	71.2	72.1	68.7	71.5	73.1	69.4	72.6	72.2
Mean Age (Years)	23.4	23.8	23.7	24.1	23.8	23.9	24.2	24.5	25.2	25.3
16 to 18 Year Olds (%)	37.6	35.3	34.8	33.7	35.2	35.3	34.0	31.0	27.4	26.8
19 to 24 Year Olds (%)	36.1	37.3	37.6	36.5	35.8	35.0	35.1	36.2	37.0	37.1
Male (%)	58.2	57.8	57.5	57.6	58.5	59.7	59.5	59.5	58.3	58.3
Female (%)	41.8	42.2	42.5	42.4	41.5	40.3	40.5	40.5	41.7	41.7
Hispanic Origin (%)	NA	19.3	15.3	16.0	16.0	16.3	17.0	17.9	18.2	18.3
American Indian / Alaska Native (%)	NA	2.2	2.4	2.2	2.2	2.2	2.1	2.1	2.2	2.2
Asian (%)	NA	1.7	1.6	1.6	1.7	1.7	1.8	1.7	1.8	1.8
African American (%)	NA	14.6	15.8	17.5	16.7	17.5	18.3	18.2	19.5	19.9
Pacific Islander / Hawaiian (%)	NA	0.7	0.6	0.6	0.6	0.7	0.7	0.6	0.9	0.6
White (%)	NA	61.6	64.2	62.1	62.8	61.6	60.2	59.5	57.3	56.8
Mean Highest Grade Completed	10.2	10.1	10.1	10.1	10.1	10.1	10.1	10.1	10.1	11.0
Tested Within Two Years Out of School (%)	37.6	45.6	44.1	42.7	44.7	45.4	44.7	41.8	38.1	38.1
Mean Years Out of School	NA	NA	NA	6.9	6.5	6.6	6.8	7.2	7.8	7.9
Tested for Educational Reasons (%)	63.3	62.9	62.0	61.6	61.0	60.9	61.8	65.1	66.1	66.1
Tested for Employment Reasons (%)	47.7	47.0	48.8	48.6	47.2	48.6	49.6	50.0	50.9	51.5
Language Arts, Writing Mean Score	501	512	507	496	498	504	505	500	500	509
Social Studies Mean Score	542	537	551	532	535	538	540	531	531	535
Language Arts, Reading Mean Score	544	554	546	555	556	565	565	555	560	562
Science Mean Score	566	569	578	534	550	542	544	550	533	540
Mathematics Mean Score	503	497	501	496	498	501	495	496	498	492

Source: 2011 GED Testing Service® data.

NA = Not available.

Note: This table presents selected statistics on GED test passers previously reported in prior GED Testing Program Statistical Reports. If the statistics reported for comparison purposes in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 25c

Statistics on GED® Test Candidates for the Overall Program: 2002-2011

	Overall Program									
Candidates	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
GED Test Completion Rate (%)	84.6	84.8	85.9	86.6	86.3	87.1	87.5	86.7	86.8	NA
Mean Age (Years)	25.2	25.0	25.0	25.2	25.2	25.2	25.3	25.8	26.3	26.4
16 to 18 Year Olds (%)	31.3	29.6	29.3	29.1	29.8	29.9	29.3	26.3	23.6	22.7
19 to 24 Year Olds (%)	36.4	37.3	37.3	36.3	35.2	34.5	34.7	35.6	36.4	36.4
Male (%)	56.6	55.7	55.8	56.0	56.6	57.6	57.9	57.8	56.9	56.4
Female (%)	43.4	44.3	44.2	44.0	43.4	42.4	42.1	42.2	43.1	43.6
Hispanic Origin (%)	NA	22.7	18.2	19.2	18.8	18.9	19.2	20.1	20.2	20.4
American Indian / Alaska Native (%)	NA	2.6	2.7	2.5	2.5	2.5	2.5	2.5	2.4	2.5
Asian (%)	NA	1.7	1.7	1.7	1.7	1.7	1.8	1.8	1.9	1.9
African American (%)	NA	20.6	22.0	23.4	23.2	23.7	24.1	24.7	25.4	26.0
Pacific Islander / Hawaiian (%)	NA	0.6	0.7	0.7	0.7	0.7	0.7	0.7	0.9	0.7
White (%)	NA	51.7	54.7	52.6	53.1	52.5	51.7	50.2	49.0	48.2
Mean Highest Grade Completed	10.1	10.0	10.0	10.0	10.0	10.0	10.1	10.1	10.0	11.0
Tested Within Two Years Out of School (%)	NA	NA	NA	39.1	40.3	40.9	40.8	38.2	35.1	34.7
Mean Years Out of School	NA	NA	NA	7.6	7.5	7.6	7.7	8.1	8.6	8.7
Tested for Educational Reasons (%)	63.3	62.6	61.6	61.2	58.6	58.7	59.6	62.4	63.5	63.8
Tested for Employment Reasons (%)	NA	NA	NA	NA	48.1	49.2	49.9	50.1	50.8	51.2
Language Arts, Writing Mean Score	NA	481	474	479	478	487	488	480	484	480
Social Studies Mean Score	NA	508	521	506	506	516	518	506	510	515
Language Arts, Reading Mean Score	NA	524	516	526	525	541	541	527	537	540
Science Mean Score	NA	537	545	509	522	517	522	525	512	520
Mathematics Mean Score	NA	463	468	469	469	473	470	469	474	467

Source: 2011 GED Testing Service® data.

NA = Not available.

Note: This table presents selected statistics on GED test candidates previously reported in prior GED Testing Program Statistical Reports. If the statistics reported for comparison purposes in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 25d

Statistics on GED® Test Passers for the Overall Program: 2002-2011

	Overall Program									
Passers	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
GED Tests Pass Rate (%)	70.6	69.1	70.2	71.6	68.0	71.1	72.6	69.2	72.4	71.9
Mean Age (Years)	24.1	25.0	24.0	24.3	24.1	24.2	24.4	24.7	25.4	25.5
16 to 18 Year Olds (%)	36.3	34.2	33.6	32.5	33.9	34.0	33.0	30.1	26.6	26.0
19 to 24 Year Olds (%)	36.0	37.3	37.5	36.4	35.7	35.1	35.1	36.1	36.9	36.9
Male (%)	58.6	58.4	58.2	58.3	59.2	60.5	60.4	60.3	59.1	51.1
Female (%)	41.4	41.6	41.8	41.7	40.8	39.5	39.6	39.7	40.9	40.9
Hispanic Origin (%)	NA	19.5	15.4	16.2	16.0	16.3	16.9	17.8	18.2	18.3
American Indian / Alaska Native (%)	NA	2.2	2.4	2.2	2.2	2.2	2.1	2.1	2.2	2.2
Asian (%)	NA	1.7	1.6	1.6	1.7	1.7	1.8	1.7	1.8	1.8
African American (%)	NA	14.9	16.4	18.0	17.2	17.9	18.7	18.5	19.9	20.3
Pacific Islander / Hawaiian (%)	NA	0.7	0.7	0.6	0.7	0.7	0.7	0.7	1.0	0.7
White (%)	NA	61.0	63.5	61.4	62.3	61.2	59.9	59.2	56.9	56.4
Mean Highest Grade Completed	10.2	10.1	10.1	10.0	10.1	10.1	10.1	10.1	10.1	11.0
Tested Within Two Years Out of School (%)	NA	NA	NA	42.1	44.0	44.7	44.2	41.5	37.7	37.6
Mean Years Out of School	NA	NA	NA	6.9	6.7	6.7	6.9	7.3	7.9	8.0
Tested for Educational Reasons (%)	62.7	62.6	61.6	61.2	60.6	60.4	61.2	64.5	65.7	66
Tested for Employment Reasons (%)	46.8	47.0	48.5	48.4	47.0	48.3	49.3	49.6	50.6	51
Language Arts, Writing Mean Score	NA	NA	507	497	498	505	505	501	501	509
Social Studies Mean Score	NA	NA	551	533	535	539	540	532	531	535
Language Arts, Reading Mean Score	NA	NA	547	556	557	566	565	556	560	563
Science Mean Score	NA	NA	579	534	550	542	544	551	534	541
Mathematics Mean Score	NA	NA	501	496	498	501	496	497	499	492

Source: 2011 GED Testing Service® data.

NA = Not available.

Note: This table presents selected statistics on GED test passers previously reported in prior GED Testing Program Statistical Reports. If the statistics reported for comparison purposes in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 26

Number of GED® Credentials Issued, by Series GED® Test (1943-2001), and Number of GED® Test Passers, by 2002 Series GED® Test (2002-2011)

Jurisdiction	Number of GED Credentials Issued[1]			Number of GED Test Passers
	1942 Series (1943-1977)	1978 Series (1978-1987)	1988 Series (1988-2001)	2002 Series (2002-2011)
Alabama	71,313	98,536	109,797	71,675
Alaska	16,444	22,934	24,578	16,449
Arizona	32,783	74,907	134,375	107,964
Arkansas	22,799	64,034	103,619	64,590
California	35,783	92,111	466,628	291,133
Colorado	36,104	74,473	112,234	90,048
Connecticut	25,164	43,583	64,975	29,037
Delaware	4,908	9,109	12,453	5,959
District of Columbia	12,715	10,183	9,854	5,210
Florida	78,464	283,713	463,198	301,001
Georgia[2]	54,105	124,549	244,430	178,934
Hawaii	9,157	15,520	19,648	13,382
Idaho	4,351	10,879	11,204	32,941
Illinois	69,335	178,896	214,527	148,699
Indiana	4,090	87,758	173,195	104,012
Iowa	24,310	52,913	74,054	36,696
Kansas	42,559	69,923	83,677	35,572
Kentucky	53,726	123,838	168,672	90,691
Louisiana	57,111	105,618	109,318	74,303
Maine	14,165	26,868	45,362	23,387
Maryland	40,451	79,174	83,753	51,417
Massachusetts	38,124	101,496	132,764	72,256
Michigan	62,677	132,314	202,884	103,918
Minnesota	31,950	63,634	91,696	59,790
Mississippi	32,399	76,093	87,968	68,552
Missouri	72,075	62,193	129,060	90,462
Montana	13,885	20,781	28,542	20,978
Nebraska	10,590	27,149	32,988	21,095
Nevada	7,838	21,019	50,151	41,185
New Hampshire	9,189	19,035	27,563	15,545
New Jersey	83,391	128,636	121,048	74,634
New Mexico	29,943	48,659	68,107	44,891
New York	226,058	414,955	504,186	278,141
North Carolina	68,458	151,707	197,397	122,603
North Dakota	5,920	11,777	12,908	9,566
Ohio	38,595	125,877	252,135	154,977
Oklahoma	31,489	64,954	97,449	66,488
Oregon	32,038	78,148	114,071	79,143
Pennsylvania	86,887	195,023	248,893	137,543
Rhode Island	15,208	27,742	33,082	12,154
South Carolina	17,308	48,291	77,635	60,090
South Dakota	9,594	15,398	17,802	11,616
Tennessee	42,138	132,180	176,425	107,939
Texas	222,442	427,882	668,216	324,242
Utah	1,353	7,272	53,093	48,997
Vermont	5,392	14,307	16,669	6,392
Virginia	50,912	105,176	142,366	128,665
Washington	38,868	95,355	163,178	119,564
West Virginia	28,289	58,153	57,814	36,997
Wisconsin	28,506	89,948	87,897	73,120
Wyoming	6,513	14,633	17,061	12,736
U.S. Subtotal	2,057,866	4,848,616	6,792,917	4,177,379

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 26 *(continued from previous page)*

Number of GED® Credentials Issued, by Series GED® Test (1943-2001), and Number of GED® Test Passers, by 2002 Series GED® Test (2002-2011)

Jurisdiction	Number of GED Credentials Issued[1]			Number of GED Test Passers
	1942 Series (1943-1977)	1978 Series (1978-1987)	1988 Series (1988-2001)	2002 Series (2002-2011)
American Samoa	310	199	186	95
Federated States of Micronesia[3]	NA	201	577	22
Guam	1,098	1,246	1,979	1,372
Marshall Islands[3]	NA	NA	134	38
Northern Mariana Islands	NA	NA	148	139
Palau[3]	NA	NA	119	128
Puerto Rico*[4]	7,004	91,886	138,691	NA
Virgin Islands	830	1,411	1,812	946
Insular Areas Subtotal	10,812	94,943	143,646	39,271
Alberta[5]	NA	14,248	28,666	13,665
British Columbia	12,992	36,046	40,534	9,219
Manitoba	14,204	14,252	13,265	2,450
New Brunswick	1,108	11,269	16,167	6,891
Newfoundland and Labrador	2,866	7,544	6,260	1,006
Northwest Territory	212	957	1,068	30
Nova Scotia	7,784	18,387	25,379	5,794
Nunavut[6]	NA	NA	NA	114
Ontario[7]	NA	NA	12,208	31,824
Prince Edward Island	1,721	2,405	3,256	2,161
Quebec[8]	NA	NA	NA	580
Saskatchewan	10,824	23,850	22,607	7,361
Yukon Territory	50	698	677	161
Canada Subtotal	51,761	129,656	170,087	81,256
Bermuda	NA	NA	NA	262
DANTES[9]	NA	NA	NA	22,529
Federal Bureau of Prisons	NA	NA	NA	55,098
GED Testing Service-Proctored[10]	NA	NA	NA	141
Michigan Prisons	NA	NA	NA	19,041
Prometric[11]	NA	NA	NA	NA†
VA Hospitals	NA	NA	NA	NA
Inter-regional Contracts Subtotal	NA	NA	NA	108,110
Program Total	2,118,869	5,073,215	7,106,650	4,406,016

Source: 2011 GED Testing Service® data.

NA = Not available.

* = The numbers of GED test passers in Puerto Rico were incomplete for 2005 and 2010 and were understated.

† = This number includes passers from Bermuda and GED Testing Service-proctored testing from 2002 to 2009.

[1] Number of credentials issued before 1971 was estimated by multiplying the total number of candidates by the percentage of people who met the state score requirement that year.

[2] GED Testing Service implemented computer-based testing in Georgia in December 2011. This data is included in analyses for Georgia.

[3] Before 1998, data for the Federated States of Micronesia, Marshall Islands, and Palau were reported under the category Micronesia.

[4] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data from the jurisdiction.

[5] Alberta initiated testing in 1981.

[6] Nunavut initiated testing in 2003.

[7] Ontario initiated testing in 1996.

[8] Quebec initiated testing in 2001.

[9] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

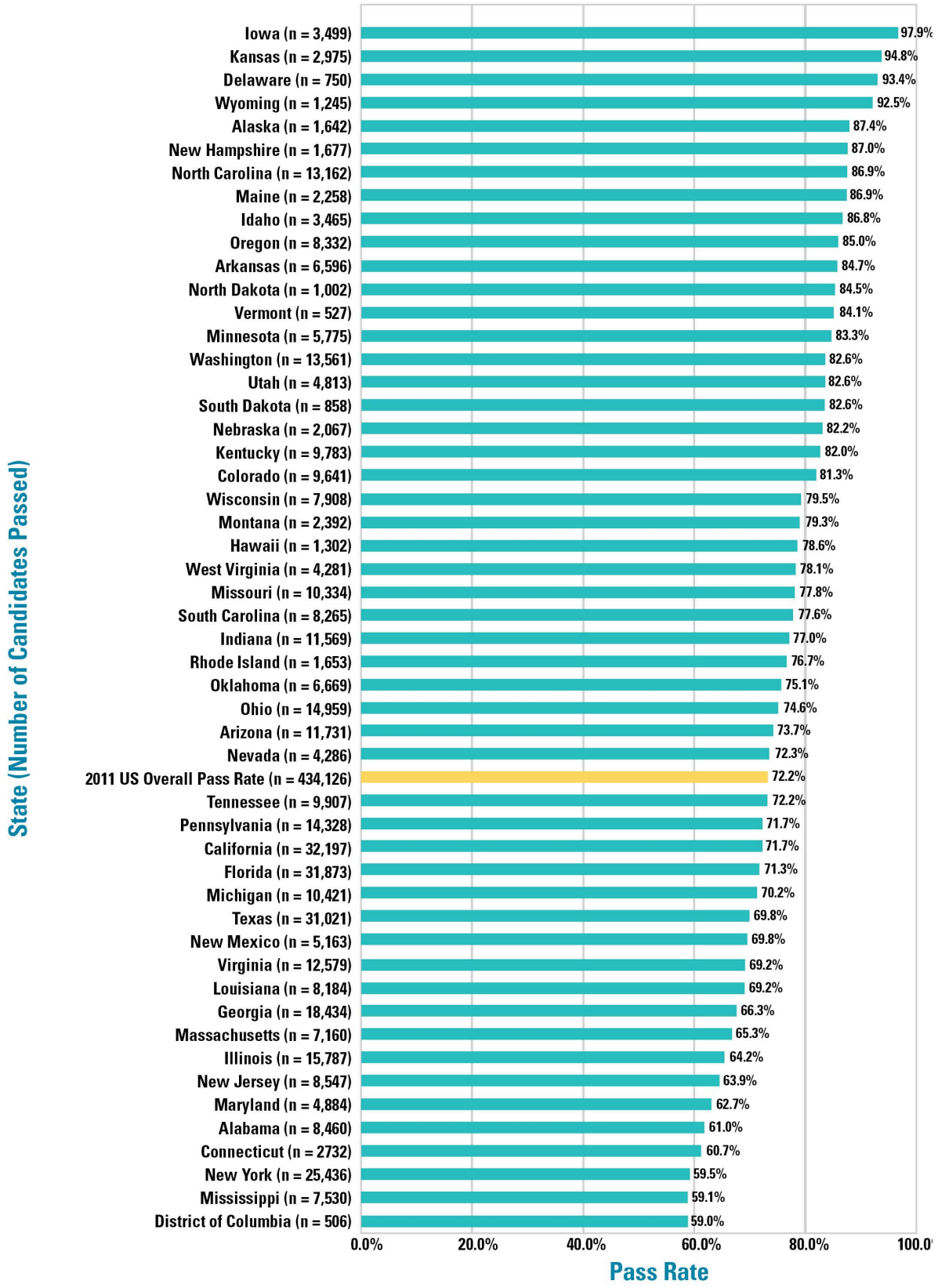
[10] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[11] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for in Bermuda.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

FIGURE 1

GED® Test Pass Rates in the United States: 2011

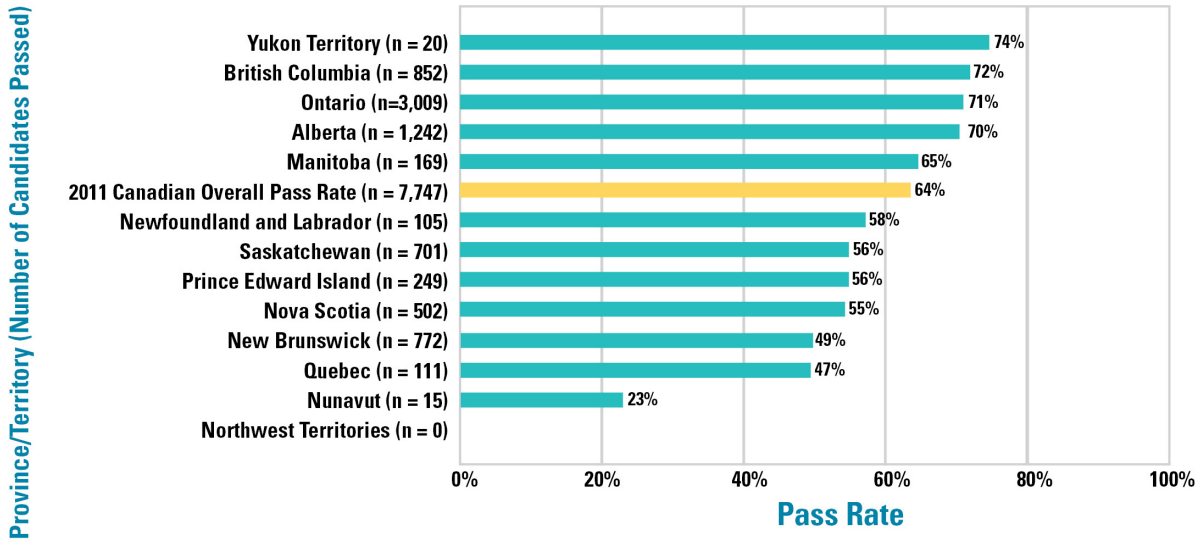


Source: 2011 GED Testing Service® data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

FIGURE 2

GED® Test Pass Rates in Canadian Provinces/Territories: 2011

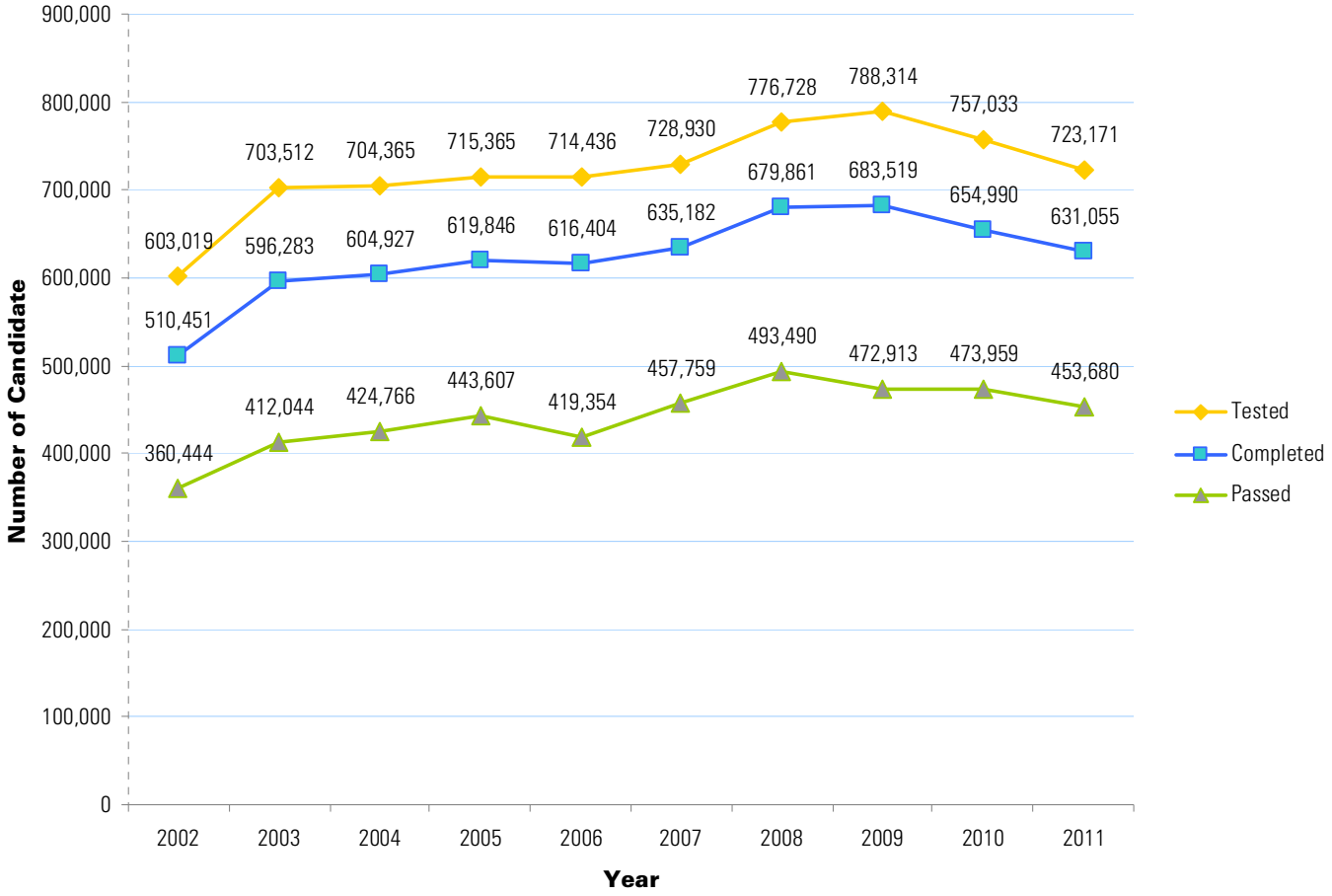


Source: 2011 GED Testing Service® data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

FIGURE 3

Number of Candidates Who Tested, Completed, and Passed the GED® Test: 2002-2011



Source: 2011 GED Testing Service® data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Appendix

Appendix A: Formulas for Table Statistics

The following formulas were used to calculate the statistics for the tables presented in this report. Specific formulas are presented here under their respective table titles for easy reference. The same formulas were used to calculate jurisdiction statistics and jurisdictional group statistics. Therefore, jurisdictional group statistics are based on all records in that group; they are not averages of all the jurisdictions in a group.

TABLE 1: TARGET POPULATION AND GED TEST CANDIDATES WHO TESTED, COMPLETED, AND PASSED: 2011

Target Population Tested (%) was calculated by dividing the number of GED candidates who took at least one content area test by the total population of adults without a high school credential, then multiplying that number by 100.

Completion Rate (%) was calculated by dividing the number of GED completers by the number of candidates who took at least one content area test, then multiplying that number by 100.

Target Population Completed (%) was calculated by dividing the number of GED completers by the total population of adults without a high school credential, then multiplying that number by 100.

Pass Rate (%) was calculated by dividing the number of GED passers by the number of GED completers, then multiplying that number by 100.

Target Population Passed (%) was calculated by dividing the number of GED passers by the total population of adults without a high school credential, then multiplying that number by 100.

TABLE 2: TARGET POPULATION AND FIRST-TIME GED TEST CANDIDATES WHO TESTED, COMPLETED, AND PASSED: 2011 COHORT

Target Population First-Time Candidates (%) was calculated by dividing the number of first-time GED candidates who took at least one content area test for the first time in 2011 and who had never tested in previous years, by the total population of adults without a high school credential, then multiplying that number by 100.

Completers Among First-Time Candidates Completion Rate (%) was calculated by dividing the number of first-time GED candidates who completed the GED test by the number of first-time candidates, then multiplying that number by 100.

Completers Among First-Time Candidates Target Population (%) was calculated by dividing the number of first-time GED candidates who completed the GED test by the total population of adults without a high school credential, then multiplying that number by 100.

Passers Among First-Time Candidates Pass Rate (%) was calculated by dividing the number of first-time GED candidates who completed and passed the GED test by the number of GED completers, then multiplying that number by 100.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Passers Among First-Time Candidates Target Population (%) was calculated by dividing the number of first-time GED candidates who completed and passed the GED test by the total population of adults without a high school credential, then multiplying that number by 100.

TABLE 4: PERCENTAGE OF GED TEST CANDIDATES, BY AGE GROUP AND MEAN AGE: 2011

Candidates with Known Age (%) was calculated by dividing the number of GED candidates with known age by the total number of candidates, then multiplying that number by 100.

Percentage in each age group was calculated by dividing the total number of GED candidates in that age group by the total number of candidates with known age, then multiplying that number by 100.

The mean age was calculated by averaging the ages of all candidates with known date of birth.

The standard deviation was calculated using the formula $\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$

where X equals the candidate age, $\overline{X}$ equals the mean candidate age, and N equals the number of candidates with known age.

TABLE 5: PERCENTAGE OF GED TEST CANDIDATES, BY GENDER: 2011

Candidates with Known Gender (%) was calculated by dividing the number of GED candidates with known gender by the total number of candidates, then multiplying by 100.

Percentage in each gender group was calculated by dividing the total number of GED candidates in that gender group by the total number of candidates for whom gender was known, then multiplying that number by 100.

TABLE 6: PERCENTAGE OF GED TEST CANDIDATES, BY ETHNICITY: 2011

Candidates with Known Ethnicity (%) was calculated by dividing the number of GED candidates with known ethnicity by the total number of candidates, then multiplying by 100.

Percentage of each ethnicity group was calculated by dividing the total number of GED candidates in that ethnicity group by the total number of candidates for whom ethnicity was known, then multiplying that number by 100.

TABLE 7: PERCENTAGE OF GED TEST CANDIDATES, BY HIGHEST GRADE COMPLETED AND MODE HIGHEST GRADE COMPLETED: 2011

Candidates with Known Highest Grade Completed (%) was calculated by dividing the number of GED candidates with known highest grade completed by the total number of candidates, then multiplying by 100.

Percentage in each grade level was calculated by dividing the total number of GED candidates in that grade level by the total number of passers for whom highest grade completed was known, then multiplying that number by 100.

The mode for highest grade completed was the grade level most frequently reported by all candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 8: PERCENTAGE OF GED TEST CANDIDATES, BY YEARS OUT OF SCHOOL AND MEAN YEARS OUT: 2011

Candidates with Known Years Out of School (%) was calculated by dividing the number of GED candidates with known years out of school by the total number of candidates, then multiplying by 100.

Number of Years Out of School was calculated by subtracting the year reported as the last years of school from the current report year.

Percentage in each ***Years Out of School*** group was calculated by dividing the total number of GED candidates in that group by the total number of candidates for whom years out of school was known, then multiplying that number by 100.

The mean for years out of school was calculated by averaging known years of school for all candidates.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the candidate years out of school, $\overline{X}$ equals the mean candidate years out of school, and N equals the number of candidates with known years out of school.

TABLES 9a AND 9b: PERCENTAGE OF CANDIDATES REPORTING VARIOUS REASONS FOR TAKING THE GED TEST: 2011

Candidates Indicating Reasons for Testing (%) was calculated by dividing the number of GED candidates with at least one known reason for testing by the total number of candidates, then multiplying by 100.

Percentage of GED candidates giving each reason for testing was calculated by dividing the total number of candidates who indicated that reason for testing by the total number of candidates for whom reasons for testing was known, then multiplying that number by 100.

TABLES 12A AND 12B: STANDARD SCORE STATISTICS FOR GED TEST CANDIDATES: 2011

The median standard score was calculated by ordering all scores and identifying the score that has an equal number of scores above and below it.

The mean standard score was calculated by averaging the test scores.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the standard test score, $\overline{X}$ equals the mean standard score, and N equals the number of standard scores.

Met Minimum Score Requirements for each content area was calculated by dividing the number of candidates who met the jurisdictional minimum standard score by the total number of candidates, then multiplying that number by 100.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 13: GED TEST CANDIDATE PARTICIPATION, BY NUMBER TESTED, PERCENTAGE WHO COMPLETED THE GED TEST, AND PERCENTAGE WHO PASSED: CHANGES FROM 2010 TO 2011

Tested Percent Change 2010-2011 was calculated by subtracting the number of candidates in 2010 from the number of candidates in 2011, then dividing the difference by the 2010 figure and multiplying by 100. A negative number signals a decrease from the previous year.

Completed Percentage Point Change 2010-2011 was calculated by subtracting the percentage of completers in 2010 from the percentage of completers in 2011. A negative number signals a decrease from the previous period.

Passed Percentage Point Change 2010-2011 was calculated by subtracting the percentage of passers in 2010 from the percentage of passers in 2011. A negative number signals a decrease from the previous year.

TABLE 14: PERCENTAGE OF GED TEST PASSERS, BY AGE GROUP AND MEAN AGE: 2011

Passers with Known Age (%) was calculated by dividing the number of GED passers with known age by the total number of passers, then multiplying by 100.

Percentage in each age group was calculated by dividing the total number of GED passers in that age group by the total number of passers for whom age was calculated using their date of birth, then multiplying that number by 100.

The mean age was calculated by averaging the ages of all GED passers with known date of birth.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the GED passer age, $\overline{X}$ equals the mean GED passer age, and N equals the number of GED passers with known age.

TABLE 15: PERCENTAGE OF GED TEST PASSERS, BY GENDER: 2011

Passers with Known Gender (%) was calculated by dividing the number of GED passers with known gender by the total number of passers, then multiplying by 100.

Percentage in each gender group was calculated by dividing the total number of GED passers in that gender group by the total number of passers for whom gender was known, then multiplying that number by 100.

TABLE 16: PERCENTAGE OF GED TEST PASSERS, BY ETHNICITY: 2011

Passers with Known Ethnicity (%) was calculated by dividing the number of GED passers with known ethnicity by the total number of passers, then multiplying by 100.

Percentage in each ethnicity group was calculated by dividing the total number of GED passers in that ethnicity group by the total number of passers for whom ethnicity was known, then multiplying that number by 100.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 17: PERCENTAGE OF GED TEST PASSERS, BY HIGHEST GRADE COMPLETED AND MODE HIGHEST GRADE COMPLETED: 2011

Passers with Known Highest Grade Completed (%) was calculated by dividing the number of GED passers with known highest grade completed by the total number of passers, then multiplying by 100.

Percentage in each grade level was calculated by dividing the total number of GED passers in that grade level by the total number of passers for whom the highest grade completed was known, then multiplying that number by 100.

The mode for highest grade completed was the grade level most frequently reported by all GED passers.

TABLE 18: PERCENTAGE OF GED TEST PASSERS, BY YEARS OUT OF SCHOOL AND MEAN YEARS OUT: 2011

Passers with Known Years Out of School (%) was calculated by dividing the number of GED passers with known years out of school by the total number of passers, then multiplying by 100.

Years Out of School was calculated by subtracting the year reported as the last year of school attended from the current report year.

Percentage in each ***Years Out of School*** group was calculated by dividing the total number of GED passers in that group by the total number of GED passers for whom years out of school was known, then multiplying that number by 100.

The mean for years out of school was calculated by averaging known years of school for all GED passers.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the GED passer years out of school, $\bar{X}$ equals the mean GED passer years out of school, and N equals the number of GED passers with known years out of school.

TABLES 19a AND 19b: PERCENTAGE OF PASSERS REPORTING VARIOUS REASONS FOR TAKING THE GED TEST: 2011

Passers Indicating Reasons for Testing (%) was calculated by dividing the number of GED passers with at least one known reason for testing by the total number of passers, then multiplying by 100.

Percentage of GED passers giving each reason for testing was calculated by dividing the total number of passers who indicated that reason for testing by the total number of passers for whom reasons for testing was known, then multiplying that number by 100.

TABLES 20a AND 20b: STANDARD SCORE STATISTICS FOR GED TEST PASSERS: 2011

The median standard score was calculated by ordering all scores and identifying the score that has an equal number of scores above and below it.

The mean standard score was calculated by averaging the test scores.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the test standard score, $\overline{X}$ equals the mean standard score, and N equals the number of standard scores.

TABLE 21: GED TEST PASS RATES, BY AGE GROUP: 2011

Overall Pass Rate (%) was calculated by dividing the total number of GED passers by the number of GED completers, then multiplying that number by 100. This rate is the same as reported in Table 1.

Pass Rates by Age Group (%) were calculated by dividing the number of GED passers in each individual age group by the corresponding number of GED completers of the same age group, then multiplying that number by 100.

TABLE 22: GED TEST PASS RATES, BY GENDER: 2011

Overall Pass Rate (%) was calculated by dividing the total number of GED passers by the number of GED completers, then multiplying that number by 100. This rate is the same as reported in Table 1.

Pass Rates by Gender (%) were calculated by dividing the number of GED passers in each gender group by the corresponding number of GED completers of the same gender group, then multiplying that number by 100.

TABLE 23: GED TEST PASS RATES, BY ETHNICITY: 2011

Overall Pass Rate (%) was calculated by dividing the total number of GED passers by the number of GED completers, then multiplying that number by 100. This rate is the same as reported in Table 1.

Pass Rates by Ethnicity (%) were calculated by dividing the number of GED passers in each ethnicity group by the corresponding number of GED completers of the same ethnicity group, then multiplying that number by 100.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Appendix B: Definitions of Terms

Adult – For the purposes of this report, an adult is someone aged 16 and older in the United States and the insular areas. This definition is consistent with the definition in the Adult Education and Family Literacy Act of 1998, Title II of the Workforce Investment Act of 1998, and the U.S. Code (Title 20: Education, Chapter 73: Adult Education and Literacy, Subchapter I: Adult Education and Family Literacy, Paragraph 9202: Definitions). In a context of adult basic and secondary education, both sources define adults as individuals "who have attained 16 years of age and who are not enrolled or required to be enrolled in secondary school under state law." For Canada, adults are people aged 15 and older, based on 2006 Canadian Census of Population data.

Content area – The GED® test includes five content areas that assess skills and knowledge in the following core high school academic subjects: Language Arts, Writing; Social Studies; Science; Language Arts, Reading; and Mathematics.

First-time candidates – Candidates who took the 2002 Series GED® test for the first time in the report year and who had never tested in previous years.

First-time completers – First-time candidates (see definition above) who completed the GED® test.

First-time passers – First-time candidates (see definition above) who completed and passed the GED® test.

GED Administrator™ – The person contractually responsible for supervising and administering the GED® testing program at the state, provincial, territorial, or inter-regional level. The GED Administrator™ is responsible for ensuring adequate training for GED Chief Examiners™ and GED Examiners™ in adhering to contractual obligations.

GED® test credential – An official document awarded and issued by a GED® testing jurisdiction, indicating that an individual has met the minimum passing standard on the GED® test as well as any other high school equivalency requirements in that jurisdiction. In some jurisdictions, the credential is called a GED® diploma or certificate.

GED® test – A high school equivalency assessment consisting of five content areas. It was designed and produced according to psychometric standards and properties in order to provide an opportunity for adults who did not complete a formal high school program to certify their attainment of high school-level academic knowledge and skills and earn their jurisdiction's high school-level equivalency credential, diploma, or certificate.

GED® test candidates – Adults who have tested in at least one of the five content areas of the GED® test, regardless of whether they completed or met the GED® test passing standard. In this report, the terms *candidates* and *test takers* are used interchangeably with GED® test candidates.

GED® test completers – Candidates who have tested in all five content areas of the GED® test, regardless of whether they met the GED® test passing standard. The number of completers serves as the denominator for calculating the pass rate. A candidate must have completed all five content areas and met the minimum passing standard in order to be considered a passer. In this report, the term *completers* is used interchangeably with *GED® test completers*.

GED® test passers – Completers who have met their jurisdiction's minimum passing standard (see Appendix A for detailed score requirements). The number of adults who met the passing standard serves as the numerator for calculating the pass rate. Some jurisdictions require adults to fulfill additional requirements beyond passing the GED® test in order to receive a GED® test credential (see Appendix A). In this report, the term *passers* is used interchangeably

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

with *GED® test passers*.

Insular areas – All unincorporated U.S. commonwealths and territories, and freely associated states. Although the U.S. Office of Insular Affairs does not exercise responsibility for Puerto Rico, Puerto Rico is referred to as an insular area. The term insular areas replaces IAFAS (Insular Areas and Freely Associated States), which was used in annual statistical reports in 2004 and prior.

Inter-regional contracts – GED Testing Service contracts with inter-regional jurisdictions whose candidates come from multiple intrastate, interstate, or national regions, including DANTES (Defense Activity for Non-Traditional Education Support; military and dependent family members tested on military facilities in the United States and internationally), Federal Bureau of Prisons, international civilian testing sites operated by Prometric, Michigan prisons, and Veterans Affairs (VA) hospitals.

Jurisdiction – Entity such as a U.S. state, insular area, Canadian province or territory, or inter-regional contractor that administers a GED® testing program.

Language version – In addition to English, the GED® test is offered in Spanish and French versions to provide an opportunity to adults who have Spanish or French as their primary language to certify their attainment of high school-level academic knowledge and skills. The Spanish language version of all content areas—except the Language Arts, Writing Test—are direct translations of the respective English language U.S. versions. The Language Arts, Writing Test was developed separately. The French language version of all content areas—except the Language Arts, Writing Test—are direct translations of the respective English language Canadian versions. The Language Arts, Writing Test was developed separately.

Minimum passing standard – To successfully pass the GED® test, a test taker must meet or exceed the minimum passing standard with a total standard score of 2,250 (in Puerto Rico, the total score requirement is 2,700 for the Spanish language GED® test and 2,500 for the English language GED® test) and a minimum standard score of 410 in each of the five content areas (420 in Kansas and 450 in South Dakota and Canada). Because GED® test scoring is based on a compensatory model, test takers must earn an additional 200 standard score points beyond the 410 needed in each content area to reach the total passing standard of 2,250. The 200 additional standard score points may come from any one or a combination of content areas.

Official GED® Practice Test – The Official GED® Practice Test (OPT) was developed and copyrighted by GED Testing Service and the American Council on Education, and offers a sampling of test items from each content area in the GED® test. The OPT items are created, analyzed, and tested by GED Testing Service academic subject and psychometrics experts, and distributed through contractual agreement by an outside vendor.

Retest – A retest occurs when a candidate retests in any of the content areas in which he or she failed to meet the minimum passing standard. A candidate also may retest if he or she did meet the minimum passing standard but wants to improve the test score.

Series GED® test – The GED® test has been developed upon similar test specifications and psychometric standards and properties. There have been three previous series of the GED® test: 1942, 1978, and 1988. The fourth and current series was released in 2002 (English language U.S. and Canadian versions), followed by Spanish and French language versions released in 2004. Changes made in each series were the result of the identification of specific areas of need

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

or assessment that would strengthen the test and provide evidence of test score validity and credibility in a changing world.

Special editions – Special formats of the GED® test are available in addition to the standard print editions for candidates with physical, learning, or psychological disabilities. These formats include large print, audiocassette, and Braille editions. Although the audiocassette and Braille editions may be used by candidates with documented disabilities who were approved for test accommodations, the large print edition does not require additional documentation for use.

Standard score – The standard score is reflective of a test taker's performance on the GED® test. For the 2002 Series GED® test, the standard score scale ranges from 200 to 800, and falls along a normal distribution with a mean of 500 and standard deviation of 100. Standard scores are used to compare an examinee's performance on a test with the performance of graduating high school seniors who took the test.

Target population – The target population consists of all adults (as defined above) who lack a traditional high school credential and further training or degrees and who could potentially take the GED® test and therefore further their educational, professional, and personal aspirations after acquiring a GED® test credential.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

GED TESTING SERVICE®

2012 Annual Statistical Report on the GED® Test

0692a

© 2013 GED Testing Service LLC. All rights reserved.

No part of this report may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission from GED Testing Service LLC.

GED® and GED Testing Service® are registered trademarks of the American Council on Education and may not be used without express written permission. Used under license.

Key Findings

The *2012 Annual Statistical Report on the GED® Test* is the 55th statistical report in the program's 70-year history of providing a second opportunity for adults without a high school credential to earn their jurisdiction's GED® test credential.[1] The report provides candidate demographic and GED® test performance statistics as well as historical data on the GED® testing program. GED Testing Service, with the cooperation of jurisdictions that administer the GED® test, is the sole source of worldwide data on the GED® testing program and GED® test candidates.[2]

In 2012, more than 702,000 adults worldwide took at least one of the five GED® content area tests, also known as subtests. The five subtests make up the GED® test battery and measure skills in writing, reading, social studies, science, and mathematics (see Table 1 on page 10). Approximately 607,000 people completed the GED® test battery. In recent years there has been a small decline in testing, and subsequently in the number of completers (see Table 24 on page 74). However, throughout the testing program's history there have been spikes and dips in candidates completing the GED® test, while still maintaining a consistent number of test-takers throughout the years (see Figure 4 on page 84). There are a variety of potential reasons for these changes, including local testing resource limitations, fewer testing seats and testing instructors, wait lists for Adult Basic Education programs, and test-takers being pushed to test when they are not ready, in particular at the close of a GED® test series.

Of the 607,000 people who completed the GED® test in 2012, nearly 418,000 of these completers (68.8%) met the passing standard by earning scores equal to or higher than those earned by the top 60% of graduating high school seniors (see Figure 3 on page 83). Passers in 2012 join the approximately 20 million candidates who have passed the GED® test in its history. The 2012 testing year is the first full year for GED® testing on computer, resulting in 10,140 total candidates (see Table 11 on page 42).

This statistical report is presented in such a way as to facilitate comparisons across jurisdictions on pass rates, candidate demographics, and trends across time, yet the reader is cautioned while making such comparisons. Ultimately, each jurisdiction manages its own GED® testing program—which is also dependent upon the funding it receives—and establishes related policies (Table 3 on pages 13–24 lists jurisdictional policies). Thus, it is important to recognize that variability in policies and requirements among jurisdictions may correlate with testing program outcomes such as pass rates. For example, jurisdictions that prescreen candidates by requiring them to pass the Official GED® Practice Tests (OPT) generally have higher GED® test pass rates.

Highlights of the *2012 Annual Statistics Report on the GED® Test* are presented on the following four pages.

---

[1] Throughout this report, the term *jurisdiction* is used to refer to an entity such as a U.S. state, insular area, Canadian province or territory, Bermuda, U.S. military facility, correctional institution, or Veterans Affairs (VA) hospital that administers a GED® testing program.

[2] From this point on, the terms *GED® test candidate*, *GED® test completer*, and *GED® test passer* will be referred to as candidate, completer, and passer, respectively. A candidate is any person who has applied to take the GED® test, meets all eligibility requirements, and has intent to (or is preparing to) take the GED® test. A completer is a test-taker who tested in all content areas of the GED® test, within a specific test series, regardless of whether they met the passing standard (see definition for passers). A passer is a test-taker that scores at or above the minimum passing standard and meets all other jurisdictional requirements.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

WHO LACKS A HIGH SCHOOL CREDENTIAL AND WHO TOOK THE GED® TEST?

- The 2010 U.S. Census indicates that more than 39 million adults[3] (18%) aged 16 and older in the United States lack a high school credential[4] and are not enrolled in any educational program.[5]

- In 2012, as shown in Table 1 on page 10, 1.5% of adults without a high school credential tested in one or more content areas of the GED® test, 1.3% of adults without a high school credential completed the GED® test, and 0.9% passed the GED® test.

- Among all candidates who tested in 2012, nearly nine of every 10 (86.4%) completed the GED® test, as indicated in Table 1 on page 10. This statistic signals the level of determination of most candidates to meet the goal of gaining a high school credential.

- As presented in Table 2 on page 12, 84.9% of the candidates who tested in 2012 tried the GED® test for the first time. Among those first time test-takers who completed the GED® test in 2012, 74.6% passed the GED® test. Approximately 15% of candidates in 2012 were continuing or repeat test-takers.

- The average age of all candidates was slightly over 26 years in 2012, as shown in Table 4 on page 26. This average age was almost the same as in 2010 and 2011. Candidates who were 16 to 18 years old accounted for 21.7% of all candidates, while candidates who were 50 years of age and over account for only 3.7% of all candidates. In 2012, as displayed in Table 5 on page 28, 55.7% of the candidates were male and 44.3% were female.

- The ethnic distributions of candidates, as shown in Table 6 on page 29–30, have remained relatively stable during the 2002 series of the GED® test. However, this year there was an increase in testing for two ethnic groups: Hispanic and Pacific Islander/Hawaiian. Of all candidates who indicated ethnicity when they tested in 2012, 44.3% were white, 24.3% African American, 14.7% Hispanic, 9.9% Pacific Islander/Hawaiian, 4.0% American Indian/Alaska Native, and 2.2% Asian. The percentage of African American test-takers has increased from 20.6% in 2003 to 24.3% in 2012.

- In 2012, 55.9% of all candidates reported that they completed 10th grade or less, as displayed in Table 7 on page 32. Overall, 23.5% of the candidates indicated that they had been out of school for one year or less, as shown in Table 8 on page 34, yet 32.2% of the candidates waited more than 10 years before taking the GED® test. The overall average number of years out of school before testing was approximately nine years.

- Educational reasons were the motive candidates cited most often for taking the GED® test, as displayed in Tables 9a and 9b on pages 35–36 and 37–38. Approximately 62% of all candidates indicated that they tested for

---

[3] For the purposes of this report, an *adult* is someone aged 16 and older in the United States and the insular areas or 15 and older in Canada. For more information on the target population, the reader is referred to the *2009 GED® Testing Program Statistical Report* at http://www.gedtestingservice.com/educators/historical-testing-data.

[4] A *high school credential* means a regular high school diploma or alternative secondary certificate, such as a GED® test credential.

[5] An educational program could include secondary, postsecondary, or other types of instruction.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

educational reasons.[6] More than half of all candidates (51.6%) indicated that they tested for personal reasons, such as being a positive role model and personal satisfaction, as well as identified employment reasons (primarily to get a better job) for testing (51.6%).

- Nearly 30,000 candidates tested using the Spanish language GED® test, as seen in Table 10 on page 40. Four jurisdictions (listed from largest to smallest test volume: California, Texas, New York, and Illinois) account for nearly 50% (48.7%) of the Spanish language test volume.[7] Over 1,000 candidates took the French language GED® test. New York, New Brunswick, and Quebec represented 81.7% of the French language test administrations.

- Statistics on special editions of the GED® test taken in 2012, including audiocassette and large print, are presented in Table 11 on pages 41–42.

- For all candidates who tested in 2012, the percentages of those achieving their jurisdiction's minimum standard score in each content area (410 in the United States[8] and 450 in Canada) were higher than 90%, except for Mathematics. Fewer candidates (80%) scored high enough to meet the minimum standard score in Mathematics. Standard scores statistics are presented in Tables 12a and 12b on pages 43–44 and 45–46.

WHO PASSED THE GED® TEST?

- Over the course of the 2002 series GED® test, the rate of passers has held fairly consistent across the years. Pass rates for the GED® test in 2002 were 70.6% compared to 68.8% in 2012 (see Table 24 on page 74). Pass rates have ranged from 68% (in 2006) to 72.6% (in 2008).

- In 2012, 68.8% of completers (nearly 418,000 adults), as presented in Table 13 on page 48, passed the GED® test.[9] Fewer test-takers took, completed, and passed the GED® test in 2012 than in 2011 (see Figure 3 on page 83).

- The average age of passers in 2012 across all jurisdictions was 25.5 years, the same as in 2011 (see Table 14 on page 50). This is the highest passer age during the operation of the current series. Passers were slightly younger, on average, than all candidates (as presented in Table 14 on page 50).

- In 2012, 58.8% of the passers were male and 41.2% were female, as presented in Table 15 on page 52. Males represented a higher percentage of passers than of candidates.

---

[6] Candidates could select as many reasons as were applicable, so percentages for reasons do not sum to 100 percent.

[7] In 2010, Puerto Rico accounted for approximately seven percent of the Spanish language GED® test. Puerto Rico is not included in the 2012 (and the 2011) analyses due to incomplete data provided by that jurisdiction.

[8] The standard score requirement for passing the GED® test in Kansas in 2012 was 420 minimum in each content area and a minimum total score of 2,250. In South Dakota, a 450 minimum standard score was required for each content area.

[9] Candidates pass the GED® test by earning an average standard score of 450 or higher in the five individual content areas (equivalent to a standard score total of 2,250 or higher) and earning a minimum standard score of 410 in each individual content area if they tested in most of the United States (see footnote 8), or 450 if they tested in Canada. In Puerto Rico, the total score requirement is 2,700 for the Spanish language version of the GED® test (which includes the score for the required ESL test) and 2,250 for the English language version of the GED® test.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

- The ethnic distribution of all passers in 2012 was 52.4% white, 21.2% African American, 13.6% Hispanic, 6.4% Pacific Islander/Hawaiian, 3.5% American Indian/Alaska Native, and 2.3% Asian, as shown in Table 16 on page 54.

- In 2012, 73.5% of the passers had completed 10th grade or higher; this percentage from Table 17 on page 56 is slightly lower for candidates as indicated in Table 7 on page 32. The average number of years out of school for passers was approximately eight years, as displayed in Table 18 on page 58, about one year less than for candidates, as displayed in Table 8 on page 34.

- As with the entire population of candidates, educational reasons (64.5%) and personal reasons (54.6%) for testing were the most frequently chosen reasons for testing by passers in 2012. Tables 19a and 19b on pages 59–60 and 61–62 present statistics for passers' reasons for testing.

- The GED® test average standard score across the five content areas for all passers in 2012 is 528 (Tables 20a and 20b on pages 63–64 and 65–66 display standard score statistics). Mathematics and Language Arts, Writing were the two most difficult content areas, as indicated by the average standard scores (492 and 508, respectively).

- Data on pass rates were disaggregated by age, gender, and ethnic group and are reported in Tables 21, 22, and 23 on pages 67–68, 69–70, and 71–72, respectively. Generally, younger test-takers, males, and white candidates tended to have higher pass rates. Variability in pass rates among jurisdictions also occurred as shown in Table 23; the performance difference across ethnic groups was considerably smaller in some jurisdictions than in others.

TRENDS IN THE GED® TESTING PROGRAM

- Trend data are displayed in Tables 24, 25a, 25b, 25c, 25d, and 26 on pages 73–74, 75, 76, 77, 78, and 79–80 respectively. Since 1943, approximately 20 million individuals have passed the GED® test (see Table 26).

- In general, since 2002, there have been gradual increases each year in the number of candidates who tested and the number of candidates who completed the GED® test. Beginning in 2010 and continuing for 2011 and 2012, however, the testing volume took a small dip, which reflects multiple reasons such as tightened adult education funding leading to a decrease in the amount of people in the GED® test pipeline, an increase in the number of jurisdictions requiring the OPT, or other policy-related decisions. The yearly pass rate for the current series has ranged from 68.0% to 72.6% (see Table 24).

- From 1995 to 2008, the average age of all candidates remained relatively unchanged at about 25 years old, as indicated in Table 24. Beginning in 2009 and through 2012, however, the average age increased to approximately 26 years. The percentage of candidates aged 16 to 18 has decreased from 31.3% to 21.7% since 2002, and the percentage of candidates aged 19 to 24 has fluctuated between 34.5% and 37.3% (see Table 25). Over the past five years, the percent of candidates and passers age 50 years and over has remained relatively stable, accounting for only 2.6% of candidates and 1.9% of passers in 2007 and increasing to 3.7% and 2.6% in 2012, respectively.

- Since the testing program's inception, the average highest grade completed has remained largely stable at grade 10. The average highest grade remained at that grade level for 2011 and 2012, as seen in Table 24.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

- With regard to candidates' reasons for taking the GED® test, Table 24 shows the percentage of candidates who indicated they were planning further study has gradually increased during the current series from 58.6% in 2006 to 62.6% in 2012. Testing for employment reasons have slightly increased across the current test series rising approximately 3% from 2006 (48.1%) to 2012 (51.6%), as indicated in Table 25c.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

LIST OF TABLES

Table 1: Target Population and GED® Test Candidates Who Tested, Completed, and Passed: 2012 9
Table 2: Target Population and First-time GED® Test Candidates Who Tested, Completed, and Passed: 2012 Cohort 11
Table 3: GED® Testing Program Policies, by Jurisdiction: 2012 13
Table 4: Percentage of GED® Test Candidates, by Age Group and Mean Age: 2012 25
Table 5: Percentage of GED® Test Candidates, by Gender: 2012 27
Table 6: Percentage of GED® Test Candidates, by Ethnicity: 2012 29
Table 7: Percentage of GED® Test Candidates, by Highest Grade Completed and Mode Highest Grade Completed: 2012 31
Table 8: Percentage of GED® Test Candidates, by Years Out of School and Mean Years Out: 2012 33
Table 9a: Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the United States: 2012 35
Table 9b: Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2012 37
Table 10: Number of GED® Test Candidates Tested, by Language Version: 2012 39
Table 11: Number of GED® Test Candidates Tested, by Special Edition of the GED® Test: 2012 41
Table 12a: Standard Score Statistics for GED® Test Candidates in Language Arts, Writing; Scoial Studies; and Language Arts, Reading Tests: 2012 43
Table 12b: Standard Score Statistics for GED® Test Candidates in Science and Mathematics Tests: 2012 45
Table 13: GED® Test Candidate Participation, by Number Tested, Percentage Who Completed the GED® Test, and Percentage Who Passed: Changes from 2011 to 2012 47
Table 14: Percentage of GED® Test Passers, by Age Group and Mean Age: 2012 49
Table 15: Percentage of GED® Test Passers, by Gender: 2012 51
Table 16: Percentage of GED® Test Passers, by Ethnicity: 2012 53
Table 17: Percentage of GED® Test Passers, by Highest Grade Completed and Mode Highest Grade Completed: 2012 55
Table 18: Percentage of GED® Test Passers, by Years Out of School and Mean Years Out: 2012 57
Table 19a: Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the United States: 2012 ... 59
Table 19b: Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2012 61
Table 20a: Standard Score Statistics for GED® Test Passers in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2012 63
Table 20b: Standard Score Statistics for GED® Test Passers in Science, Mathematics, and Test Battery: 2012 65
Table 21: GED® Test Pass Rates, by Age Group: 2012 67
Table 22: GED® Test Pass Rates, by Gender: 2012 69
Table 23: GED® Test Pass Rates, by Ethnicity: 2012 71
Table 24: Trends in GED®Testing, All Candidates: 1949–2012 73
Table 25a: Statistics on GED® Test Candidates in the United States: 2002–2012 75
Table 25b: Statistics on GED® Test Passers in the United States: 2002–2012 76
Table 25c: Statistics on GED® Test Candidates for the Overall Program: 2002–2012 77
Table 25d: Statistics on GED® Test Passers for the Overall Program: 2002–2012 78

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

Table 26: Number of GED® Credentials Issued, by Series GED® Test (1943–2012), and number of GED® Test Passers, by 2002 Seried GED® Test (2001–2012)..... 79

LIST OF FIGURES

Figure 1: GED® Test Pass Rates in the United States: 2012 81
Figure 2: GED® Test Pass Rates in Canadian Provinces/Territories: 2012..... 82
Figure 3: Number of Candidates Who Tested, Completed, and Passed the GED® Test: 2002–2012..... 83
Figure 4: GED® Testing Program History: Number of Completers (1974–2012) 84

APPENDIX

Appendix A: Formulas for Table Statistics..... 85
Appendix B: Definitions of Terms 91

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 1

Target Population and GED® Test Candidates Who Tested, Completed, and Passed: 2012

Jurisdiction	Target Population (Adults Without a High School Credential)[1]	Tested		Completed[2]			Passed		
		Candidates	Target Population	Completers	Completion Rate	Target Population	Passers	Pass Rate	Target Population
	(N)	(N)	(%)	(N)	(%)	(%)	(N)	(%)	(%)
Alabama	797,910	14,737	1.8	14,622	99.2	1.8	7,967	54.5	1.0
Alaska	51,665	2,808	5.4	1,792	63.8	3.5	1,558	86.9	3.0
Arizona	730,845	18,237	2.5	16,000	87.7	2.2	11,588	72.4	1.6
Arkansas	470,030	7,597	1.6	7,521	99	1.6	6,346	84.4	1.4
California	5,500,200	53,011	1.0	44,231	83.4	0.8	30,201	68.3	0.5
Colorado	435,120	15,540	3.6	11,369	73.2	2.6	9,376	82.5	2.2
Connecticut	395,380	5,351	1.4	4,755	88.9	1.2	2,712	57	0.7
Delaware	100,940	788	0.8	786	99.7	0.8	724	92.1	0.7
District of Columbia	93,635	869	0.9	801	92.2	0.9	442	55.2	0.5
Florida	2,441,300	44,794	1.8	41,991	93.7	1.7	28,422	67.7	1.2
Georgia	1,283,830	30,373	2.4	24,053	79.2	1.9	15,980	66.4	1.2
Hawaii	131,295	1,629	1.2	1,563	95.9	1.2	1,210	77.4	0.9
Idaho	139,725	5,379	3.8	3,714	69	2.7	3,191	85.9	2.3
Illinois	1,659,750	27,096	1.6	24,508	90.4	1.5	14,735	60.1	0.9
Indiana	786,020	14,635	1.9	14,445	98.7	1.8	10,759	74.5	1.4
Iowa	289,280	5,268	1.8	3,324	63.1	1.1	3,251	97.8	1.1
Kansas	272,595	3,057	1.1	3,009	98.4	1.1	2,806	93.3	1.0
Kentucky	750,890	11,638	1.5	11,447	98.4	1.5	8,888	77.6	1.2
Louisiana	786,880	10,935	1.4	10,789	98.7	1.4	7,281	67.5	0.9
Maine	136,170	3,460	2.5	2,259	65.3	1.7	1,878	83.1	1.4
Maryland	617,715	8,562	1.4	8,130	95	1.3	4,802	59.1	0.8
Massachusetts	695,875	12,124	1.7	10,692	88.2	1.5	6,630	62	1.0
Michigan	1,182,970	19,848	1.7	14,760	74.4	1.2	10,290	69.7	0.9
Minnesota	423,115	9,712	2.3	6,859	70.6	1.6	5,562	81.1	1.3
Mississippi	537,920	12,549	2.3	11,205	89.3	2.1	6,196	55.3	1.2
Missouri	756,515	12,578	1.7	12,355	98.2	1.6	9,222	74.6	1.2
Montana	84,510	3,342	4.0	2,791	83.5	3.3	2,165	77.6	2.6
Nebraska	163,380	3,605	2.2	2,355	65.3	1.4	1,874	79.6	1.1
Nevada	296,905	5,888	2.0	5,792	98.4	2.0	4,012	69.3	1.4
New Hampshire	114,330	2,114	1.8	1,740	82.3	1.5	1,450	83.3	1.3
New Jersey	1,089,940	13,591	1.2	13,198	97.1	1.2	7,808	59.2	0.7
New Mexico	272,275	7,991	2.9	6,896	86.3	2.5	4,492	65.1	1.6
New York	2,851,185	44,200	1.6	43,168	97.7	1.5	23,223	53.8	0.8
North Carolina	1,297,505	23,256	1.8	14,070	60.5	1.1	11,935	84.8	0.9
North Dakota	70,005	1,725	2.5	1,143	66.3	1.6	982	85.9	1.4
Ohio	1,397,220	19,516	1.4	19,241	98.6	1.4	13,248	68.9	0.9
Oklahoma	482,350	9,052	1.9	8,866	97.9	1.8	6,391	72.1	1.3
Oregon	389,020	12,691	3.3	9,388	74	2.4	7,892	84.1	2.0
Pennsylvania	1,604,370	20,956	1.3	18,447	88	1.1	12,996	70.5	0.8
Rhode Island	163,870	2,799	1.7	2,059	73.6	1.3	1,560	75.8	1.0
South Carolina	681,590	10,690	1.6	10,375	97.1	1.5	7,479	72.1	1.1
South Dakota	81,935	1,490	1.8	953	64	1.2	644	67.6	0.8
Tennessee	988,235	13,838	1.4	13,252	95.8	1.3	8,901	67.2	0.9
Texas	3,571,240	49,740	1.4	44,369	89.2	1.2	29,938	67.5	0.8
Utah	185,575	7,237	3.9	6,902	95.4	3.7	5,639	81.7	3.0
Vermont	59,580	900	1.5	568	63.1	1.0	480	84.5	0.8
Virginia	942,620	19,655	2.1	16,644	84.7	1.8	10,914	65.6	1.2
Washington	569,705	22,442	3.9	15,938	71	2.8	12,987	81.5	2.3
West Virginia	329,530	6,033	1.8	5,270	87.4	1.6	4,028	76.4	1.2
Wisconsin	571,110	17,085	3.0	9,334	54.6	1.6	7,110	76.2	1.2
Wyoming	43,570	1,640	3.8	1,344	82	3.1	1,223	91	2.8
U.S. Subtotal	**39,769,125**	**674,051**	**1.7**	**581,083**	**86.2**	**1.5**	**401,388**	**69.1**	**1**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 1 *(continued from previous page)*

Target Population and GED® Test Candidates Who Tested, Completed, and Passed: 2012

Jurisdiction	Target Population (Adults Without a High School Credential)[1]	Tested		Completed[2]			Passed		
		Candidates	Target Population	Completers	Completion Rate	Target Population	Passers	Pass Rate	Target Population
	(N)	(N)	(%)	(N)	(%)	(%)	(N)	(%)	(%)
American Samoa	10,245	30	0.3	30	100	0.3	10	33.3	0.1
Federated States of Micronesia	NA	49	-	41	83.7	-	3	7.3	-
Guam	23,540	307	1.3	305	99.3	1.3	149	48.9	0.6
Marshall Islands	NA	66	-	62	93.9	-	2	3.2	-
Northern Mariana Islands	17,660	32	0.2	13	40.6	0.1	9	69.2	0.1
Palau	NA	57	-	44	77.2	-	24	54.5	-
Puerto Rico[3]	1,001,030	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	28,310	209	0.7	204	97.6	0.7	85	41.7	0.3
Insular Areas Subtotal	**1,080,785**	**750**	**0.1**	**699**	**93.2**	**0.1**	**282**	**40.3**	**0**
Alberta	614,865	1,709	0.3	1,674	98	0.3	1,188	71	0.2
British Columbia	675,345	1,130	0.2	1,089	96.4	0.2	786	72.2	0.1
Manitoba	267,745	236	0.1	232	98.3	0.1	144	62.1	0.1
New Brunswick	176,660	1,453	0.8	1,420	97.7	0.8	675	47.5	0.4
Newfoundland and Labrador	141,570	140	0.1	136	97.1	0.1	75	55.1	0.1
Northwest Territories	10,265	-	-	-	-	-	-	-	-
Nova Scotia	202,770	833	0.4	801	96.2	0.4	453	56.6	0.2
Nunavut	11,085	74	0.7	69	93.2	0.6	9	13	0.1
Ontario	2,183,625	3,859	0.2	3,784	98.1	0.2	2,776	73.4	0.1
Prince Edward Island	29,235	401	1.4	389	97	1.3	243	62.5	0.8
Quebec	1,547,870	126	0.0	123	97.6	0.0	71	57.7	0.0
Saskatchewan	231,730	1,396	0.6	1,213	86.9	0.5	640	52.8	0.3
Yukon Territory	5,555	15	0.3	14	93.3	0.3	11	78.6	0.2
Canada Subtotal	**6,098,320**	**11,372**	**0.2**	**10,944**	**96.2**	**0.2**	**7,071**	**64.6**	**0.1**
Bermuda	NA	278	-	273	98.2	-	123	45.1	-
DANTES[4]	NA	713	-	713	100	-	665	93.3	-
Federal Bureau of Prisons	NA	9,619	-	8,504	88.4	-	5,175	60.9	-
GED Testing Service-Proctored[5]	NA	130	-	129	99.2	-	50	38.8	-
Michigan Prisons	NA	3,299	-	2,755	83.5	-	1,548	56.2	-
Prometric[6]	NA	2,650	-	2,227	84	-	1,713	76.9	-
VA Hospitals	NA	-	-	-	-	-	-	-	-
Inter-Regional Contracts Subtotal	**NA**	**16,689**	**-**	**14,601**	**87.5**	**-**	**9,274**	**63.5**	**-**
Program Total[7]	**46,948,230**	**702,862**	**1.5**	**607,327**	**86.4**	**1.3**	**418,015**	**68.8**	**0.9**

Sources: 2010 U.S. Census, 2011 Canadian Census of Population, and 2012 GED Testing Service® data.

NA = Not available.

- = Not applicable or not possible to calculate.

* Percentage calculated by not including Puerto Rico data.

[1] *Target Population* totals for the United States and the insular areas include adults 16 years and older, without a high school diploma and further training or degrees, based on 2010 U.S. Census data. Population totals for Canadian jurisdictions include out-of-school adults 15 years and older, without a high school diploma and further training or degrees, based on 2011 Canadian Census of Population data, as reported by Statistics Canada.

[2] Those test takers who completed testing in all content areas in 2012 may have begun testing in a previous year. A candidate is considered a completer in 2012 only if he or she finished testing in all five content areas by December 31, 2012.

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[4] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[5] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[6] Prometric manages international testing of civilians, except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[7] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 2

Target Population and First-Time GED® Candidates Who Tested, Completed, and Passed: 2012 Cohort

Jurisdiction	Target Population (Adults Without a High School Credential)[1]	First-Time Candidates[2]		Completers Among First-Time Candidates[3]			Passers Among First-Time Candidates[4]		
		2012 Cohort	Target Population	2012 Cohort		Target Population	2012 Cohort		Target Population
				Completers	Completion Rate		Passers	Pass Rate	
	(N)	(N)	(%)	(N)	(%)	(%)	(N)	(%)	(%)
Alabama	797,910	10,454	1.3	10,344	98.9	1.3	6,314	61	0.8
Alaska	51,665	1,999	3.9	1,179	59	2.3	1,081	91.7	2.1
Arizona	730,845	14,155	1.9	12,169	86	1.7	9,576	78.7	1.3
Arkansas	470,030	6,542	1.4	6,471	98.9	1.4	5,618	86.8	1.2
California	5,500,200	40,823	0.7	33,305	81.6	0.6	24,467	73.5	0.4
Colorado	435,120	11,475	2.6	8,080	70.4	1.9	7,153	88.5	1.6
Connecticut	395,380	4,137	1.0	3,600	87	0.9	2,216	61.6	0.6
Delaware	100,940	741	0.7	739	99.7	0.7	690	93.4	0.7
District of Columbia	93,635	630	0.7	566	89.8	0.6	328	58	0.4
Florida	2,441,300	35,372	1.4	32,828	92.8	1.3	24,349	74.2	1.0
Georgia	1,283,830	22,070	1.7	16,336	74	1.3	12,437	76.1	1.0
Hawaii	131,295	1,365	1.0	1,303	95.5	1.0	1,076	82.6	0.8
Idaho	139,725	3,909	2.8	2,566	65.6	1.8	2,345	91.4	1.7
Illinois	1,659,750	19,876	1.2	17,699	89	1.1	11,832	66.9	0.7
Indiana	786,020	12,508	1.6	12,319	98.5	1.6	9,641	78.3	1.2
Iowa	289,280	3,846	1.3	2,320	60.3	0.8	2,296	99	0.8
Kansas	272,595	2,915	1.1	2,868	98.4	1.1	2,687	93.7	1.0
Kentucky	750,890	9,821	1.3	9,638	98.1	1.3	7,704	79.9	1.0
Louisiana	786,880	9,149	1.2	9,003	98.4	1.1	6,439	71.5	0.8
Maine	136,170	2,379	1.7	1,449	60.9	1.1	1,246	86	0.9
Maryland	617,715	6,544	1.1	6,135	93.8	1.0	3,921	63.9	0.6
Massachusetts	695,875	8,775	1.3	7,464	85.1	1.1	5,193	69.6	0.7
Michigan	1,182,970	14,058	1.2	9,888	70.3	0.8	7,488	75.7	0.6
Minnesota	423,115	6,728	1.6	4,499	66.9	1.1	3,977	88.4	0.9
Mississippi	537,920	8,404	1.6	7,234	86.1	1.3	4,660	64.4	0.9
Missouri	756,515	10,838	1.4	10,617	98	1.4	8,239	77.6	1.1
Montana	84,510	2,500	3.0	2,038	81.5	2.4	1,687	82.8	2.0
Nebraska	163,380	2,350	1.4	1,354	57.6	0.8	1,188	87.7	0.7
Nevada	296,905	5,010	1.7	4,922	98.2	1.7	3,640	74	1.2
New Hampshire	114,330	1,692	1.5	1,379	81.5	1.2	1,206	87.5	1.1
New Jersey	1,089,940	10,397	1.0	10,026	96.4	0.9	6,570	65.5	0.6
New Mexico	272,275	5,914	2.2	4,935	83.4	1.8	3,503	71	1.3
New York	2,851,185	31,571	1.1	30,569	96.8	1.1	18,497	60.5	0.6
North Carolina	1,297,505	15,737	1.2	8,468	53.8	0.7	7,689	90.8	0.6
North Dakota	70,005	1,238	1.8	768	62	1.1	706	91.9	1.0
Ohio	1,397,220	16,086	1.2	15,818	98.3	1.1	11,507	72.7	0.8
Oklahoma	482,350	7,628	1.6	7,449	97.7	1.5	5,631	75.6	1.2
Oregon	389,020	9,329	2.4	6,583	70.6	1.7	5,862	89	1.5
Pennsylvania	1,604,370	15,598	1.0	13,459	86.3	0.8	10,455	77.7	0.7
Rhode Island	163,870	1,945	1.2	1,320	67.9	0.8	1,137	86.1	0.7
South Carolina	681,590	8,886	1.3	8,606	96.8	1.3	6,567	76.3	1.0
South Dakota	81,935	1,001	1.2	587	58.6	0.7	445	75.8	0.5
Tennessee	988,235	10,782	1.1	10,242	95	1.0	7,489	73.1	0.8
Texas	3,571,240	37,334	1.0	32,626	87.4	0.9	23,911	73.3	0.7
Utah	185,575	6,497	3.5	6,176	95.1	3.3	5,212	84.4	2.8
Vermont	59,580	626	1.1	357	57	0.6	312	87.4	0.5
Virginia	942,620	13,944	1.5	11,386	81.7	1.2	8,517	74.8	0.9
Washington	569,705	15,898	2.8	10,902	68.6	1.9	9,669	88.7	1.7
West Virginia	329,530	4,833	1.5	4,148	85.8	1.3	3,280	79.1	1.0
Wisconsin	571,110	10,143	1.8	4,243	41.8	0.7	3,626	85.5	0.6
Wyoming	43,570	1,328	3.0	1,078	81.2	2.5	1,005	93.2	2.3
U.S. Subtotal	**39,769,125**	**507,780**	**1.3**	**430,058**	**84.7**	**1.1**	**322,284**	**74.9**	**0.8**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 2 *(continued from previous page)*

Target Population and First-Time GED® Candidates Who Tested, Completed, and Passed: 2012 Cohort

Jurisdiction	Target Population (Adults Without a High School Credential)[1]	First-Time Candidates[2]		Completers Among First-Time Candidates[3]			Passers Among First-Time Candidates[4]		
		2012 Cohort	Target Population	2012 Cohort: Completers	2012 Cohort: Completion Rate	Target Population	2012 Cohort: Passers	2012 Cohort: Pass Rate	Target Population
	(N)	(N)	(%)	(N)	(%)	(%)	(N)	(%)	(%)
American Samoa	10,245	27	0.3	27	100	0.3	10	37	0.1
Federated States of Micronesia	NA	47	-	39	83	-	3	7.7	-
Guam	23,540	250	1.1	248	99.2	1.1	131	52.8	0.6
Marshall Islands	NA	62	-	58	93.5	-	2	3.4	-
Northern Mariana Islands	17,660	25	0.1	7	28	0.0	6	85.7	0.0
Palau	NA	6	-	1	16.7	-	0	0	-
Puerto Rico[5]	1,001,030	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	28,310	132	0.5	128	97	0.5	62	48.4	0.2
Insular Areas Subtotal	**1,080,785**	**549**	**0.1**	**508**	**92.5**	**0.0**	**214**	**42.1**	**0.0**
Alberta	614,865	1,567	0.3	1,535	98	0.2	1,120	73	0.2
British Columbia	675,345	984	0.1	945	96	0.1	718	76	0.1
Manitoba	267,745	200	0.1	196	98	0.1	133	67.9	0.0
New Brunswick	176,660	1,029	0.6	996	96.8	0.6	521	52.3	0.3
Newfoundland and Labrador	141,570	102	0.1	98	96.1	0.1	61	62.2	0.0
Northwest Territories	10,265	-	-	-	-	-	-	-	-
Nova Scotia	202,770	640	0.3	609	95.2	0.3	363	59.6	0.2
Nunavut	11,085	57	0.5	53	93	0.5	8	15.1	0.1
Ontario	2,183,625	3,336	0.2	3,265	97.9	0.1	2,530	77.5	0.1
Prince Edward Island	29,235	291	1.0	279	95.9	1.0	189	67.7	0.6
Quebec	1,547,870	117	0.0	114	97.4	0.0	66	57.9	0.0
Saskatchewan	231,730	1,074	0.5	909	84.6	0.4	519	57.1	0.2
Yukon Territory	5,555	12	0.2	11	91.7				
Canada Subtotal	**6,098,320**	**9,409**	**0.2**	**9,010**	**95.8**	**0.1**	**6,236**	**69.2**	**0.1**
Bermuda	-	180	-	175	97.2	-	96	54.9	-
DANTES[6]	-	663	-	663	100	-	625	94.3	-
Federal Bureau of Prisons	-	6,712	-	5,752	85.7	-	3,689	64.1	-
GED Testing Service-Proctored[7]	-	98	-	97	99	-	44	45.4	-
Michigan Prisons	-	1,858	-	1,447	77.9	-	929	64.2	-
Prometric[8]	-	2,037	-	1,674	82.2	-	1,331	79.5	-
VA Hospitals	-	*	-	-	-	-	-	-	-
Inter-Regional Contracts Subtotal	**-**	**11,548**	**-**	**9,808**	**84.9**	**-**	**6,714**	**68.5**	*****
Program Total[9]	**46,948,230**	**529,286**	**1.1**	**449,384**	**84.9**	**1.0**	**335,448**	**74.6**	**0.7**

Sources: 2010 U.S. Census, 2011 Canadian Census of Population, and 2012 GED Testing Service® data.

NA = Not available.
- = Not applicable or not possible to calculate.
* = Percentage calculated by not including Puerto Rico data.
[1] *Target Population* totals for the United States and the insular areas include adults 16 years and older, without a high school diploma and further training or degrees, based on 2010 U.S. Census data. Target Population totals for Canadian jurisdictions include out-of-school adults 15 year and older, without a high school diploma and further training or degrees, based on 2011 Canadian Census of Population data, as reported by Statistics Canada.
[2] *First-Time Candidates* refers to candidates who took the 2002 series GED test for the first time in the report year and who had never tested in previous years.
[3] *Completers Among First-Time Candidates* refers to first-time candidates (see definition above) who completed the GED test.
[4] *Passers Among First-Time Candidates* refers to first-time candidates (see definition above) who completed and passed the GED test.
[5] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.
[6] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.
[7] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.
[8] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.
[9] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 3

GED® Testing Program Policies, by Jurisdiction: 2012

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?2	OPT Fee	OPT Scores Required
United States											
Alabama	50	Resident if younger than 18 years of age	State of Alabama High School Equivalency Diploma	$50-$50	$10	410 min. & 450 avg.	-	No	No		-
Alaska	19	Physically present in the state at the time of testing	Diploma by General Educational Development Examination	$25 optional fee may	$5 optional fee per subtest	410 min. & 450 avg.	-	No	No		-
Arizona	42	None	Arizona High School Equivalency Diploma	$60-$100	$10-15 per subtest	410 min. & 450 avg.	-	No	No		-
Arkansas	59	Resident with proof of residency (e.g., driver's license	Arkansas High School Diploma	$0	$0	410 min. & 450 avg.	-	No	Yes	0	410 min. & 450 avg.
California	190	Resident	California High School Equivalency Certificate	$150 approx.	$25 approx. per subtest.	410 min. & 450 avg.	Examinees under 18 years of age will have their credential mailed on the date of their 18th birthday	No	No		-
Colorado	52	Resident	High School Equivalency Diploma	$110-$150	$30 approx.	410 min. & 450 avg.	Must be a Colorado resident; 17 years of age, and in school or dropped out at 16 years of age with waiver approval	No	No		-
Connecticut	23	Resident	Connecticut State High School Diploma	$13 each time 21 years of age or older and a non-veteran	$13 each time an individual registers for battery/test if 21 years of age or older and a non-veteran	410 min. & 450 avg.	-	No	No		-
Delaware	6	Resident or work in state	Delaware State Board of Education Endorsement	$75	$25 per subtest	410 min. & 450 avg.	-	No	Yes	$35	470 min. and 450 avg.
District of Columbia	1	Bona fide resident, court order, or Job Corps	General Educational Development Credential	$50.00	$10 per test	410 min. & 450 avg.	-	No	Yes	None	410 min. & 450 avg.
Florida	89	None at the state level; sometimes at the county level	State of Florida High School Diploma	No more than $70	No more than $14per test for Reading, Social Studies, Science, Math and $16 for Writing	410 min. & 450 avg.	-	No	No		-
Georgia	40	None	Georgia GED Diploma	$160	$32	410 min. & 450 avg.	-	No	No		-
Hawaii	13	None	High School Diploma	$75	$15 per test	410 min. & 450 avg.	-	Yes	No		-
Idaho	7	Resident	GED Transcript	$100	$25 per test	410 min. & 450 avg.	-	No	No		-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2012

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[3]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
United States (continued)												
Alabama	17	18	16	16	90 days	No	Yes	Yes (42 days)	No	E + S + F	No	E + S + F
Alaska	16	18	16	16	No	No	No	No	No	E + S + F	No	E + S + F
Arizona	16	18	16	16	No	No	Yes	Yes (30 days)	No	E + S + F	No	None
Arkansas	18	18	16	16	No	No	Yes	Yes (30-60 days or hours required by ABE)	Yes	E + S + F	No	None
California	18	Within 60 days of being 18 years of age	17	18	No	No	No	No	No	E + S + F	No	None
Colorado	17	17	16	17	No	No	Yes	Yes (1 day-6 weeks)	No	E + S + F	No	E + S + F
Connecticut	17	19	17	17	No	No	No	No	No	E + S	No	E + S
Delaware	18	18	16	18	1-2 days	No	Yes	Yes (45 days)	No	E + S	No	None
District of Columbia	18	18	16	16	No	No	Yes	Yes (30 days if requirements met on 3+ tests; 90 days if requirements met on <3 tests; may be waived)	No	E + S + F	No	None
Florida	16	18	16	16	No	No	No	No	No	E + S + F	No	E + S + F
Georgia	16	18	16 & 17: withdrawal, preparation & approval	16	No	No	No	No	No	E + S + F	No	None
Hawaii	18	18	16	16	No	No	Yes	Yes (varies)	No	E + S (upon request)	No	E + S
Idaho	18	18	16	16	No	No	No		No	E + S	No	None

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2012

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
United States (continued)											
Illinois	76	30 days resident	Illinois High School Equivalency Certificate	$50	$15 for Writing and $10 for other subtests	410 min. & 450 avg.	Must pass the High School-level Constitution Test	No	No	-	-
Indiana	85	30 days resident	General Educational Development Certificate of Achievement	$70 max.	Varies	410 min. & 450 avg.	-	No	No	-	-
Iowa	42	None	Iowa High School Equivalency Diploma	$100 approx.	$15 per subtest	410 min. & 450 avg.	-	Yes (varies)	Yes	-	460-500 on each subtest (plus CASAS Level C-D; 236-250 for Reading and Mathematics and 4-5 for Writing)
Kansas	22	None	Kansas State High School Diploma	$85	$75 - $85 per subtest	410 min. & 450 avg.	-	No	Yes	$40-$50	500 average, with no subtest score below 450.
Kentucky	41	State mailing address	Diploma	$60	$30 per sub-session (3 sub-sessions: Writing, Math, Social Studies/ Science/ Reading	410 min. & 450 avg.	Must pass the official practice test	No	Yes, if less than 19 years of age	$0	410 min. & 450 avg.
Louisiana	40	None	Louisiana High School Equivalency Diploma	$90 approx.	$60 approx.	410 min. & 450 avg.	-	Yes, if less than 18 years of age	Yes, if less than 19 years of age	$0	410 min. & 450 avg.
Maine	78	None	Maine High School Equivalency Diploma	$0	$0	410 min. & 450 avg.	-	No	Yes	-	Varies
Maryland	25	Resident	Maryland High School Diploma	$45	$45 per battery regardless of subtests	410 min. & 450 avg.	-	No	No	-	-
Massachusetts	31	Resident	High School Equivalency Credential	$65	$17 per subtest	410 min. & 450 avg.	-	No	No	-	-
Michigan	103	No	High School Equivalency Certificate	$0-$380	$10-$50 per subtest	410 min. & 450 avg.	Must be 18 years of age and class graduated, unless Michigan Youth Challenge participant.	No	No	-	-
Minnesota	59	Resident	State of Minnesota GED Diploma	$60-$125	$10-$25 per subtest	410 min. & 450 avg.	-	No	Varies	Varies	Varies
Mississippi	37	None	State of Mississippi High School Equivalency Diploma	$75	$15 per subtest	410 min. & 450 avg.	-	No	No	-	-
Missouri	28	State mailing address	Missouri Certificate of High School Equivalence	$40	$40	410 min. & 450 avg.	-	No	No	-	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2012

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[4]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
United States (continued)												
Illinois	17	17	16 (if enrolled in Lincoln's challenge)	17	No	No	No	No	No	E + S + F	No	E + S + F
Indiana	18	18	16	16	Yes (60 days)	No	No	No	No	E + S + F	No	None
Iowa	16	19	17	18	Yes (2 years; may be waived)	No	No	Yes (varies)	Yes (passing CASAS or OPT scores)	E + S + F	No	E + S + F
Kansas	18	18	16	16	No	Yes (2 years)	No	No	No	E + S	No	None
Kentucky	16	19	16	16	No	No	Yes	No	No	E + S + F	No	E + S + F
Louisiana	18	19	16	16	No	Yes (5 years)	No	Yes (30 days)	Yes, if under 19 years old with instruction	E + S + F	No	E + S + F
Maine	16	18	17	17	No	No	No	No	No	E + S + F	No	None
Maryland	16	19	16	16	Yes (5 years)	Yes (5 years	No	Yes (2 months)	No	E + S + F	No	E + S + F
Massachusetts	16	18	16	16	No	Yes (3 years)	Yes	No	No	E + S + F	No	None
Michigan	16	18	16	18	No	No	No	No (May only test 3 times per calendar year)	No	E + S + F	No	E + S + F
Minnesota	16	19	16	16	No	No	No	No (Varies by testing center)	No	E + S	No	None
Mississippi	17	18	16	17	No	No	No	No	No	E + S + F	No	E + S + F
Missouri	17	17	16	16	Yes (2 years)	No	No	No	No	E + S + F	No	E + S + F

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2012

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
United States (continued)											
Montana	245	Resident	State of Montana Equivalency Diploma	$55.00	$0 for one year if retest is taken at same site	410 min. & 450 avg.	-	No	No	-	-
Nebraska	31	30 days resident	State of Nebraska Dept. of Ed. High School Diploma	$0 - $75	$10 max. per subtest	410 min. & 450 avg.	-	Yes, if under 18 years of age	No	-	-
Nevada	20	Resident	Certificate of High School Equivalency	$65	$0 for one year if retest is taken at same site	410 min. & 450 avg.	-	No	No	-	-
New Hampshire	19	Resident	Certificate of High School Equivalency	$65	$15 per subtest	410 min. & 450 avg.	-	No	Yes, if less than 18 years of age; varies if 18 or older	Varies	410 min. & 450 avg. if less than 18 years of age; varies if 18 or older
New Jersey	32	Resident	NJ State issued high school diploma	$50	$10 per subtest	410 min. & 450 avg.	-	No	No	-	-
New Mexico	29	None	New Mexico High School Diploma	25 to $100	$7-$20	410 min. & 450 avg.	-	No	No	-	-
New York	199	30 days resident	New York State High School Equivalency Diploma	$0	$0	410 min. & 450 avg.	-	No	No	-	-
North Carolina	72	Resident	North Carolina State Board of Community Colleges General Development D	$35	None	410 min. & 450 avg.	-	No	No	-	-
North Dakota	21	None	GED High School Diploma	$0 - $150	$0 - $150 per subtest	410 min. & 450 avg.	must be 16 years of age, present a valid photo ID, not currently enrolled in HS	No	No	-	-
Ohio	98	None	Ohio High School Equivalency Diploma	$40	$10 per subtest	410 min. & 450 avg.	16 years old/ parental waiver/ school age waiver	No	No	-	-
Oklahoma	57	Resident	Oklahoma High School Diploma	$50-$150	$5-$25	410 min. & 450 avg.	-	No	No	-	-
Oregon	44	None	General Educational Development Certificate	$35-$145	$10 - $20	410 min. & 450 avg.	none	No	No	-	-
Pennsylvania	118	Resident	Commonwealth Secondary School Diploma	varies	varies	410 min. & 450 avg.	Must be 18 years of age.	No	No	-	-
Rhode Island	8	Resident	Senior High School Equivalency Diploma	$55	$4 per subtest	410 min. & 450 avg.	-	No	No	$0-$20	Scores between 450-500

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2012

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[4]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
United States (continued)												
Montana	16	19	17	16	No	No	Yes	Yes (30-90 days)	No	E + S	No	E + S
Nebraska	18	18	16	18	No	No	No	Yes (60 days or con-centrated study and retesting referral to waive wait period)	Yes (con-centrated study and retesting referral in order to waive wait period	E + S	No	None
Nevada	18	18	16	16	No	No	Yes	No	No	E + S	No	None
New Hampshire	18	18	16	16	No	No	No	No	No	E + S + F	No	None
New Jersey	16	16	Parental consent required if less than 18 years of age	16	No	No	Yes	No	No	E + S	Yes	None
New Mexico	18	18	16	16	Yes (3 years)	Yes (3 years)	Yes	No	Yes (if failed twice)	E + S	No	None
New York	16	19	16	16	No	No	Yes	Yes (60 days)	No	E + S + F	No	None
North Carolina	16	18	16	16	No	No	No	No	No	E + S + F	No	None
North Dakota	16	16	16	16	No	No	No	Yes (15 business days)	No	E + S	No	None
Ohio	18	19	16	16	Yes (2 days)	No	No	No	No	E + S	No	E + S
Oklahoma	18	18	16	16	No	No	No	No	No	E + S	No	None
Oregon	18	18	16	16	No	No	No	No	No	E + S	No	E + S + F
Pennsylvania	16	18	16	18	No	No	No	No	No	E + S + F	No	None
Rhode Island	18	18	16	18	Yes (3 years)	Yes (3 Years)	Yes	Yes (varies)	Yes (varies)	E + S	No	E + S

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2012

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
United States (continued)											
South Carolina	8	None	South Carolina High School Equivalency Diploma	$80	$16 per subtest	410 min. & 450 avg.	-	No	No	-	-
South Dakota	13	None	GED Certificate	$130	$26 per subtest	410 min. & 450 avg.	Under 18 years of age, must have approval to test	No	No	-	-
Tennessee	36	None	High School Equivalency Diploma	$55-$75	$11-$15	410 min. & 450 avg.	-	No	Yes	-	-
Texas	136	Resident	Certificate of High School Equivalency	$50 - $150	$5-$30 per subtest	410 min. & 450 avg.	-	No	No	-	-
Utah	15	None	Utah High School Completion Diploma	$120	$24 per subtest	410 min. & 450 avg.	-	No	Yes, if 16 years of age or incarcerated	Varies (no fee if incarcerated)	Varies
Vermont	12	None	Vermont Secondary School Equivalency Certificate	$85	$17 per subtest	410 min. & 450 avg.	-	No	No	-	-
Virginia	80	None	GED Certificate	$58	$10	410 min. & 450 avg.	-	No	No	-	-
Washington	55	None for testing; resident for issuance of a credential	Certificate of Educational Competency	$75	$15 approx.	410 min. & 450 avg.	-	No	No	-	-
West Virginia	72	None	The State of West Virginia GED Diploma	$0	$0	410 min. & 450 avg.	-	No	Yes	-	420 min. & 450 avg.
Wisconsin	76	10 days resident	Certificate of GED or HSED	Varies	Varies	410 min. & 450 avg.	-	No	No	-	-
Wyoming	30	None	Wyoming Certificate of High School Equivalency	$50-$75 approx.	$15 approx. per subtest	410 min. & 450 avg.	-	No	No	-	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2012

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[4]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
United States (continued)												
South Carolina	17	17	16	16	Yes (3 years)	Yes (3 years)	Yes	No	No	E	-	-
South Dakota	18	16	In-school prep or home schooled	16	No	No	No	No	No	E	-	-
Tennessee	18	18	17	17	No	No	No	No	No	E + S + F	No	E + S + F
Texas	18	18	16	16	No	No	No	No	No	E + S + F	No	-
Utah	18	17 or 18 years of age and peers have graduated	16	16	Yes (before rollout of new test series)	No	No	No	No	E + S	No	E + S
Vermont	16	16	16	16	No	No	No	No	No	E + S + F	No	E + S + F
Virginia	18	18	16	16	No	No	No	No	No	E + S + F	No	E + S + F
Washington	18	19	16	16	No	No	No	No	No	E + S + F	No	-
West Virginia	17	19	16	16	No	No	Yes	No	Yes (OPT)	E + S + F	No	E + S + F
Wisconsin	18	18.5 years or 9th grade class has graduated	17	17	Yes (6 weeks)	No	No	Yes (varies)	No	E + S	No	E + S
Wyoming	16	18	16	16	No	No	No	No	Yes (instruction and proof of proficiency for 3rd retest and beyond)	E + S	No	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2012

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
Insular Areas											
American Samoa	1	Resident	American Samoa High School Diploma	$30 (free if enrolled in community college under ABE)	$10 per subtest	410 min. & 450 avg.	-	No	No	-	-
Federated States of Micronesia	4	Resident	High School Equivalency Diploma	$25	$5 per battery	410 min. & 450 avg.	-	No	No	-	-
Guam	1	Resident	High School Equivalency Diploma	$60	$25 per subtest	410 min. & 450 avg.	-	No	No	-	-
Marshall Islands	1	Resident	GED Diploma	$35	$25 per subtest	410 min. & 450 avg.	-	No	No	-	-
Northern Mariana Islands	1	Resident	GED diploma	$20	$20 per battery	410 min. & 450 avg.	-	No	No	-	-
Palau	1	Resident	High School Equivalency Diploma	$25	$5	410 min. & 450 avg.	-	Yes (60 hours)	Yes	$0	410 min. & 450 avg.
Puerto Rico[4]	10	U.S. Citizen	Diploma de Equivalencia de Escuela Superior	$0	$0	Spanish language version: 410 min. and 2,700 total; English language version: 410 min. & 2,500 total	8th grade min.	Yes (180 hours)	Yes	$0	2,500 total
Virgin Islands	1	None	High School Diploma	$25	$2	410 min. & 450 avg.	-	No	Yes (Reading, Writing, and Mathematics subtests)	$15	410 min. & 450 avg.
Canada											
Alberta	15	Resident	High School Equivalency Diploma	Varies	Varies	450	-	No	No	-	-
British Columbia	1	Resident	BC Secondary School Equivalency Certificate	$60	$40 for 1 subtest, $45 for 2 subtests, $50 for 3 subtests, $55 for 4 subtests	450	-	No	No	-	-
Manitoba	1	None	Manitoba High School Equivalency Certificate	$75	$75	450	-	No	No	-	-
New Brunswick	2	None	High School Equivalency Diploma	$0	$40	450	-	No	No	-	-
Newfoundland and Labrador	1	6 months Resident	Diploma - GED High School Equivalency	$30	$30 per battery	450	-	No	No	-	-
Northwest Territories	1	6 months resident or Canadian citizen	Northwest Territories High School Equivalency Diploma	$35	$35 per battery	450	-	No	No	-	-
Nova Scotia	1	None	GED High School Equivalency Certificate	$41.41	$41.41	450 min.	19 and older, out of school for one year, no high school diploma	No	No	-	-

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2012

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[4]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
Insular Areas												
American Samoa	18	18 and class graduated	16	18	Yes (2 days)	No	Yes	Yes (30 days)	Yes, if enrolled in ABE	E	-	-
Federated States of Micronesia	16	16	16	16	No	No	Yes	No	Yes (OPT)	E	-	-
Guam	16	18	16	16	Yes (2 days)	No	Yes	Yes (60 days with instruction)	No	E	-	-
Marshall Islands	16	19	17	17	Yes (2 half-days)	No	No	Yes (90 days)	No	E	-	-
Northern Mariana Islands	16	16	-	16	Yes (Varies)	No	Yes	Yes (90 days)	No	E	-	-
Palau	18	18	18	18	Yes	No	Yes	Yes (varies)	Yes (instruction)	E	-	-
Puerto Rico[5]	18	18	18	18	Yes (2 days)	No	Yes	Yes (30 days per subtest)	No	E + S	Yes	None
Virgin Islands	16	18	16	16	NA	No	No	No	No	E + S	No	E + S
Canada						No						
Alberta	16	18	17	17	No	No	No	Yes (90 days)	No	E + F	No	E + F
British Columbia	18	18	18	18	No	No	No	No	No	E + F	No	None
Manitoba	19	19	17	17	Yes (Varies)	No	Yes	No	No	E + F	No	None
New Brunswick	18	19	18	18	Yes	No	No	Yes (90 days for 3rd and subsequent retests)	No	E + F	No	None
Newfoundland and Labrador	16	19	18	18	Yes (2 days)	No	Yes	Yes (90 days)	No	E + F	No	None
Northwest Territories	16	18	-	18	Yes (3-4 days)	No	No	Yes (180 days)	Yes (instruction)	E	No	None
Nova Scotia	16	19	-	19	No	No	No	Yes (90 days)	No	E + F	No	None

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2012

Jurisdiction[1]	Active Official GED Testing Centers (N)	Residency Requirements	Title of GED Credential	Testing Fee		Requirements to Receive Credential		Requirements Prior to Testing			
				First Testing (Battery)	Retesting Fee	Minimum Score	Other Requirements	Instruction Required?	Must Take the OPT?[2]	OPT Fee	OPT Scores Required
Canada (continued)											
Nunavut	1	Resident	High School Equivalency Certificate	$0	$0	450	-	No	No	-	
Ontario	1	Resident	Grade 12 Equivalency Certificate	$100	$100	450	-	No	No	-	-
Prince Edward Island	1	Resident or Canadian citizen	Grade 12 High School Equivalency Certificate	$0	$0	450	-	No	No	-	-
Quebec	1	Resident or Canadian citizen	certificat d'equivalence d'etudes secondaires	$0	$0	450	-	No	No	-	-
Saskatchewan	25	Fixed address in Canada	GED Diploma	$35	$35 per battery	450	-	No	No	-	-
Yukon Territory	1	Resident or Canadian citizen	Secondary School Equivalency Certificate	$65	$40 per battery	450	-	No	No	-	-
Inter-Regional Contracts											
DANTES[5]	59	See credentialing jurisdiction	See credentialing jurisdiction.	$0	$0	410 min. & 450 avg.	No	Yes	-	450 on each subtest	No
Federal Bureau of Prisons	117	Incarcerated in a FBOP facility	See credentialing jurisdiction.	$0	$0	410 min. & 450 avg.	Yes (varies)	Yes	-	Varies	Yes (varies)
Michigan Prisons	31	Incarcerated in a MI Department of Corrections Facility	High School Equivalency Certificate	$0	$0	410 min. & 450 avg.	Yes (varies)	Yes	-	410 min. on 3 out of 5 subtests	Yes (varies)

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 3 *(continued from previous page)*

GED® Testing Program Policies, by Jurisdiction: 2012

Jurisdiction[1]	Age of Required School Attendance Without Exceptions	Minimum Age for Testing		Min. Age for Credential With Exceptions	Time Limit for Battery Completion	Scores Ever Expire Before a New Test Series?	Requirements for Retesting			Language Versions		
		Without Exceptions/ Waiver of Additional Documentation	With Exceptions/ Waiver of Additional Documentation[4]				Must Complete Battery Before Retesting the Failed Area?	Wait Period Required?	Remediation Required?	Language Versions Offered	ESL Test Required for Spanish/ French Language Candidates?	Languages with Scores Combined
Canada (continued)												
Nunavut	18	19	19	19	No	No	No	Yes (3-6 months)	No	E + F	No	None
Ontario	18	19	18	18	No	No	Yes	No	Yes, if score below 400	E + F	No	None
Prince Edward Island	18	18	16	16	No	No	Yes	No	No	E + F	No	None
Quebec	16	16	16	16	Yes (2 days)	No	No	Yes (varies)	No	E + F	No	None
Saskatchewan	16	18	17	17	Yes (1 year)	No	Yes	Yes (30 days)	No	E + F	No	E + F
Yukon Territory	16	18	17	17	Yes (2 days)	No	No	Yes (varies)	No	E + F	No	None
Inter-Regional Contracts												
DANTES[5]	17	17	See credentialing jurisdiction.	See credentialing jurisdiction.	Yes (30 days)	No	No	No	No	E + S	No	NA
Federal Bureau of Prisons	-	-	See credentialing jurisdiction.	See credentialing jurisdiction.	No	No	No	Yes (varies)	Yes (instruction)	E + S + F	Yes	None
Michigan Prisons	16	16	16		No	No	No	Yes (30 days)	Yes (instruction)	E + S	No	E + S

NA = Not available.

- = Not applicable.

E = English

S = Spanish

F = French

[1] Candidates who tested in St. Martin, Cayman Island, and Jamaica must adhere to the Maine testing requirements, but exceptions may apply on a case-by-case basis.

[2] OPT = Official GED Practice Tests.

[3] See jurisdictional requirements in the GED Policies and Procedures Manual for exceptions, limitations, and additional fees, or contact the jurisdictional GED Administrator™.

[4] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[5] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

Note: Information was self-reported by jurisdictional GED Administrators™ or GED state office staff as of December 31, 2012, and might have changed during the course of 2012. For more information, contact the jurisdictional GED Administrator™.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 4

Percentage of GED® Test Candidates, by Age Group and Mean Age: 2012

Jurisdiction	Candidates with Reported Age		Age Group								Mean Age	Std. Dev.
			16-18	19-24	25-29	30-34	35-39	40-49	50-59	60+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(years)	
Alabama	14,724	99.9	23.7	36.2	14.4	10.2	6.4	6.3	2.4	0.4	26.0	9.3
Alaska	2,807	100.0	29.3	36.6	14.8	7.6	3.7	5.0	2.7	0.3	24.8	8.8
Arizona	18,234	100.0	22.7	35.5	14.7	9.6	6.2	7.6	3.0	0.6	26.5	9.7
Arkansas	7,580	99.8	37.3	28.6	11.3	8.4	5.3	5.8	2.7	0.7	25.0	9.8
California	53,009	100.0	16.7	35.6	14.9	11.0	7.4	10.2	3.8	0.5	28.0	10.1
Colorado	15,540	100.0	21.1	34.3	16.0	10.7	6.5	7.8	3.2	0.4	26.9	9.6
Connecticut	5,351	100.0	11.2	42.6	15.0	11.8	6.7	8.9	3.4	0.4	27.7	9.7
Delaware	787	99.9	17.0	42.4	15.1	11.2	6.4	6.6	0.8	0.5	26.0	8.4
District of Columbia	811	93.3	17.8	42.4	13.3	10.0	5.4	7.4	3.3	0.4	26.6	9.8
Florida	44,790	100.0	27.7	38.8	12.2	7.8	4.6	6.1	2.5	0.4	25.1	9.2
Georgia	30,361	100.0	21.5	38.1	14.0	10.0	5.9	7.0	2.9	0.6	26.4	9.6
Hawaii	1,629	100.0	51.6	25.1	8.5	5.5	3.1	4.0	1.9	0.2	22.7	8.5
Idaho	5,379	100.0	27.7	32.5	13.3	10.2	6.1	7.0	2.8	0.4	26.0	9.6
Illinois	27,095	100.0	21.8	37.3	13.9	9.7	6.3	7.2	3.4	0.5	26.5	9.7
Indiana	14,633	100.0	26.5	37.2	13.4	8.8	5.3	5.9	2.4	0.4	25.4	9.0
Iowa	5,268	100.0	21.0	37.4	14.9	10.5	5.4	7.2	3.1	0.5	26.5	9.6
Kansas	3,057	100.0	30.0	35.9	14.4	9.1	4.8	4.2	1.4	0.2	24.5	8.0
Kentucky	11,638	100.0	20.4	34.7	15.1	11.3	7.0	7.7	3.2	0.6	27.1	9.9
Louisiana	10,935	100.0	32.9	33.8	12.2	9.3	5.0	5.1	1.4	0.3	24.4	8.5
Maine	3,456	99.9	24.6	42.5	12.7	7.8	3.8	5.5	2.6	0.5	25.1	9.1
Maryland	8,561	100.0	25.6	36.9	13.6	8.1	5.0	7.0	3.2	0.6	25.9	9.8
Massachusetts	12,088	99.7	21.3	39.5	14.4	9.6	5.2	6.7	2.7	0.5	26.1	9.5
Michigan	19,774	99.6	20.8	44.3	12.5	8.5	5.3	5.8	2.3	0.4	25.4	8.9
Minnesota	9,672	99.6	12.6	41.7	17.2	11.7	6.5	7.1	2.8	0.5	27.1	9.2
Mississippi	12,544	100.0	32.4	34.0	11.7	8.9	5.2	5.1	2.2	0.5	24.8	9.1
Missouri	12,577	100.0	32.2	30.1	13.3	9.9	5.4	6.1	2.6	0.4	25.4	9.3
Montana	3,340	99.9	36.5	34.6	11.7	6.3	3.7	4.6	2.2	0.4	24.0	8.7
Nebraska	3,602	99.9	15.2	36.4	17.5	13.4	6.9	7.7	2.6	0.4	27.3	9.2
Nevada	5,888	100.0	21.9	38.0	14.2	9.5	5.0	7.5	3.4	0.6	26.5	9.8
New Hampshire	2,114	100.0	30.1	33.1	14.2	8.1	4.3	6.6	3.1	0.5	25.5	9.7
New Jersey	13,591	100.0	25.9	33.3	12.2	9.5	6.6	8.6	3.3	0.6	26.6	10.2
New Mexico	7,990	100.0	31.5	33.1	13.0	8.7	5.2	5.9	2.1	0.4	25.0	9.1
New York	44,193	100.0	13.1	41.5	16.2	10.4	6.2	8.4	3.6	0.7	27.5	9.9
North Carolina	23,256	100.0	16.8	36.5	14.3	11.2	7.1	9.1	4.1	0.9	27.9	10.4
North Dakota	1,699	98.5	33.6	36.3	11.8	6.9	4.1	4.2	2.5	0.5	24.2	8.9
Ohio	19,515	100.0	8.5	44.0	17.2	12.1	7.0	7.2	3.4	0.7	27.7	9.4
Oklahoma	9,050	100.0	27.3	34.5	14.1	9.7	6.0	5.7	2.3	0.3	25.5	9.0
Oregon	12,686	100.0	31.7	31.2	11.3	8.8	5.8	7.9	3.1	0.3	25.7	9.8
Pennsylvania	20,956	100.0	20.6	39.0	14.4	9.3	5.5	7.5	3.2	0.6	26.5	9.7
Rhode Island	2,791	99.7	28.1	41.5	10.6	7.8	4.0	5.3	2.1	0.5	24.6	8.9
South Carolina	10,605	99.2	22.8	38.7	13.4	9.7	5.6	6.4	2.7	0.6	26.0	9.5
South Dakota	1,489	99.9	25.4	41.5	14.9	8.0	4.4	3.6	2.1	0.1	24.6	8.0
Tennessee	13,831	99.9	16.9	31.6	16.3	12.5	8.3	9.7	3.9	0.7	28.4	10.2
Texas	49,513	99.5	20.3	33.1	15.0	11.2	7.5	8.9	3.5	0.6	27.5	10.0
Utah	7,236	100.0	25.1	39.6	13.4	8.9	5.2	5.5	2.0	0.3	25.2	8.7
Vermont	897	99.7	38.8	34.9	9.9	6.4	3.3	4.2	2.1	0.3	23.5	8.5
Virginia	19,655	100.0	25.1	30.4	13.0	10.1	6.1	9.3	4.7	1.2	27.6	11.1
Washington	22,325	99.5	20.6	40.7	14.1	9.4	5.5	6.5	2.8	0.3	26.0	9.2
West Virginia	6,032	100.0	40.7	32.1	9.9	7.0	3.6	4.7	1.5	0.4	23.6	8.5
Wisconsin	17,026	99.7	25.0	30.6	14.8	11.0	6.9	7.9	3.3	0.4	26.9	9.7
Wyoming	1,640	100.0	27.0	37.0	13.1	8.7	5.3	5.9	2.5	0.5	25.4	9.3
U.S. Subtotal	**673,220**	**99.9**	**22.2**	**36.6**	**14.1**	**9.9**	**6.1**	**7.4**	**3.1**	**0.5**	**26.5**	**9.7**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 4 *(continued from previous page)*

Percentage of GED® Test Candidates, by Age Group and Mean Age: 2012

Jurisdiction	Candidates with Reported Age		Age Group								Mean Age	Std. Dev.
			16-18	19-24	25-29	30-34	35-39	40-49	50-59	60+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(years)	
American Samoa	30	100	26.7	43.3	6.7	10	3.3	10	0	0	25	8.9
Federated States of Micronesia	45	91.8	17.8	55.6	13.3	6.7	4.4	0	2.2	0	23.9	6.8
Guam	307	100	15	45.6	16.3	6.8	7.5	5.9	2.9	0	26	8.5
Marshall Islands	66	100	13.6	33.3	27.3	9.1	6.1	6.1	3	1.5	27.4	9.5
Northern Mariana Islands	31	96.9	19.4	58.1	3.2	9.7	3.2	6.5	0	0	23.9	7.1
Palau	57	100	5.3	52.6	21.1	8.8	8.8	3.5	0	0	25.4	6.4
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	209	100	20.6	33	14.8	8.1	7.2	8.1	6.2	1.9	28.3	11.3
Insular Areas Subtotal	**745**	**99.3**	**16.5**	**42.6**	**16.1**	**7.8**	**6.8**	**6.2**	**3.4**	**0.7**	**26.5**	**9.3**
Alberta	1,709	100	4	31	17.7	13.6	10.6	14.8	7.4	0.9	31.9	10.7
British Columbia	835	73.9	6.5	29.3	17.6	13.9	11.5	14.1	6.6	0.5	31.3	10.6
Manitoba	236	100	0.8	32.2	17.4	10.2	9.7	19.1	8.5	2.1	33.2	11.7
New Brunswick	1,452	99.9	1.7	36.6	15.9	10.7	9.7	15.2	8.7	1.4	32.3	11.7
Newfoundland and Labrador	140	100	0	43.6	12.9	8.6	8.6	20	5.7	0.7	31.3	11.1
Northwest Territories	*	*	*	*	*	*	*	*	*	*	*	*
Nova Scotia	833	100	0	37.8	16.8	11.6	8.9	18	5.9	1	31.8	11
Nunavut	73	98.6	0	41.1	28.8	13.7	9.6	5.5	1.4	0	27.8	7.4
Ontario	3,859	100	3.1	39.9	21.6	10.5	7.4	10.9	6.2	0.4	29.8	10.1
Prince Edward Island	401	100	4.7	35.7	11	7.5	7.5	19.5	12.7	1.5	33.4	12.8
Quebec	126	100	27.8	38.1	14.3	4	7.9	7.1	0.8	0	24.9	8.1
Saskatchewan	1,396	100	5.5	33	19.8	13.9	8.7	12.8	5.8	0.5	30.6	10.3
Yukon Territory	15	100	20	53.3	13.3	13.3	0	0	0	0	23.2	4.4
Canada Subtotal	**11,075**	**97.4**	**3.6**	**36**	**18.7**	**11.6**	**8.9**	**13.6**	**6.8**	**0.7**	**31**	**10.8**
Bermuda	278	100	40.6	24.1	9	5.8	4	7.9	5.8	2.9	26.7	12.9
DANTES[2]	713	100	18	55.7	15	7.4	2.2	1.7	0	0	23.2	5.3
Federal Bureau of Prisons	9,612	99.9	0.1	12.7	21	24.3	16.6	18.1	5.8	1.4	34.8	9.2
GEDTS Proctored	129	99.2	27.9	55.8	7.8	3.9	1.6	3.1	0	0	22.1	5.8
Michigan Prisons	3,299	100	5.7	36.8	19	12.9	9.2	11.2	4.7	0.6	29.8	10
Prometric[3]	2,627	99.1	59.4	34.3	3.8	1.4	0.4	0.5	0.2	0	19.6	3.9
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**16,658**	**99.8**	**12.2**	**23.3**	**17.3**	**17.2**	**11.7**	**13**	**4.4**	**1**	**30.7**	**10.4**
Program Total[4]	**701,698**	**99.8**	**21.7**	**36.3**	**14.3**	**10.1**	**6.3**	**7.7**	**3.2**	**0.5**	**26.7**	**9.8**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[4] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

Due to rounding procedures, percentages may not equal 100 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 5

Percentage of GED® Test Candidates, by Gender: 2012

Jurisdiction	Candidates with Reported Gender		Gender	
			Male	Female
	(N)	Response Rate %	(%)	(%)
Alabama	14,723	99.9	51	49
Alaska	2,805	99.9	56.8	43.2
Arizona	18,237	100	56.4	43.6
Arkansas	7,549	99.4	58.6	41.4
California	52,616	99.3	56.9	43.1
Colorado	15,539	100	57	43
Connecticut	5,351	100	56.7	43.3
Delaware	785	99.6	62.7	37.3
District of Columbia	802	92.3	55.4	44.6
Florida	44,772	100	54.5	45.5
Georgia	30,183	99.4	52.7	47.3
Hawaii	1,610	98.8	56.1	43.9
Idaho	5,379	100	54.5	45.5
Illinois	26,576	98.1	53.6	46.4
Indiana	14,582	99.6	57.4	42.6
Iowa	5,268	100	57.8	42.2
Kansas	3,057	100	55.2	44.8
Kentucky	11,638	100	57.6	42.4
Louisiana	10,849	99.2	58.6	41.4
Maine	3,302	95.4	57.1	42.9
Maryland	8,561	100	58.9	41.1
Massachusetts	11,906	98.2	51.7	48.3
Michigan	19,503	98.3	55.1	44.9
Minnesota	9,574	98.6	59.8	40.2
Mississippi	12,524	99.8	52.8	47.2
Missouri	12,525	99.6	58.3	41.7
Montana	3,317	99.3	55.5	44.5
Nebraska	3,549	98.4	53.9	46.1
Nevada	5,774	98.1	54.6	45.4
New Hampshire	2,090	98.9	61	39
New Jersey	13,591	100	52.9	47.1
New Mexico	7,929	99.2	52.5	47.5
New York	43,939	99.4	50.5	49.5
North Carolina	23,087	99.3	55.6	44.4
North Dakota	1,677	97.2	56.1	43.9
Ohio	19,495	99.9	55.8	44.2
Oklahoma	8,966	99	53.2	46.8
Oregon	12,690	100	59.1	40.9
Pennsylvania	20,955	100	56.4	43.6
Rhode Island	2,794	99.8	52.7	47.3
South Carolina	10,601	99.2	54.6	45.4
South Dakota	1,480	99.3	54.7	45.3
Tennessee	13,744	99.3	53	47
Texas	49,495	99.5	51.9	48.1
Utah	7,224	99.8	54	46
Vermont	893	99.2	52.7	47.3
Virginia	19,655	100	57	43
Washington	22,075	98.4	56	44
West Virginia	6,009	99.6	57.1	42.9
Wisconsin	16,764	98.1	58.2	41.8
Wyoming	1,640	100	55.5	44.5
U.S. Subtotal	**669,649**	**99.3**	**55**	**45**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 5 *(continued from previous page)*

Percentage of GED® Test Candidates, by Gender: 2012

Jurisdiction	Candidates with Reported Gender		Gender	
			Male	Female
	(N)	Response Rate (%)	(%)	(%)
American Samoa	29	96.7	48.3	51.7
Federated States of Micronesia	33	67.3	66.7	33.3
Guam	307	100	45.9	54.1
Marshall Islands	66	100	30.3	69.7
Northern Mariana Islands	28	87.5	39.3	60.7
Palau	55	96.5	61.8	38.2
Puerto Rico[1]	NA	NA	NA	NA
Virgin Islands	200	95.7	51	49
Insular Areas Subtotal	**718**	**95.7**	**47.9**	**52.1**
Alberta	1,709	100	55.1	44.9
British Columbia	835	73.9	67.2	32.8
Manitoba	231	97.9	69.3	30.7
New Brunswick	1,425	98.1	54.1	45.9
Newfoundland and Labrador	140	100	59.3	40.7
Northwest Territories	*	*	*	*
Nova Scotia	833	100	53.9	46.1
Nunavut	72	97.3	31.9	68.1
Ontario	3,859	100	61.9	38.1
Prince Edward Island	401	100	53.9	46.1
Quebec	126	100	50	50
Saskatchewan	1,396	100	55.8	44.2
Yukon Territory	8	53.3	37.5	62.5
Canada Subtotal	**11,035**	**97**	**58.3**	**41.7**
Bermuda	275	98.9	60.7	39.3
DANTES[2]	712	99.9	75.3	24.7
Federal Bureau of Prisons	9,472	98.5	90.3	9.7
GEDTS Proctored	128	98.5	53.1	46.9
Michigan Prisons	3,252	98.6	96.1	3.9
Prometric[3]	2,449	92.4	57.7	42.3
VA Hospitals	*	*	*	*
Inter-Regional Contracts Subtotal	**16,288**	**97.6**	**85.1**	**14.9**
Program Total[4]	**697,690**	**99.3**	**55.7**	**44.3**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[4] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Note: Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 6

Percentage of GED® Test Candidates, by Ethnicity: 2012

Jurisdiction	Candidates with Reported Ethnicity[1]		Ethnicity[1]						
			Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White	Other
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	14,379	97.6	16.6	1.1	0.4	52.2	1.6	28.2	0.1
Alaska	2,784	99.1	5.6	36.1	2.5	7	2.9	45.3	0.5
Arizona	16,961	93	31.6	9.2	1.3	9	1	47.9	0.1
Arkansas	7,549	99.4	7.2	1.6	0.8	20.1	0.2	69.8	0.2
California	46,967	88.6	56.2	1.6	4.5	11.8	1.7	24.2	0.1
Colorado	15,479	99.6	40.7	2.7	1.2	10.9	0.7	43.7	0.1
Connecticut	5,350	100	33.7	0.5	2.1	27.4	0.3	34.3	1.6
Delaware	773	98.1	7.8	0.5	0.6	36.9	0.3	53.4	0.5
District of Columbia	790	90.9	20.3	0.5	1.1	75.3	0	2.8	0
Florida	44,626	99.6	19.3	0.9	2.1	29.2	0.5	47.9	0
Georgia	27,180	89.5	8.7	0.4	1.8	46.1	0.3	42.6	0
Hawaii	1,574	96.6	8.4	1.7	22.2	3.7	34.2	27.2	2.5
Idaho	4,902	91.1	18.4	3.8	1	1.7	0.6	74.5	0
Illinois	25,254	93.2	27	0.6	1.2	30.7	0.2	40.3	0.1
Indiana	14,199	97	7.5	0.6	0.6	20.6	0.2	70	0.6
Iowa	5,261	99.9	12.5	1.7	1.4	18	0.3	66.1	0
Kansas	2,938	96.1	18.3	2.7	1.6	12.6	0.2	64.6	0
Kentucky	11,623	99.9	4	0.6	0.6	17	0.2	77.6	0
Louisiana	10,533	96.3	3	1.3	0.7	43.3	0.1	51.3	0.3
Maine	3,184	92	4.8	2.1	1.2	10.6	0.5	79.7	1.1
Maryland	7,574	88.5	7.8	0.8	2.1	49.6	0.4	38.6	0.8
Massachusetts	9,792	80.8	32	0.6	3.7	17.8	0.2	44.3	1.4
Michigan	18,119	91.3	7.9	2.1	0.9	32.9	0.2	55.1	0.9
Minnesota	9,183	94.6	10.5	7.6	4	24.3	0.3	52.5	0.8
Mississippi	12,359	98.5	2.4	1.5	0.5	48.7	0.1	46.7	0
Missouri	11,331	90.1	3.5	1.1	0.8	23.2	0.2	70.8	0.5
Montana	3,271	97.9	5.7	22.4	0.6	2.2	0.3	68.2	0.6
Nebraska	3,460	96	22.2	4.7	1.4	16	0.5	54.4	0.8
Nevada	5,649	95.9	34.9	2.7	3	15	1.7	42.4	0.3
New Hampshire	2,027	95.9	6.9	1.1	1.9	4	0.1	85.4	0.5
New Jersey	12,766	93.9	33	0.5	2	35.9	0.3	28	0.2
New Mexico	7,746	96.9	58	13.5	0.9	2.8	0.3	24.1	0.4
New York	38,092	86.2	29.5	1	3.9	38.2	0.3	27.1	0
North Carolina	21,271	91.5	11.8	1.5	1	35.9	0.2	49.6	0
North Dakota	1,569	91	5.1	31.5	0.6	4.6	0.8	56.5	0.8
Ohio	19,499	99.9	4.5	0.5	0.7	34.5	0.2	59.6	0
Oklahoma	8,802	97.2	11.7	16.1	1	13.9	0.7	56	0.5
Oregon	12,360	97.4	21.7	3.7	1.9	5.7	1.2	65.7	0
Pennsylvania	19,770	94.3	14	0.6	1.8	33.7	0.3	49.5	0.1
Rhode Island	2,784	99.5	27.5	2.3	1.5	37.6	10.5	20.3	0.3
South Carolina	10,562	98.8	3.7	0.7	0.9	38.3	0.3	56.1	0
South Dakota	1,434	96.2	3.8	33.1	0.7	3.1	0.6	58.2	0.6
Tennessee	13,010	94	5.6	0.7	0.9	26	0.2	66.2	0.4
Texas	49,250	99	50	0.8	1.3	16.8	0.3	28.7	2.1
Utah	7,188	99.3	21.7	2.5	1.4	2.4	2.1	69.8	0
Vermont	863	95.9	4.6	0.9	1.4	9.7	0.5	82.2	0.7
Virginia	18,481	94	9	0.7	1.9	44.6	0.4	43.4	0.1
Washington	21,909	97.6	20.2	6.2	3.6	10.4	2	57.5	0
West Virginia	6,015	99.7	1.5	0.7	0.4	10	0.4	86.9	0
Wisconsin	15,712	92	14	3.2	1.7	30.7	0.3	49.7	0.4
Wyoming	1,627	99.2	14	8.5	0.6	2.9	0.6	73.4	0
U.S. Subtotal	**635,781**	**95.3**	**16.7**	**4.8**	**1.9**	**22.7**	**1.4**	**52.1**	**0.4**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 6 *(continued from previous page)*

Percentage of GED® Test Candidates, by Ethnicity: 2012

Jurisdiction	Candidates with Reported Ethnicity[1]		Ethnicity[2]						
			Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White	Other
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	27	90	0	0	3.7	0	85.2	7.4	3.7
Federated States of Micronesia	29	59.2	0	0	0	0	100	0	0
Guam	307	100	2.3	0.7	12.4	0.3	82.4	2	0
Marshall Islands	61	92.4	0	0	3.3	0	96.7	0	0
Northern Mariana Islands	28	87.5	0	0	14.3	0	85.7	0	0
Palau	54	94.7	0	1.9	0	0	98.1	0	0
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	194	92.8	10.8	0	0	84.5	0	3.1	1.5
Insular Areas Subtotal	**700**	**93.3**	**4**	**0.4**	**6.4**	**23.6**	**63**	**2**	**0.6**
Bermuda	265	95.3	1.1	0.4	1.1	85.7	0	10.9	0.8
DANTES[3]	700	98.2	17.7	1.3	3.4	11.1	1.9	64.3	0.3
Federal Bureau of Prisons	6,589	68.5	30	2.1	0.8	51.5	0.3	15	0.2
GED Testing Service-Proctored[4]	112	86.2	11.6	1.8	1.8	83.9	0.9	0	0
Michigan Prisons	2,891	87.6	4.7	1.6	0.4	60	0.1	32.5	0.6
Prometric[5]	*	*	*	*	*	*	*	*	*
VA Hospitals	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**10,557**	**75.2**	**21.3**	**1.9**	**0.9**	**52.3**	**0.4**	**22.8**	**0.4**
Program Total[6]	**647,038**	**93.9**	**14.7**	**4.0**	**2.2**	**24.3**	**9.9**	**44.3**	**0.4**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Percentages of candidates of other ethnicities are not reported because such percentages are below 1 percent in all jurisdictions except Hawaii (1.3 percent), Massachusetts (1.1. percent), Michigan and Minnesota (1.0 percent each), American Samoa (2.0 percent), and Virgin Islands (1.6 percent).

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[6] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

No ethnicities are reported for Canada as Canadian policies prohibit collection and reporting of such data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 7

Percentage of GED® Test Candidates, by Highest Grade Completed and Mode Highest Grade Completed: 2012

Jurisdiction	Candidates with Reported Highest Grade Completed[1]		Highest Grade Completed								Mode Highest Grade Completed
			None-5th	6th	7th	8th	9th	10th	11th	12th	
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	
Alabama	14,094	95.6	0.5	0.8	2	8.6	18.7	27.6	28.9	13	11
Alaska	2,589	92.2	0.2	0.4	0.8	6.2	17.2	30.7	35.2	9.3	11
Arizona	16,220	88.9	1.2	0.9	1.1	7.5	14.6	24.5	37.5	12.7	11
Arkansas	7,469	98.3	0.4	0.8	1.8	7.7	18.6	29.6	34.5	6.6	11
California	46,332	87.4	0.8	1.2	0.8	3.2	10.4	19.9	45	18.7	11
Colorado	15,539	100	1.1	1.4	1.3	6.6	17	27	35.5	10.1	11
Connecticut	5,285	98.8	0.7	0.8	0.8	7.3	21	29.9	33.5	6.1	11
Delaware	776	98.5	0.4	0.4	1	14.2	23.6	32.5	24.2	3.7	10
District of Columbia	803	92.4	1.6	0.9	1.5	5	23	28.8	32	7.2	11
Florida	44,553	99.5	3.5	0.6	1.5	7.2	15.9	25	31.6	14.8	11
Georgia	27,153	89.4	1.7	0.6	2	9.8	21.2	28.1	25	11.5	10
Hawaii	1,564	96	0.5	0.1	0.9	7	16.8	29.2	37	8.6	11
Idaho	4,837	89.9	1.1	0.9	1.6	9.3	18.5	27.9	32.5	8.1	11
Illinois	23,067	85.1	0.6	1.1	1	7	17.6	28.3	36	8.3	11
Indiana	14,247	97.3	0.4	0.5	1.3	8.1	17.9	29.8	35.3	6.7	11
Iowa	4,911	93.2	0.4	0.5	0.8	6.5	16	32.1	39.5	4.3	11
Kansas	2,291	74.9	0.7	0.7	1	7.8	19	29.9	34.3	6.6	11
Kentucky	10,922	93.8	0.5	0.7	1.7	10.3	20.3	29.6	33	4	11
Louisiana	10,593	96.9	0.5	1	3.3	14.9	23.3	25.9	25.2	5.9	10
Maine	3,157	91.2	0.3	0.3	1.2	10.7	19.5	29.1	33.3	5.5	11
Maryland	7,912	92.4	0.6	0.6	1.2	9.6	20	29.9	31.4	6.7	11
Massachusetts	9,565	78.9	0.9	0.6	1.2	9.1	21	29.3	29.7	8.3	11
Michigan	16,314	82.2	0.3	0.4	0.8	6.6	17.1	30.3	39.1	5.4	11
Minnesota	9,153	94.2	0.5	0.4	0.7	4	11.6	25.5	46.7	10.6	11
Mississippi	11,951	95.2	0.5	1	3	11.9	22.7	27.5	24.8	8.6	10
Missouri	11,669	92.8	0.6	0.5	1.1	8.2	16.3	30.3	36.4	6.5	11
Montana	3,184	95.3	0.6	0.5	1.2	9.3	19.9	29.2	32.8	6.5	11
Nebraska	3,293	91.3	0.5	1.3	1.2	5.8	17.7	27.7	35.4	10.4	11
Nevada	5,441	92.4	0.8	0.6	0.7	4	13.2	23.8	38.7	18.1	11
New Hampshire	2,021	95.6	0.3	0.5	0.9	7.3	19.9	30.9	34.7	5.4	11
New Jersey	12,209	89.8	1.2	0.7	1.1	6.3	16.4	27.3	34.6	12.3	11
New Mexico	7,271	91	0.5	1.3	1.1	8.4	20.8	27.2	30.8	9.9	11
New York[2]	9,426	21.3	0.8	0.4	0.7	5.1	15.2	26.1	36.7	15.1	11
North Carolina	19,495	83.8	0.6	0.7	2.6	14	24.8	29.1	24.1	4	10
North Dakota	1,488	86.3	0.3	0.1	0.9	8.4	23.4	30.2	33.1	3.7	11
Ohio	19,507	100	0.2	0.3	0.8	7.6	17.6	28.8	37.3	7.4	11
Oklahoma	8,359	92.3	0.6	0.8	1.7	10.7	21.3	28.1	31.8	5	11
Oregon	12,357	97.4	1.6	1.8	1.3	6.2	16.2	25.9	36.8	10.1	11
Pennsylvania	19,493	93	0.4	0.5	0.8	6.4	17.7	30	36.3	7.9	11
Rhode Island	2,613	93.4	0.3	0.7	0.9	9	21.3	28.7	33.3	5.8	11
South Carolina	10,033	93.9	0.1	0.2	0.7	6.9	20.9	31.8	32.7	6.8	11
South Dakota	1,428	95.8	0.4	0.3	1.5	11.8	22.8	29.1	30.4	3.7	11
Tennessee	13,152	95	0.4	0.5	1.4	7.2	16.8	29.3	37.4	7	11
Texas	49,144	98.8	0.7	1.7	1.7	9.3	21.7	25.4	27.5	12	11
Utah	6,350	87.7	1.3	0.4	0.9	3.8	11.2	24.4	41	17	11
Vermont	852	94.7	1.1	0.5	0.7	7.5	17.4	32	35.2	5.6	11
Virginia	18,080	92	0.6	0.7	1.7	8.6	20.8	29	31.6	6.9	11
Washington	21,588	96.2	1.1	1.2	1.1	5.5	15.3	26.1	39.1	10.7	11
West Virginia	5,889	97.6	0.3	0.2	1.6	8.4	19.2	29.2	35.3	5.8	11
Wisconsin	13,983	81.8	0.4	0.7	0.7	6.1	14.3	24.8	47.5	5.7	11
Wyoming	1,640	100	0.5	0.7	1.8	6.8	17.7	30.3	34.7	7.5	11
U.S. Subtotal	**591,262**	**87.7**	**0.9**	**0.8**	**1.4**	**7.7**	**17.8**	**27**	**34.3**	**10**	**11**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 7 *(continued from previous page)*

Percentage of GED® Test Candidates, by Highest Grade Completed and Mode Highest Grade Completed: 2012

Jurisdiction	Candidates with Reported Highest Grade Completed[1]		Highest Grade Completed								Mode Highest Grade Completed
			None-5th	6th	7th	8th	9th	10th	11th	12th	
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	
American Samoa	29	96.7	0	0	0	0	10.3	17.2	44.8	27.6	11
Federated States of Micronesia	32	65.3	0	0	0	0	6.3	25	50	18.8	11
Guam	279	90.9	0	0	0	2.2	5.7	29	55.6	7.5	11
Marshall Islands	66	100	0	1.5	4.5	4.5	10.6	28.8	30.3	19.7	11
Northern Mariana Islands	28	87.5	0	0	0	10.7	21.4	21.4	46.4	0	11
Palau	53	93	1.9	1.9	3.8	9.4	32.1	24.5	24.5	1.9	9
Puerto Rico[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	196	93.8	0.5	1	1.5	5.6	17.3	19.9	28.6	25.5	11
Insular Areas Subtotal	**683**	**91.1**	**0.3**	**0.6**	**1.2**	**4.1**	**12.4**	**25**	**41.9**	**14.5**	**11**
Bermuda	260	93.5	1.9	0.4	0.4	1.9	11.5	26.2	40.4	17.3	11
DANTES[4]	633	88.8	0.2	0	0.3	1.4	11.8	29.1	39.8	17.4	11
Federal Bureau of Prisons	8,738	90.8	1.2	2.4	3.4	12.7	24.4	25.6	24.6	5.6	10
GED Testing Service-Proctored[5]	121	93.1	1.7	1.7	0	3.3	16.5	49.6	11.6	15.7	10
Michigan Prisons	2,897	87.8	0.3	1.1	2	9.2	19.8	28.7	33.7	5.2	11
Prometric[6]	2,071	78.2	5.6	0.5	0.6	2.2	8.6	32.9	28.9	20.6	10
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**14,720**	**88.2**	**1.6**	**1.7**	**2.5**	**9.8**	**20.5**	**27.6**	**27.8**	**8.5**	**11**
Program Total[7]	**606,665**	**87.7**	**0.9**	**0.9**	**1.4**	**7.7**	**17.9**	**27.1**	**34.2**	**10**	**11**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on highest grade completed were not available because of legal restrictions on collecting such data.

[2] Data indicated as NA for New York due to low response rate (>50%).

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[4] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[5] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[6] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[7] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

Due to rounding procedures, percentages may not equal 100 percent.

No highest grade completed demographics are reported for Canada as Canadian policies prohibit collection and reporting of such data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 8

Percentage of GED® Test Candidates, by Years Out of School and Mean Years Out: 2012

Jurisdiction	Candidates with Reported Years Out[1]		Years Out of School							Mean Years Out	Std. Dev.
			<1	1	2	3-5	6-10	11-20	21+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)		
Alabama	10,076	68.4	10	14.6	10.4	18.4	17	19.3	10.4	8.2	9.1
Alaska	2,477	88.2	16.2	15.5	10.3	17.6	16.9	15.3	8.2	7.1	9
Arizona	15,622	85.7	9.4	13.1	9.7	16.8	17.8	20.5	12.8	9.1	9.6
Arkansas	7,061	92.9	18.8	17.2	9	13.9	13.2	17	11	7.7	9.8
California	40,809	77	7.5	11.3	9.4	17.6	17.4	20.7	16.1	10	10
Colorado	14,321	92.2	8.4	12.5	9.2	16.5	17.5	22.4	13.4	9.6	9.7
Connecticut	5,351	100	2.3	8.4	9.8	20.9	19.7	22.9	16.1	10.7	9.9
Delaware	752	95.4	3.9	11.8	12.6	18.1	20.5	23.5	9.6	8.7	8.4
District of Columbia	721	83	4	12.5	11	24	18.9	18.3	11.4	8.9	9.6
Florida	39,118	87.3	11.5	17.6	12.8	18.2	15	15.2	9.7	7.4	11.8
Georgia	22,072	72.7	8.4	14.6	11.5	19.4	17.1	18	10.9	8.5	42.8
Hawaii	1,489	91.4	21.6	24.5	10.8	14.4	11.3	10.9	6.4	5.3	7.8
Idaho	4,315	80.2	11.5	14.9	9.1	14.9	17.3	20.4	11.8	8.7	9.6
Illinois	20,069	74.1	8.2	13.6	11.5	18.9	16.4	19.1	12.4	8.8	9.5
Indiana	13,612	93	10.8	17.1	12.4	17.6	14.7	17.4	9.9	7.7	9.4
Iowa	5,229	99.3	7	13.1	11.1	19.5	16.9	19.9	12.3	9	9.6
Kansas	2,185	71.5	9.7	16.8	11.4	18.7	17.5	18	7.9	7.3	8
Kentucky	10,084	86.6	8	12.3	8.9	17.5	17.5	22.2	13.5	9.6	9.7
Louisiana	10,216	93.4	13.4	18	11.1	17.8	14.4	17.1	8.1	7.1	8.9
Maine	2,952	85.3	8.5	17.8	13.2	20.7	15	15.8	9.1	7.4	9.3
Maryland	7,192	84	9.1	16.2	13	18.5	16.2	16.5	10.5	8	9.9
Massachusetts	8,621	71.1	8.8	16	13.1	19.9	15.6	16.9	9.8	7.8	9.2
Michigan	15,377	77.5	8	14.8	14.3	21	15.2	16.6	10	7.8	9
Minnesota	8,629	88.8	7.7	12.3	11.4	19.1	17.6	20.6	11.2	8.8	9.5
Mississippi	11,817	94.2	15.1	17.9	11.4	15.4	13.9	17.1	9.3	7.3	9.1
Missouri	11,025	87.7	14.1	18.1	10.5	14.3	14.6	18.1	10.3	7.9	9.8
Montana	3,117	93.3	14.4	18.5	12.5	17.7	14.3	14.3	8.2	6.8	8.9
Nebraska	3,270	90.7	5.1	11.1	8.5	19	18.3	25.2	12.9	9.8	9.3
Nevada	5,399	91.7	10.4	12.7	10.9	17.8	17.1	18	13	8.9	10
New Hampshire	1,832	86.7	18.3	15.7	10.5	14.9	15.1	14.7	10.9	7.6	10
New Jersey	10,921	80.4	10.6	16.7	10.8	15	14.2	18.8	13.8	8.9	9.9
New Mexico	7,217	90.3	13	16.5	11.4	17.2	15.4	16.7	9.7	7.6	9.2
New York[2]	6,055	13.7	5.9	12	10.7	19	19.2	21.2	11.9	9.1	9.2
North Carolina	19,201	82.6	4.5	9.8	9.7	19.9	17.4	22	16.7	10.7	10.6
North Dakota	1,486	86.1	13.8	16.9	12.4	18.3	15.7	14.5	8.3	7	9
Ohio	17,935	91.9	5.7	8.8	9.1	19.9	19.6	23.1	13.8	10	9.7
Oklahoma	8,207	90.7	10.3	15.1	10.8	17.6	15.4	20.1	10.7	8.3	9.3
Oregon	11,602	91.4	12.3	16.6	11.3	15.6	13.7	17.1	13.4	8.6	21
Pennsylvania	17,673	84.3	8.7	13.5	11.3	18.8	16.7	18.7	12.5	8.9	17.9
Rhode Island	2,404	85.9	10.1	18.8	14.5	20	13.6	13.3	9.7	8	13.5
South Carolina	10,214	95.5	8.8	14.8	11.3	18.4	15.3	19.3	12.1	8.7	9.7
South Dakota	1,389	93.2	13.5	15.2	10.4	21.4	16.2	16.8	6.5	6.8	8.3
Tennessee	12,350	89.2	6.9	11.3	9.3	16	17.5	23	16	10.5	10.6
Texas	48,471	97.4	8.4	11.1	8.5	17	17	22.5	15.5	10.1	10.1
Utah	5,869	81.1	11.7	14.7	10.2	19.6	17.4	17	9.3	6.6	78.9
Vermont	777	86.3	13.6	19.7	14.8	18.5	13.6	12.6	7.1	6.3	8.8
Virginia	16,816	85.6	12.7	13.1	8.4	14.2	14.5	20.3	16.8	10.2	19
Washington	15,939	71	10.2	14.3	11.5	19.8	16.8	17.2	10.2	7.9	9
West Virginia	5,886	97.6	19.4	20.7	10.7	14.5	13	13.7	8	6.6	27.5
Wisconsin	13,475	78.9	12.8	15	8.4	13.7	15.6	21.2	13.3	9	9.8
Wyoming	1,636	99.8	10.8	15.3	10.7	16.7	17.1	18.6	10.8	8.8	22.1
U.S. Subtotal	**540,333**	**80.2**	**9.7**	**14**	**10.6**	**17.7**	**16.3**	**19.2**	**12.4**	**8.8**	**16.4**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 8 *(continued from previous page)*

Percentage of GED® Test Candidates, by Years Out of School and Mean Years Out: 2012

Jurisdiction	Candidates with Reported Years Out[1]		Years Out of School							Mean Years Out	Std. Dev.
			<1	1	2	3-5	6-10	11-20	21+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)		
American Samoa	28	93.3	14.3	7.1	21.4	17.9	17.9	10.7	10.7	6.8	8.1
Federated States of Micronesia	29	59.2	6.9	13.8	13.8	24.1	17.2	20.7	3.4	6.3	6.3
Guam	288	93.8	5.6	10.8	14.2	20.5	21.5	14.9	12.5	8.5	8.8
Marshall Islands	64	97	10.9	9.4	7.8	15.6	25	18.8	12.5	11.8	17.2
Northern Mariana Islands	28	87.5	3.6	17.9	32.1	17.9	14.3	10.7	3.6	5.7	6.9
Palau	49	86	0	4.1	8.2	30.6	26.5	22.4	8.2	8.4	6.6
Puerto Rico[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	188	90	6.9	11.7	9	22.3	12.8	21.8	15.4	10	10.7
Insular Areas Subtotal	**674**	**89.9**	**6.4**	**10.7**	**12.8**	**21.2**	**19.1**	**17.7**	**12.2**	**9**	**10.2**
Bermuda	246	88.5	11	20.7	13	15.4	10.2	13	16.7	9.3	12.1
DANTES[4]	629	88.2	5.7	16.5	16.5	26.1	19.7	13.2	2.2	5.4	5.3
Federal Bureau of Prisons	7,565	78.6	0.7	1.5	3	6.7	15.2	42.2	30.7	17	10.2
GED Testing Service-Proctored[5]	114	87.7	5.3	24.6	18.4	23.7	14	11.4	2.6	5.1	6
Michigan Prisons	2,735	82.9	1.9	7.4	8.7	18.5	19.5	24	20	11.9	10.5
Prometric[6]	1,821	68.7	23.3	26.1	17.4	20	8	4.1	1	2.8	4.1
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**13,110**	**78.6**	**4.6**	**7.4**	**7.2**	**12.2**	**15.2**	**30.9**	**22.5**	**13.1**	**10.8**
Program Total[7]	**554,117**	**80.1**	**9.6**	**13.9**	**10.5**	**17.6**	**16.3**	**19.5**	**12.7**	**8.9**	**16.3**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on years out of school were not available because of legal restrictions on collecting such data.

[2] Data indicated as NA for New York due to low response rate (>50%).

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[4] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[5] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[6] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[7] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

Due to rounding procedures, percentages may not equal 100 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 9a

Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the United States: 2012

Jurisdiction	Candidates Indicating Reasons for Testing[1]		Educational Reasons						Military Reasons		
			Four-Year College	Two-Year College	Technical or Trade Prog.	Skills Certification	Job Training	Any Educ. Reason	Military Entrance	Military Career	Any Military Reason
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	13,562	92	13.4	27.7	31.9	8.5	11.7	62.7	4.6	2.5	6.3
Alaska	2,572	91.6	16.8	15	17.6	13.1	19.4	49.3	8.6	5.8	10
Arizona	16,069	88.1	18.1	25.2	15.7	9.4	9	54.2	4.2	2.2	4.8
Arkansas	7,455	98.1	24.4	26.5	15.8	7.6	7.2	54.7	5.7	3.2	6.7
California	46,041	86.9	19.2	30.5	17.4	9.5	9.1	59.6	4	1.7	4.4
Colorado	15,529	99.9	21.6	30.4	19	13.2	12.6	59.6	3.5	2.1	4.2
Connecticut	5,351	100	18.9	28.8	16.6	12.7	9.1	60	2.2	1.5	2.7
Delaware	776	98.5	22.9	33.5	33.9	14.7	13.9	69.7	5.3	2.4	5.9
District of Columbia	718	82.6	35.4	30.4	20.9	15.2	15.3	72.4	2.9	1.7	3.2
Florida	42,951	95.9	29.3	34.3	23.7	7.3	13	71.5	5.4	3	6.3
Georgia	25,384	83.6	21.8	28.7	32.6	8.6	6	67.9	5.6	3.5	7
Hawaii	1,590	97.6	29.2	33.3	11.9	8.1	7.2	61.1	11	5.8	12.6
Idaho	4,749	88.3	22.6	27.1	16.3	10.4	10.9	56	3.6	1.7	4
Illinois	23,746	87.6	10.4	20.2	97.4	11.1	11.5	98.8	4.5	3.9	7.1
Indiana	14,281	97.6	24.1	31.9	17.8	9.6	9.6	60.2	5	2.7	5.8
Iowa	4,425	84	14.2	32.4	10.8	6.9	6.9	49.5	2.6	1.3	3.1
Kansas	2,254	73.7	24.3	35.8	21.6	9.9	10.6	66.5	3.1	2.2	3.9
Kentucky	10,647	91.5	20.9	27.7	18.9	9.6	10.9	56	3.1	2	3.8
Louisiana	10,565	96.6	21.8	25.9	33.8	8.9	8.4	67.3	6.4	3.8	7.7
Maine	3,175	91.8	18.7	25.4	19.5	9.6	15.6	60.4	3.9	1.9	4.5
Maryland	7,921	92.5	29.9	28.7	19.6	8.8	8.5	65.1	6.1	3.2	7.2
Massachusetts	9,569	78.9	24.3	35.7	19.3	11.2	12.2	67.9	4	2	4.5
Michigan	16,256	81.9	22.4	31.5	15	9.5	10.3	57.7	4.5	2.2	5.1
Minnesota	9,104	93.7	22.1	36.6	22.6	10.1	8.1	64.8	3.1	1.4	3.6
Mississippi	12,056	96.1	23.5	47.7	18.3	9.4	11.5	71.5	6.5	3.2	7.9
Missouri	11,534	91.7	24.3	31.9	22	9.2	8.9	61.4	4.6	2.7	5.5
Montana	3,215	96.2	22.3	25.5	16.4	10.8	15.6	59.8	5.1	3.2	6.2
Nebraska	3,357	93.1	23.8	34.8	14.4	10.4	8.5	58.8	3.5	1.8	4
Nevada	5,523	93.8	21.4	28.1	17.2	10.8	11.1	56.8	3.9	2.3	4.5
New Hampshire	2,018	95.5	17.4	26.9	18.6	6.9	7.1	53.6	4.2	2	4.7
New Jersey	12,134	89.3	28.4	37	27.3	15	14.9	73.5	4.8	2.7	5.6
New Mexico	7,345	91.9	29.7	33.3	14.4	11	13.4	64.8	4.3	2.7	5.1
New York	9,610	21.7	24.8	31.6	12.3	6.8	7.6	60.5	3	1.7	3.7
North Carolina	19,194	82.5	20.6	35.7	19.9	11.7	10.1	63.1	6.1	2.7	7.2
North Dakota	1,473	85.4	19.6	29.1	15.9	6.5	7.1	52.7	3.5	2.4	4.5
Ohio	19,507	100	26.9	38.1	20	9.4	13.6	66.6	3.1	1.7	3.6
Oklahoma	8,411	92.9	17.3	22	21.7	8.9	10.5	53.8	4	2.9	5.2
Oregon	12,226	96.3	21.1	34.6	15	13.9	13.5	60.7	3.2	1.8	3.7
Pennsylvania	18,999	90.7	20.5	27.3	27.5	13.4	14.7	62.7	4	2.5	4.8
Rhode Island	2,391	85.4	11.4	28.6	34.9	14.1	14.2	64.7	2.4	1.8	4.1
South Carolina	10,233	95.7	22.1	38.5	43.3	13.3	14.4	73.1	6	3.5	7
South Dakota	1,431	96	19.6	26.4	20.6	8.9	13.8	61.3	5.7	2.4	6.5
Tennessee	13,125	94.8	21.5	27	25.7	8.5	8.6	60.6	3.6	1.9	4.3
Texas	49,196	98.9	21.8	32.9	20.9	14.4	14.5	62.3	3.5	2.1	4.2
Utah	6,095	84.2	26.5	29	19.3	14.5	12.2	61.7	3.4	1.8	3.8
Vermont	815	90.6	17.5	20.5	17.4	8.8	11.7	52.3	3.9	2.6	4.9
Virginia	17,602	89.6	18.3	31	17.9	10.6	10.5	56.5	5.4	3.6	6.9
Washington	15,817	70.5	19.6	34.2	19.2	13.2	14.9	62.7	6.6	4.2	8.8
West Virginia	5,881	97.5	19.4	21.1	20.5	10.5	12.1	52.9	4.7	3.8	5.8
Wisconsin	13,850	81.1	17.7	28.5	26.8	10.6	10.9	59.2	3.2	2.1	3.9
Wyoming	1,639	99.9	19.2	30.1	13.1	10.6	9.1	54.1	4.3	2	4.8
U.S. Subtotal	**579,367**	**89.7**	**21.6**	**30.1**	**22.2**	**10.5**	**11.2**	**61.9**	**4.5**	**2.6**	**5.4**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 9a *(continued from previous page)*

Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the United States: 2012

Jurisdiction	Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason
	Get First Job	Keep Current Job	Get Better Job	Employer Required	Any Employ. Reason	Early Release	Court Order	Public Asst. Requirement	Any Social Reason	Positive Role Model	Personal Satisfaction	Any Personal Reason	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	5.5	28.7	19.7	6.8	51.8	2.9	1.5	16	19.5	38.1	24.4	51.8	4.6
Alaska	14.7	3.3	42	11.4	56.9	3.5	1.2	2.3	6.5	22.1	55.9	59.4	22.2
Arizona	14.3	3	38.3	9	54.4	3.4	2.1	0.9	5.8	26.6	48.5	54.1	12.1
Arkansas	12.7	2.3	35.9	7.3	49.4	6.9	7.3	0.7	13.8	23.7	54	57.6	19.8
California	13.2	2.5	37.8	10.2	52.6	2.9	0.8	1.3	4.7	24.9	49.1	52.8	14.1
Colorado	11.9	2.8	45	9.6	56.8	4	5.7	1.9	10.5	28.3	55.5	59.2	15.8
Connecticut	0	2.4	8.2	10.7	19.1	1.6	1.5	1.1	3.7	20.8	53	56.7	14.8
Delaware	11.5	1.7	47.3	13.9	61.1	4.6	4.1	0.1	7.6	36.2	61.3	66.5	14.3
District of Columbia	15.7	3.2	37.5	13	53.6	1.9	1.9	1.5	5.2	23.4	41.8	45.3	11.6
Florida	8.6	2.2	32.5	8.6	40.5	1.6	1.2	0.4	3.1	20	44.8	48.4	14.8
Georgia	12.5	2.5	35.4	6.2	49.1	2.1	2.7	0.4	4.7	19	38.4	43	5.7
Hawaii	18.6	2	33.5	10.9	52	5.7	2.9	0.7	8.3	20.4	46.7	50.4	23.8
Idaho	14	2.7	40.6	8.1	54.5	1.4	12	0.8	13.6	26	55	57.9	15.9
Illinois	9.3	15	17.3	11.2	41.9	4.1	5.8	15	20.5	23.3	13.9	29.1	2.1
Indiana	14.5	2.5	46.8	11.4	62.5	9.8	5.3	0.5	14.2	28	56	59.9	15.4
Iowa	9.3	2.2	46.4	7.8	57.3	1.6	8.7	2.7	12.5	22.8	57.4	60.5	14.6
Kansas	7.6	2.7	45.7	6.1	53.5	3	4.9	0.8	8.4	27.6	55.5	59	11.7
Kentucky	12.3	2.4	40.4	7	52.2	5.2	4.5	0.8	9.8	25.2	53.5	56.9	12.4
Louisiana	14.5	1.6	34	7.1	49.3	7.9	3.4	0.4	10.9	24.6	46.8	51.8	14
Maine	12.4	4	38.4	7.9	53.7	1	0.6	4.2	5.7	23.1	48.9	54.5	13.2
Maryland	11.7	2.3	38.2	9.3	51.7	2	2.2	0.2	4.2	21.5	45.2	49.6	13
Massachusetts	9.3	2.2	40.5	7.8	50.5	0.9	1.5	2.2	4.6	22.7	45.2	49.8	13.3
Michigan	14.8	2.5	40.3	10.5	56.3	1.5	6.1	0.8	8	24.7	51	55.2	16.9
Minnesota	8.9	2.4	44.7	10.5	55.3	0.7	2.4	1.8	4.8	25.5	55	58.3	15.2
Mississippi	16.6	2.6	38.8	7.4	55.2	2.4	3	0.5	5.5	23.5	41.3	47.5	14.3
Missouri	10.3	3	43	8.5	54	2.5	5.8	0.5	8.4	28.4	55.5	59	21.1
Montana	12.1	2.4	38.6	9.1	51.3	2.1	5.8	1.9	9.3	21.2	51	54	18.8
Nebraska	7.8	3.2	52.7	8.8	60.8	1.4	5.5	1.3	7.8	30.4	58.6	63.4	15.8
Nevada	13	2.5	39.9	16.1	56.4	4.4	2.2	1.1	7.4	20.9	46.4	48.9	18.5
New Hampshire	9.8	2.3	42.9	7.4	55	3.4	2.1	0.5	5.7	20.1	54.1	56.3	18.9
New Jersey	14.1	3	42.2	9.5	55.5	1.4	1.5	1.7	4.3	27.6	50.2	55	11.1
New Mexico	15.4	4.1	39.4	11.1	53.4	2.8	1.5	0.9	5	22.4	45.4	49.1	18.6
New York	7.5	2	37.4	6.6	46.8	1.4	0.6	1.5	3.4	22.6	42.3	47.4	11.3
North Carolina	11.4	1.8	41.9	8	53.6	4.8	3.4	1.4	9.1	25.8	50.6	55	14.1
North Dakota	7.8	3.6	40.6	17.9	59.5	5	5.7	1.4	10.3	20.4	48.3	51.8	16
Ohio	8.6	3.4	43.9	8.8	53.4	0.9	4.4	0.8	5.8	29.3	54.6	59.6	14.1
Oklahoma	10.2	5	39.7	9	53.1	5.4	6	2.3	12.7	25.1	47.1	52.8	15
Oregon	20.4	2.5	38.9	9.3	58.2	3.1	2.1	1	5.9	24.6	55.8	59.2	19.5
Pennsylvania	12.4	2.9	46.2	11	59.6	2.4	6.1	1.1	8.7	27.6	54.3	58.6	11.6
Rhode Island	2.2	39.8	12.6	4.3	50.1	0.6	1.3	21.4	22.4	46.2	16.9	56.3	0
South Carolina	13.4	2.7	44.3	10.2	57.3	0.9	1.6	0.6	3	24.7	49.3	52.6	11.8
South Dakota	10.1	1.7	42	8.4	51.2	3.6	7.2	1.5	11.7	23.1	54.5	57.7	19.8
Tennessee	10.6	2.3	45.4	9.1	57.8	3.3	2.9	0.7	6.7	26.3	50	54.3	14
Texas	11.2	3.1	41.2	7.3	51.6	4.8	7.1	0.7	11.9	28.1	48.1	53.1	15.6
Utah	10.6	3	53.3	10.3	63.4	2.3	4.7	1.4	7.8	32.8	61.6	64.1	16.8
Vermont	13.7	2.3	31.8	8.1	46.3	1.5	2.7	1.5	5.6	16.3	49.2	50.7	22.6
Virginia	12.1	2.6	41.1	7.9	54	3	2.8	0.7	6	22.7	48.2	52.7	14.5
Washington	19.2	5.2	40.3	13.4	60.1	3.6	6.2	6.4	13.1	20.5	45.2	49	16.3
West Virginia	14.7	2.2	37.6	8.2	52.1	3.6	5.4	2.3	9.8	19.4	44	46.9	24
Wisconsin	9.6	2.5	42.5	9.2	52.6	2.4	3.2	1.1	6.3	25.1	53.1	57	21.5
Wyoming	7.6	3.6	43.5	6.7	52.7	1.7	9.5	0.9	11.7	21.4	54.5	58.3	15.4
U.S. Subtotal	**11.6**	**4.2**	**39.0**	**9.3**	**53.2**	**3.0**	**3.9**	**2.2**	**8.5**	**25.0**	**48.8**	**54.1**	**14.9**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Candidates could report more than one reason for testing.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 9b

Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2012

Jurisdiction	Candidates Indicating Reasons for Testing[1]		Educational Reasons						Military Reasons		
			Four-Year College	Two-Year College	Technical or Trade Prog.	Skills Certification	Job Training	Any Educ. Reason	Military Entrance	Military Career	Any Military Reason
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	29	96.7	27.6	44.8	6.9	13.8	10.3	62.1	6.9	3.4	6.9
Federated States of Micronesia	33	67.3	45.5	45.5	18.2	21.2	12.1	87.9	24.2	12.1	27.3
Guam	288	93.8	32.6	17	14.9	17	10.8	55.6	16.7	11.8	20.8
Marshall Islands	63	95.5	54	34.9	0	12.7	4.8	76.2	6.3	4.8	9.5
Northern Mariana Islands	27	84.4	29.6	33.3	3.7	0	3.7	59.3	7.4	3.7	7.4
Palau	52	91.2	21.2	34.6	7.7	15.4	13.5	71.2	21.2	17.3	32.7
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	N
Virgin Islands	194	92.8	35.1	25.3	16	12.4	8.2	67.5	8.8	4.6	10.3
Insular Areas Subtotal	**686**	**91.5**	**34.7**	**25.5**	**12.7**	**14.6**	**9.5**	**64**	**13.4**	**8.9**	**16.9**
Bermuda	259	93.2	27.8	25.9	15.1	16.2	9.7	64.1	1.2	0.8	1.2
DANTES[3]	646	90.6	30	19.8	6.5	4.5	2.8	43.8	52.2	18.4	60.4
Federal Bureau of Prisons	8,524	88.6	12	17.7	26.5	15.4	14.7	47.8	0.6	0.4	0.8
GED Testing Service-Proctored[4]	125	96.2	53.6	22.4	4.8	8	1.6	76	0	0.8	0.8
Michigan Prisons	2,802	84.9	14.9	20.5	29.4	17.5	17.2	50.4	1.9	1	2.1
Prometric[5]	2,093	79	76.3	19.2	4.8	18.4	5.7	87.5	2.4	1.5	2.8
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**14,449**	**86.6**	**23.3**	**18.8**	**22.7**	**15.7**	**13.2**	**54.4**	**3.4**	**1.5**	**4**
Program Total[6, 7]	**594,502**	**89.5**	**24.4**	**29.6**	**20.1**	**11.1**	**10.7**	**62.6**	**5.9**	**3.3**	**7.2**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 9b *(continued from previous page)*

Percentage of Candidates Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2012

Jurisdiction	Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason
	Get First Job	Keep Current Job	Get Better Job	Employer Required	Any Employ. Reason	Early Release	Court Order	Public Asst. Requirement	Any Social Reason	Positive Role Model	Personal Satisfaction	Any Personal Reason	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	13.8	3.4	37.9	13.8	51.7	0	0	3.4	3.4	13.8	24.1	24.1	20.7
Federated States of Micronesia	9.1	6.1	48.5	21.2	60.6	0	3	9.1	9.1	21.2	15.2	30.3	6.1
Guam	17.7	4.5	43.4	14.6	60.4	0.7	0.7	0.3	1.7	37.2	52.8	58.7	22.9
Marshall Islands	11.1	0	49.2	4.8	60.3	0	1.6	6.3	6.3	27	12.7	36.5	15.9
Northern Mariana Islands	14.8	0	18.5	11.1	37	0	0	0	0	14.8	33.3	44.4	18.5
Palau	13.5	1.9	36.5	9.6	50	0	1.9	0	1.9	23.1	23.1	38.5	17.3
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	13.4	3.1	39.2	10.8	54.1	0	2.1	1	3.1	18	39.7	42.8	9.3
Insular Areas Subtotal	**14.9**	**3.4**	**41.3**	**12.4**	**56.6**	**0.3**	**1.3**	**1.6**	**2.9**	**27.1**	**39.4**	**47.2**	**16.9**
Bermuda	15.4	1.5	31.3	5.4	46.3	3.1	0	1.2	4.2	18.1	44	46.7	13.5
DANTES[3]	3.3	0.9	18.9	7.6	24.5	1.1	0	0.2	1.2	11.9	29.7	31	9.6
Federal Bureau of Prisons	7.9	2.1	41.5	15.4	49.1	4	8.5	1	12.2	37.7	69	75.3	16.3
GED Testing Service-Proctored[4]	6.4	3.2	24.8	2.4	33.6	0.8	0	0	0.8	4	27.2	28.8	6.4
Michigan Prisons	14.2	2	30.5	11.9	43.6	13.5	29.9	1.2	38	31.7	58.2	64.4	21.7
Prometric[5]	8.2	1.8	11.1	5.4	17.2	4.6	0.5	1.1	5.6	7.9	22.4	24.1	23.9
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**9.1**	**2**	**33.6**	**12.6**	**42.1**	**5.8**	**10.9**	**1.1**	**15.5**	**30.4**	**57.6**	**62.9**	**18**
Program Total[6, 7]	**11.5**	**3.8**	**37.8**	**9.5**	**51.6**	**2.9**	**3.9**	**2.2**	**8.2**	**24.1**	**45.9**	**51.6**	**15.1**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Candidates could report more than one reason for testing.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[6] Canadian data on reasons for testing were not available because of legal restrictions on collecting such data.

[7] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Note: Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 10

Number of GED® Test Candidates Tested, by Language Version: 2012

Jurisdiction	Total Number Tested	Language Version[1]		
		English	French	Spanish
	(N)	(N)	(N)	(N)
Alabama	14,737	14,696	2	39
Alaska	2,808	2,793	4	11
Arizona	18,237	17,126	2	1,109
Arkansas	7,597	7,450	0	147
California	53,011	47,382	0	5,629
Colorado	15,540	14,340	3	1,197
Connecticut	5,351	5,043	0	308
Delaware	788	782	0	6
District of Columbia	869	706	8	155
Florida	44,794	43,748	14	1,032
Georgia	30,373	29,867	14	492
Hawaii	1,629	1,629	0	0
Idaho	5,379	5,279	0	100
Illinois	27,096	24,986	23	2,087
Indiana	14,635	14,491	1	143
Iowa	5,268	5,092	0	176
Kansas	3,057	2,913	0	144
Kentucky	11,638	11,454	0	184
Louisiana	10,935	10,880	1	54
Maine	3,460	3,458	1	1
Maryland	8,562	8,524	9	29
Massachusetts	12,124	11,328	1	795
Michigan	19,848	19,693	5	150
Minnesota	9,712	9,630	2	80
Mississippi	12,549	12,531	0	18
Missouri	12,578	12,561	0	17
Montana	3,342	3,340	0	2
Nebraska	3,605	3,277	0	328
Nevada	5,888	5,570	0	318
New Hampshire	2,114	2,099	0	15
New Jersey	13,591	12,641	0	950
New Mexico	7,991	7,055	0	936
New York	44,200	41,515	372	2,313
North Carolina	23,256	22,374	0	882
North Dakota	1,725	1,724	0	1
Ohio	19,516	19,403	0	113
Oklahoma	9,052	8,871	0	181
Oregon	12,691	11,638	0	1,053
Pennsylvania	20,956	20,486	35	435
Rhode Island	2,799	2,608	0	191
South Carolina	10,690	10,690	0	0
South Dakota	1,490	1,490	0	0
Tennessee	13,838	13,632	7	199
Texas	49,740	45,200	2	4,538
Utah	7,237	7,022	0	215
Vermont	900	897	3	0
Virginia	19,655	19,294	16	345
Washington	22,442	21,488	0	954
West Virginia	6,033	6,030	0	3
Wisconsin	17,085	16,294	2	789
Wyoming	1,640	1,624	0	16
U.S. Subtotal	**674,051**	**644,644**	**527**	**28,880**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 10 *(continued from previous page)*

Number of GED® Test Candidates Tested, by Language Version: 2012

Jurisdiction	Total Number Tested	Language Version[1]		
		English	French	Spanish
	(N)	(N)	(N)	(N)
American Samoa	30	30	0	0
Federated States of Micronesia	49	49	0	0
Guam	307	307	0	0
Marshall Islands	66	66	0	0
Northern Mariana Islands	32	32	0	0
Palau	57	57	0	0
Puerto Rico[2]	NA	NA	NA	NA
Virgin Islands	209	201	2	6
Insular Areas Subtotal	750	742	2	6
Alberta	1,709	1,707	2	0
British Columbia	1,130	1,123	7	0
Manitoba	236	236	0	0
New Brunswick	1,453	1,079	374	0
Newfoundland and Labrador	140	140	0	0
Northwest Territories	*	*	*	*
Nova Scotia	833	832	1	0
Nunavut	74	74	0	0
Ontario	3,859	3,841	18	0
Prince Edward Island	401	400	1	0
Quebec	126	25	101	0
Saskatchewan	1,396	1,394	2	0
Yukon Territory	15	14	1	0
Canada Subtotal	11,372	10,865	507	0
Bermuda	278	278	0	0
DANTES[3]	713	707	0	6
Federal Bureau of Prisons	9,619	8,620	1	998
GED Testing Service-Proctored[4]	130	130	0	0
Michigan Prisons	3,299	3,296	0	3
Prometric[5]	2,650	2,650	0	0
VA Hospitals	*	*	*	*
Inter-Regional Contracts Subtotal	16,689	15,681	1	1,007
Program Total[6]	702,862	671,932	1,037	29,893

Source: 2012 GED Testing Service® data.

* = Not reported due to small numbers.

[1] Candidates who tested in multiple languages were classified according to their predominant test language.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[6] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 11

Number of GED® Test Candidates Tested, by Special Edition of the GED® Test: 2012

Jurisdiction	Total Number Tested	Standard Print Paper-based Testing[1]	Computer-based Testing	Special Edition[1]		
				Audiocassette	Braille	Large Print
	(N)	(N)	(N)	(N)	(N)	(N)
Alabama	14,737	14,694	0	28	0	15
Alaska	2,808	2,806	0	2	0	0
Arizona	18,237	18,225	0	2	0	10
Arkansas	7,597	7,571	15	8	0	3
California	53,011	52,993	0	5	1	12
Colorado	15,540	15,254	278	7	0	1
Connecticut	5,351	5,351	0	0	0	0
Delaware	788	786	0	0	0	2
District of Columbia	869	816	47	1	0	5
Florida	44,794	44,069	709	10	0	6
Georgia	30,373	26,325	3,943	47	0	58
Hawaii	1,629	1,628	0	1	0	0
Idaho	5,379	5,377	1	1	0	0
Illinois	27,096	27,026	40	15	0	15
Indiana	14,635	14,271	345	19	0	0
Iowa	5,268	5,242	18	5	0	3
Kansas	3,057	3,029	20	2	0	6
Kentucky	11,638	11,561	28	11	0	38
Louisiana	10,935	10,854	60	7	0	14
Maine	3,460	3,457	0	3	0	0
Maryland	8,562	8,555	0	1	2	4
Massachusetts	12,124	12,086	0	6	0	32
Michigan	19,848	19,809	18	4	0	17
Minnesota	9,712	9,688	19	4	1	0
Mississippi	12,549	12,377	163	7	0	2
Missouri	12,578	12,264	304	9	0	1
Montana	3,342	3,335	0	3	0	4
Nebraska	3,605	3,587	16	2	0	0
Nevada	5,888	5,886	0	0	0	2
New Hampshire	2,114	2,110	4	0	0	0
New Jersey	13,591	13,581	4	2	0	4
New Mexico	7,991	7,931	55	4	0	1
New York	44,200	44,172	0	1	12	15
North Carolina	23,256	23,209	0	21	1	25
North Dakota	1,725	1,671	46	8	0	0
Ohio	19,516	19,441	47	7	0	21
Oklahoma	9,052	8,864	139	1	0	48
Oregon	12,691	12,539	119	25	0	8
Pennsylvania	20,956	20,766	180	4	0	6
Rhode Island	2,799	2,796	2	0	0	1
South Carolina	10,690	10,527	76	17	0	70
South Dakota	1,490	1,363	126	0	0	1
Tennessee	13,838	13,800	27	4	0	7
Texas	49,740	49,648	0	7	1	84
Utah	7,237	6,789	448	0	0	0
Vermont	900	889	9	2	0	0
Virginia	19,655	19,560	22	29	0	44
Washington	22,442	22,351	57	33	0	1
West Virginia	6,033	5,969	54	10	0	0
Wisconsin	17,085	17,040	6	36	0	3
Wyoming	1,640	1,581	45	13	0	1
U.S. Subtotal	674,051	665,519	7,490	434	18	590

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 11 *(continued from previous page)*

Number of GED® Test Candidates Tested, by Special Edition of the GED® Test: 2012

Jurisdiction	Total Number Tested	Standard Print Paper-based Testing[2]	Computer-based Testing	Special Edition[1]		
				Audiocassette	Braille	Large Print
	(N)	(N)	(N)	(N)	(N)	(N)
American Samoa	30	30	0	0	0	0
Federated States of Micronesia	49	49	0	0	0	0
Guam	307	307	0	0	0	0
Marshall Islands	66	66	0	0	0	0
Northern Mariana Islands	32	32	0	0	0	0
Palau	57	57	0	0	0	0
Puerto Rico[3]	NA	NA	NA	NA	NA	NA
Virgin Islands	209	209	0	0	0	0
Insular Areas Subtotal	750	750	0	0	0	0
Alberta	1,709	1,703	0	4	0	2
British Columbia	1,130	1,127	0	1	2	0
Manitoba	236	236	0	0	0	0
New Brunswick	1,453	1,445	0	3	0	5
Newfoundland and Labrador	140	140	0	0	0	0
Northwest Territories	*	*	*	*	*	*
Nova Scotia	833	828	0	5	0	0
Nunavut	74	74	0	0	0	0
Ontario	3,859	3,802	0	6	0	51
Prince Edward Island	401	388	0	13	0	0
Quebec	126	126	0	0	0	0
Saskatchewan	1,396	1,345	0	50	0	1
Yukon Territory	15	15	0	0	0	0
Canada Subtotal	11,372	11,229	0	82	2	59
Bermuda	278	278	0	0	0	0
DANTES[4]	713	713	0	0	0	0
Federal Bureau of Prisons	9,619	9,552	0	19	1	47
GED Testing Service-Proctored[5]	130	130	0	0	0	0
Michigan Prisons	3,299	3,241	0	4	0	54
Prometric[6]	2,650	0	2,650	0	0	0
VA Hospitals	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	16,689	13,914	2,650	23	1	101
Program Total[7]	702,862	691,412	10,140	539	21	750

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Candidates who tested on multiple editions were classified according to their predominant edition.

[2] Candidates who tested on multiple editions were classified according to their predominant edition.

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[4] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[5] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[6] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[7] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 12a

Standard Score Statistics for GED® Test Candidates in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2012

Jurisdiction	Writing					Social Studies					Reading				
	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)
Alabama	11,185	440	456	65	83.8	11,645	480	482	81	84.6	11,565	490	510	97	91
Alaska	1,835	490	496	73	94.4	1,972	520	520	84	93.8	1,897	540	562	107	97.8
Arizona	14,118	480	494	75	92.6	14,470	500	508	83	91.6	14,447	520	536	104	94.6
Arkansas	6,871	520	522	79	96.4	6,874	510	517	77	95.2	6,814	540	549	101	97.8
California	38,965	490	498	82	91.2	40,862	510	510	83	91.6	40,911	500	536	105	94.4
Colorado	10,779	500	503	76	95.4	11,354	510	520	83	94.4	11,324	540	548	104	96.4
Connecticut	4,149	510	516	89	89.6	4,264	480	492	87	85	4,209	490	512	104	88.8
Delaware	751	510	515	69	98	753	540	541	73	98.6	756	570	577	106	98.8
District of Columbia	657	500	500	74	91.6	642	460	475	71	86.6	635	480	502	91	91
Florida	35,560	480	489	74	91.2	36,559	510	508	84	90.8	36,515	520	537	105	94.2
Georgia	20,431	510	509	82	91.6	21,406	500	500	82	89.8	21,558	500	525	101	93.4
Hawaii	1,374	490	503	76	95.2	1,404	520	522	83	94.4	1,408	540	548	105	96.4
Idaho	3,629	500	508	76	96	3,838	530	534	84	96.2	3,847	560	572	107	98
Illinois	20,407	450	469	74	86	20,800	500	498	82	88.8	20,869	500	521	101	92.2
Indiana	12,850	470	484	69	92	12,973	510	514	80	93.2	12,946	520	540	102	95.4
Iowa	3,659	500	509	75	97.4	3,661	530	538	76	98.2	3,706	560	570	100	99.2
Kansas	2,979	520	525	75	97.4	2,971	540	554	80	98.4	2,969	570	586	103	99
Kentucky	10,294	470	483	69	92.6	10,344	500	509	76	94.4	10,311	500	533	98	96.2
Louisiana	9,398	470	481	69	90.8	9,708	490	497	79	89.2	9,698	500	522	98	93.4
Maine	2,246	470	491	77	93.2	2,398	520	526	80	95.8	2,383	540	563	107	98
Maryland	6,806	460	473	71	86	7,000	500	503	88	88	6,945	500	522	106	91.2
Massachusetts	9,055	470	483	75	88.4	9,332	490	499	87	87.8	9,356	500	520	104	91.2
Michigan	13,153	460	476	70	88.8	14,057	510	509	84	91	14,110	520	535	104	94.6
Minnesota	6,384	470	486	72	93	6,729	530	529	83	95.4	6,664	540	559	104	97.6
Mississippi	8,628	450	466	66	85.6	9,189	470	474	79	82.8	9,138	480	502	97	89.6
Missouri	11,221	480	490	72	92.6	11,410	520	518	85	92.6	11,377	520	541	105	94.6
Montana	2,491	480	489	73	92.8	2,575	520	524	85	94.2	2,562	540	559	109	97
Nebraska	2,165	490	497	71	95	2,293	520	525	81	94.4	2,319	540	555	106	96.6
Nevada	5,162	470	483	71	90.8	5,201	510	511	84	90.4	5,200	500	534	104	93.4
New Hampshire	1,657	490	497	75	94.2	1,728	530	534	84	95.6	1,691	540	560	107	97.6
New Jersey	10,801	470	485	76	88.6	11,058	480	488	84	85.4	11,004	490	510	101	89.8
New Mexico	6,050	475	485	73	90	6,256	500	499	81	89.2	6,227	500	524	101	93.4
New York	33,880	460	479	82	84.2	35,112	480	488	84	85	34,950	490	511	101	89.8
North Carolina	13,984	480	493	70	95	15,592	510	514	78	94	15,716	540	548	102	97
North Dakota	1,119	470	485	68	95.2	1,242	515	520	83	95.4	1,225	540	552	101	97.8
Ohio	16,681	460	470	66	89.4	16,826	510	514	81	93.4	16,761	520	539	102	95.6
Oklahoma	7,815	470	478	70	89.8	8,000	510	510	82	91.8	7,996	520	541	103	94.8
Oregon	9,065	490	505	77	95.4	9,168	520	529	86	95	9,206	540	566	110	97.2
Pennsylvania	15,856	480	489	75	91.2	16,295	500	508	82	91.6	16,235	520	536	103	94.6
Rhode Island	1,944	450	470	72	90.4	2,034	510	513	80	93.8	1,996	520	544	101	96.8
South Carolina	9,237	460	475	67	90.2	9,383	500	506	78	92.2	9,335	500	532	99	95.4
South Dakota	960	500	510	74	96	1,022	530	532	79	96.8	1,006	540	569	104	98.6
Tennessee	11,112	470	479	68	90.8	11,452	500	504	79	92	11,380	500	527	99	94.8
Texas	38,244	510	510	79	92.4	39,028	490	496	81	88.8	38,968	500	525	101	93.2
Utah	6,488	510	517	83	95	6,502	530	530	84	95	6,523	540	563	108	96.8
Vermont	570	490	504	80	94.6	575	530	539	91	95.4	586	560	576	109	97.6
Virginia	14,096	470	483	73	90.4	14,550	490	499	80	90.8	14,432	500	521	100	94
Washington	15,223	520	527	85	95.6	15,648	520	526	87	94.6	15,727	540	561	109	96.8
West Virginia	4,871	460	478	69	91.6	5,004	500	503	78	92.4	4,959	500	532	100	95.4
Wisconsin	9,168	470	485	69	92.6	9,621	510	516	84	93	9,943	520	541	104	95.8
Wyoming	1,312	500	510	74	97.4	1,312	530	537	79	97.4	1,301	570	577	105	99
U.S. Subtotal	**507,335**	**480**	**490**	**77**	**90.8**	**524,092**	**500**	**507**	**83**	**90.8**	**523,606**	**500**	**534**	**104**	**94.2**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 12a *(continued from previous page)*

Standard Score Statistics for GED® Test Candidates in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2012

Jurisdiction	Writing					Social Studies					Reading				
	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev	Met Min. Score Req. (%)
American Samoa	25	470	467	75	72	27	440	451	109	55.6	27	450	471	124	74
Federated States of Micronesia	23	390	406	76	26	44	355	358	68	25	44	370	376	65	18.2
Guam	255	450	469	70	88.6	258	470	476	66	87.6	262	470	495	84	90
Marshall Islands	21	390	408	61	38	64	330	335	69	12.6	61	360	368	51	16.4
Northern Mariana Islands	18	520	526	83	94.4	14	555	541	67	92.8	24	500	534	82	100
Palau	8	430	430	46	62.6	36	435	436	83	69.4	16	445	449	102	68.8
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	133	460	464	61	83.4	154	450	464	76	75.4	147	470	487	91	83.6
Insular Areas Subtotal	**483**	**450**	**463**	**71**	**81**	**597**	**450**	**447**	**88**	**69.4**	**581**	**460**	**470**	**97**	**74.4**
Alberta	1,558	530	533	86	94.8	1,576	560	552	87	95.2	1,580	570	594	119	95.8
British Columbia	971	560	573	101	96.6	989	570	564	88	96.6	1,002	570	594	115	97.2
Manitoba	203	500	520	83	94.6	204	560	557	86	95.6	203	570	593	112	97
New Brunswick	1,087	480	490	71	90.8	1,157	490	499	79	89.8	1,076	540	556	101	96.2
Newfoundland and Labrador	105	510	511	82	91.4	109	520	530	88	92.6	104	540	575	118	98
Northwest Territories	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Nova Scotia	670	500	507	80	93	661	520	522	83	94.2	665	540	552	107	95.8
Nunavut	55	420	434	63	54.6	64	430	442	81	65.6	65	440	448	84	73.8
Ontario	3,426	540	545	88	96.6	3,398	560	559	86	96.8	3,406	570	586	112	97.6
Prince Edward Island	318	500	506	75	93.8	313	530	534	80	95.2	294	540	564	103	97.2
Quebec	117	500	505	71	94.8	122	480	493	72	91.8	119	600	590	82	98.4
Saskatchewan	1,058	500	501	79	89.2	1,113	510	512	86	90.4	1,092	520	546	111	93.6
Yukon Territory	12	520	520	74	91.6	12	520	549	109	91.6	12	540	559	79	100
Canada Subtotal	**9,580**	**520**	**529**	**89**	**94**	**9,718**	**540**	**540**	**89**	**94.4**	**9,618**	**570**	**576**	**113**	**96.4**
Bermuda	192	450	464	63	88	196	460	461	67	79	194	470	485	85	88.6
DANTES[2]	689	520	525	70	99.2	680	550	561	78	98.6	681	570	595	103	99
Federal Bureau of Prisons	7,506	450	458	58	85.8	7,629	480	489	72	90.8	7,486	490	511	91	93.8
GED Testing Service-Proctored[3]	99	440	453	62	80.8	104	450	448	72	73	102	460	467	78	79.4
Michigan Prisons	2,084	440	454	57	83.4	2,152	480	487	72	89.4	2,035	490	512	89	95.2
Prometric[4]	2,035	490	505	85	91.6	2,079	520	518	84	93	2,115	490	513	103	90.6
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**12,605**	**460**	**469**	**68**	**87**	**12,840**	**490**	**496**	**77**	**91**	**12,613**	**490**	**515**	**96**	**93.6**
Program Total[5]	**530,003**	**480**	**490**	**77**	**90.8**	**547,247**	**500**	**507**	**83**	**91**	**546,418**	**500**	**534**	**104**	**94.2**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[4] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[5] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Note: Caution should be exercised in interpreting results because some results are based on a small number of candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 12b

Standard Score Statistics for GED® Test Candidates in Science and Mathematics Tests: 2012

Jurisdiction	Science					Mathematics				
	N	Median	Mean	Std. Dev.	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev.	Met Min. Score Req. (%)
Alabama	11,499	500	499	82	89.2	12,312	430	441	73	70.8
Alaska	1,960	540	546	87	96.6	1,764	490	492	79	91.6
Arizona	14,354	520	523	84	94.2	14,901	450	464	79	81.6
Arkansas	6,815	530	536	79	97.2	7,089	480	482	72	90.8
California	40,617	520	521	83	93.8	41,753	450	458	79	78.2
Colorado	11,257	530	537	83	96.4	11,058	460	474	78	87.2
Connecticut	4,258	500	504	91	87.6	4,630	430	440	85	65
Delaware	758	540	550	79	98.6	764	500	509	73	97
District of Columbia	651	480	482	68	90.8	732	430	434	68	67.8
Florida	36,447	520	524	86	93.2	38,281	460	465	81	79.8
Georgia	21,127	510	513	82	92.4	22,421	450	454	79	76.4
Hawaii	1,389	540	546	86	96.6	1,457	480	489	88	87
Idaho	3,777	550	559	84	98.2	3,651	480	488	80	89.6
Illinois	20,666	510	510	82	91.6	22,026	450	456	79	76
Indiana	12,908	530	533	81	95.8	13,446	470	476	77	85.6
Iowa	3,480	550	558	78	99.2	3,451	490	501	72	95.6
Kansas	2,976	560	571	81	98.8	2,971	510	520	77	96.8
Kentucky	10,263	520	527	74	97.2	10,684	460	465	67	86.6
Louisiana	9,748	510	509	82	91.8	10,034	450	462	76	80.2
Maine	2,384	540	549	85	97.6	2,207	480	484	76	89.8
Maryland	6,942	510	514	88	90.8	7,415	450	456	83	74.2
Massachusetts	9,343	510	511	89	90.4	9,716	440	454	84	74.8
Michigan	13,951	520	526	88	92.8	13,881	450	461	79	79.4
Minnesota	6,587	540	546	85	97.4	6,580	480	486	81	88.6
Mississippi	9,007	490	493	81	88	9,465	430	441	73	71.2
Missouri	11,393	530	537	85	95.4	11,756	480	478	79	85.2
Montana	2,587	540	545	86	96	2,614	470	480	84	85
Nebraska	2,300	540	543	82	96.6	2,268	470	477	78	85
Nevada	5,222	520	523	84	93.2	5,425	450	460	79	79.2
New Hampshire	1,711	550	555	86	97.2	1,659	490	491	80	90.2
New Jersey	11,023	490	499	85	88.4	11,724	440	446	84	70.8
New Mexico	6,243	520	517	82	93	6,421	450	456	78	76.6
New York	35,512	490	495	85	87.2	37,199	440	445	83	69.6
North Carolina	15,294	530	530	79	96.6	13,878	480	485	73	91
North Dakota	1,209	540	547	86	97.4	1,137	480	488	78	90.8
Ohio	16,761	520	525	84	94.8	17,602	450	460	74	80.8
Oklahoma	8,003	520	525	81	94.2	8,339	450	463	74	82.4
Oregon	9,069	550	555	89	97.6	9,211	480	485	81	89
Pennsylvania	16,173	520	523	86	93.6	16,777	450	463	80	80.4
Rhode Island	2,023	520	527	84	95.2	1,917	470	476	78	87
South Carolina	9,365	520	519	80	94.4	9,619	460	467	75	83.2
South Dakota	1,013	540	550	82	98.2	911	500	508	78	94.4
Tennessee	11,365	520	520	79	95	11,856	450	456	70	80.6
Texas	38,797	510	510	81	92.2	40,590	450	458	78	78.2
Utah	6,504	550	554	86	97	6,776	470	480	84	86.2
Vermont	573	550	558	89	97.2	578	490	495	89	88.2
Virginia	14,553	510	512	82	93.4	14,938	440	451	75	77.2
Washington	15,502	540	547	88	97	15,739	470	480	82	86.6
West Virginia	4,945	520	526	77	96.2	5,016	460	466	68	86.4
Wisconsin	9,223	530	532	87	95.4	9,201	460	469	80	82.6
Wyoming	1,301	550	558	82	98.8	1,334	490	493	74	92.8
U.S. Subtotal	**520,828**	**520**	**522**	**85**	**93.4**	**537,174**	**450**	**463**	**79**	**80**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 12b *(continued from previous page)*

Standard Score Statistics for GED® Test Candidates in Science and Mathematics Tests: 2012

Jurisdiction	Science					Mathematics				
	N	Median	Mean	Std. Dev.	Met Min. Score Req. (%)	N	Median	Mean	Std. Dev.	Met Min. Score Req. (%)
American Samoa	29	460	463	112	69	30	410	425	79	53.4
Federated States of Micronesia	44	365	377	61	29.6	45	320	331	73	13.4
Guam	263	490	494	71	92.4	283	420	429	73	59
Marshall Islands	64	350	351	60	12.6	62	310	321	68	8
Northern Mariana Islands	13	560	560	89	100	12	495	517	105	83.4
Palau	28	490	471	82	75	28	445	469	107	75
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	144	480	478	71	88.2	164	410	418	62	60.4
Insular Areas Subtotal	**585**	**470**	**464**	**89**	**76**	**624**	**410**	**411**	**84**	**52**
Alberta	1,563	580	585	93	97	1,616	510	519	101	88.4
British Columbia	983	590	593	93	97.6	1,044	510	518	98	90.2
Manitoba	204	590	589	94	97	212	510	519	106	90
New Brunswick	1,109	540	538	84	95.6	1,183	480	482	85	83.8
Newfoundland and Labrador	104	560	565	89	99	110	490	495	98	81
Northwest Territories	*	*	*	*	*	*	*	*	*	*
Nova Scotia	642	550	559	87	96.2	721	480	482	91	81.8
Nunavut	63	470	464	84	68.2	61	390	401	72	44.2
Ontario	3,356	580	586	89	97.4	3,516	510	521	98	91.2
Prince Edward Island	302	550	559	84	97.4	336	490	493	81	89.6
Quebec	116	525	532	80	97.4	117	480	491	84	86.4
Saskatchewan	1,101	540	545	92	94.2	1,113	480	481	98	80.2
Yukon Territory	12	565	587	102	100	13	490	529	103	92.4
Canada Subtotal	**9,555**	**570**	**572**	**92**	**96.6**	**10,042**	**500**	**506**	**98**	**87.4**
Bermuda	192	490	496	73	91.6	224	430	427	67	64.2
DANTES[2]	675	570	580	79	98.8	685	520	523	84	95.4
Federal Bureau of Prisons	7,645	490	493	72	92	8,138	440	443	63	75.6
GED Testing Service-Proctored[3]	110	470	469	73	81	107	420	426	73	60.8
Michigan Prisons	2,084	490	497	77	92	2,286	430	438	67	72.4
Prometric[4]	2,058	540	541	95	93.2	2,090	520	536	120	88.6
VA Hospitals	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**12,764**	**500**	**506**	**81**	**92.4**	**13,530**	**450**	**460**	**85**	**77.8**
Program Total[5]	**543,732**	**520**	**522**	**85**	**93.4**	**561,370**	**450**	**464**	**80**	**80**

Source: GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[4] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[5] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Note: Caution should be exercised in interpreting results because some results are based on a small number of candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 13

GED® Test Candidate Participation, by Number Tested, Percentage Who Completed the GED® Test, and Percentage Who Passed: Changes from 2011 to 2012

Jurisdiction	Tested			Completed			Passed		
	2011 (N)	2012 (N)	Percent Change (2010-11) (%)	2011 (%)	2012 (%)	Percent Change (2010-11) (%)	2011 (%)	2012 (%)	Percent Change (2011-12) (%)
Alabama	13,940	14,737	5.7	99.5	99.2	-0.3	61	54.5	-6.5
Alaska	2,827	2,808	-0.7	66.5	63.8	-2.7	87.4	86.9	-0.5
Arizona	18,097	18,237	0.8	88	87.7	-0.3	73.7	72.4	-1.3
Arkansas	7,870	7,597	-3.5	98.9	99	0.1	84.7	84.4	-0.3
California	53,370	53,011	-0.7	84.2	83.4	-0.8	71.7	68.3	-3.4
Colorado	15,734	15,540	-1.2	75.3	73.2	-2.1	81.3	82.5	1.2
Connecticut	5,151	5,351	3.9	87.4	88.9	1.5	60.7	57	-3.7
Delaware	807	788	-2.4	99.5	99.7	0.2	93.4	92.1	-1.3
District of Columbia	913	869	-4.8	93.9	92.2	-1.7	59	55.2	-3.8
Florida	47,180	44,794	-5.1	94.8	93.7	-1.1	71.3	67.7	-3.6
Georgia	33,061	30,373	-8.1	84.1	79.2	-4.9	66.3	66.4	0.1
Hawaii	1,738	1,629	-6.3	95.3	95.9	0.6	78.6	77.4	-1.2
Idaho	5,536	5,379	-2.8	72.1	69	-3.1	86.8	85.9	-0.9
Illinois	27,035	27,096	0.2	90.9	90.4	-0.5	64.2	60.1	-4.1
Indiana	15,144	14,635	-3.4	99.2	98.7	-0.5	77	74.5	-2.5
Iowa	5,646	5,268	-6.7	63.3	63.1	-0.2	97.9	97.8	-0.1
Kansas	3,177	3,057	-3.8	98.7	98.4	-0.3	94.8	93.3	-1.5
Kentucky	12,104	11,638	-3.8	98.6	98.4	-0.2	82	77.6	-4.4
Louisiana	11,958	10,935	-8.6	98.9	98.7	-0.2	69.2	67.5	-1.7
Maine	3,741	3,460	-7.5	69.4	65.3	-4.1	86.9	83.1	-3.8
Maryland	8,171	8,562	4.8	95.3	95	-0.3	62.7	59.1	-3.6
Massachusetts	12,165	12,124	-0.3	90.1	88.2	-1.9	65.3	62	-3.3
Michigan	19,738	19,848	0.6	75.2	74.4	-0.8	70.2	69.7	-0.5
Minnesota	9,759	9,712	-0.5	71	70.6	-0.4	83.3	81.1	-2.2
Mississippi	13,976	12,549	-10.2	91.1	89.3	-1.8	59.1	55.3	-3.8
Missouri	13,388	12,578	-6.1	99.2	98.2	-1.0	77.8	74.6	-3.2
Montana	3,637	3,342	-8.1	82.9	83.5	0.6	79.3	77.6	-1.7
Nebraska	3,729	3,605	-3.3	67.4	65.3	-2.1	82.2	79.6	-2.6
Nevada	6,026	5,888	-2.3	98.4	98.4	0.0	72.3	69.3	-3.0
New Hampshire	2,310	2,114	-8.5	83.4	82.3	-1.1	87	83.3	-3.7
New Jersey	13,752	13,591	-1.2	97.3	97.1	-0.2	63.9	59.2	-4.7
New Mexico	8,416	7,991	-5.0	87.8	86.3	-1.5	69.8	65.1	-4.7
New York	43,824	44,200	0.9	97.5	97.7	0.2	59.5	53.8	-5.7
North Carolina	24,797	23,256	-6.2	61.1	60.5	-0.6	86.9	84.8	-2.1
North Dakota	1,732	1,725	-0.4	68.5	66.3	-2.2	84.5	85.9	1.4
Ohio	20,275	19,516	-3.7	98.9	98.6	-0.3	74.6	68.9	-5.7
Oklahoma	9,012	9,052	0.4	98.6	97.9	-0.7	75.1	72.1	-3.0
Oregon	13,124	12,691	-3.3	74.7	74	-0.7	85	84.1	-0.9
Pennsylvania	22,469	20,956	-6.7	88.9	88	-0.9	71.7	70.5	-1.2
Rhode Island	2,908	2,799	-3.7	74.1	73.6	-0.5	76.7	75.8	-0.9
South Carolina	10,934	10,690	-2.2	97.4	97.1	-0.3	77.6	72.1	-5.5
South Dakota	1,645	1,490	-9.4	63.2	64	0.8	82.6	67.6	-15.0
Tennessee	14,157	13,838	-2.3	97	95.8	-1.2	72.2	67.2	-5.0
Texas	49,690	49,740	0.1	89.5	89.2	-0.3	69.8	67.5	-2.3
Utah	6,086	7,237	18.9	95.7	95.4	-0.3	82.6	81.7	-0.9
Vermont	1,030	900	-12.6	60.9	63.1	2.2	84.1	84.5	0.4
Virginia	20,879	19,655	-5.9	87.1	84.7	-2.4	69.2	65.6	-3.6
Washington	23,262	22,442	-3.5	70.6	71	0.4	82.6	81.5	-1.1
West Virginia	5,980	6,033	0.9	91.6	87.4	-4.2	78.1	76.4	-1.7
Wisconsin	17,778	17,085	-3.9	56	54.6	-1.4	79.5	76.2	-3.3
Wyoming	1,618	1,640	1.4	83.2	82	-1.2	92.5	91	-1.5
U.S. Subtotal	**691,296**	**674,051**	**-2.5**	**87**	**86.2**	**-0.8**	**72.2**	**69.1**	**-3.1**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 13 *(continued from previous page)*

GED® Test Candidate Participation, by Number Tested, Percentage Who Completed the GED® Test, and Percentage Who Passed: Changes from 2011 to 2012

Jurisdiction	Tested			Completed			Passed		
	2011 (N)	2012 (N)	Percent Change (2011-12) (%)	2011 (%)	2012 (%)	Percent Change (2011-12) (%)	2011 (%)	2012 (%)	Percent Change (2011-12) (%)
American Samoa	22	30	36.4	100	100	0.0	22.7	33.3	10.6
Federated States of Micronesia	36	49	36.1	91.7	83.7	-8.0	12.1	7.3	-4.8
Guam	268	307	14.6	98.5	99.3	0.8	53.4	48.9	-4.5
Marshall Islands	56	66	17.9	94.6	93.9	-0.7	9.4	3.2	-6.2
Northern Mariana Islands	34	32	-5.9	55.9	40.6	-15.3	78.9	69.2	-9.7
Palau	83	57	-31.3	39.8	77.2	37.4	30.3	54.5	24.2
Puerto Rico[1]	-	*	NA	-	*	NA	-	*	NA
Virgin Islands	194	209	7.7	97.9	97.6	-0.3	41.6	41.7	0.1
Insular Areas Subtotal	**693**	**750**	**8.2**	**-**	**93.2**	**-**	**42.2**	**40.3**	**-1.9**
Alberta	1,824	1,709	-6.3	96.7	98	1.3	70.4	71	0.6
British Columbia	1,238	1,130	-8.7	96.2	96.4	0.2	71.5	72.2	0.7
Manitoba	266	236	-11.3	98.1	98.3	0.2	64.8	62.1	-2.7
New Brunswick	1,625	1,453	-10.6	97.7	97.7	0.0	48.6	47.5	-1.1
Newfoundland and Labrador	185	140	-24.3	98.4	97.1	-1.3	57.7	55.1	-2.6
Northwest Territories	4	*	NA	0	*	NA	-	*	NA
Nova Scotia	940	833	-11.4	96.6	96.2	-0.4	55.3	56.6	1.3
Nunavut	65	74	13.8	98.5	93.2	-5.3	23.4	13	-10.4
Ontario	4,357	3,859	-11.4	97.9	98.1	0.2	70.5	73.4	2.9
Prince Edward Island	456	401	-12.1	98	97	-1.0	55.7	62.5	6.8
Quebec	236	126	-46.6	99.2	97.6	-1.6	47.4	57.7	10.3
Saskatchewan	1,416	1,396	-1.4	88.4	86.9	-1.5	56	52.8	-3.2
Yukon Territory	29	15	-48.3	93.1	93.3	0.2	74.1	78.6	4.5
Canada Subtotal	**12,641**	**11,372**	**-10.0**	**96.4**	**96.2**	**-0.2**	**63.6**	**64.6**	**1.0**
Bermuda	255	278	9.0	100	98.2	-1.8	46.7	45.1	-1.6
DANTES[2]	1,784	713	-60.0	99.9	100	0.1	95.6	93.3	-2.3
Federal Bureau of Prisons	10,383	9,619	-7.4	91.6	88.4	-3.2	69.9	60.9	-9.0
GED Testing Service-Proctored[3]	141	130	-7.8	95	99.2	4.2	47	38.8	-8.2
Michigan Prisons	3,432	3,299	-3.9	87.3	83.5	-3.8	56.2	56.2	0.0
Prometric[4]	2,546	2,650	4.1	78.8	84	5.2	66.6	76.9	10.3
VA Hospitals	-	*	NA	-	*	NA	-	*	NA
Inter-Regional Contracts Subtotal	**18,541**	**16,689**	**-10.0**	**90**	**87.5**	**-2.5**	**69.2**	**63.5**	**-5.7**
Program Total[5]	**723,171**	**702,862**	**-2.8**	**-**	**86.4**	**-**	**71.9**	**68.8**	**-3.1**

Source: 2011 and 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[4] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[5] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Note: Due to rounding procedures, the data listed under Percentage Point Change 2011–2012 may not equal the difference between the 2011 and 2012 completion and pass rates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 14

Percentage of GED® Test Passers, by Age Group and Mean Age: 2012

Jurisdiction	Passers with Reported Age		Age Group								Mean Age	Std. Dev.
			16-18	19-24	25-29	30-34	35-39	40-49	50-59	60+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(years)	
Alabama	7,961	99.9	28	33.5	15	10.3	6.2	5.2	1.6	0.2	25.2	8.5
Alaska	1,558	100	32.1	39	13.8	6	3.3	3.5	2.2	0.1	23.8	8
Arizona	11,586	100	26.5	36.5	13.9	9.1	5.5	6	2	0.5	25.4	9
Arkansas	6,343	100	39.9	29.1	10.4	7.8	4.7	5.1	2.4	0.6	24.4	9.5
California	30,200	100	19.3	36.4	15.2	10.5	6.9	8.5	2.9	0.3	27	9.4
Colorado	9,376	100	25.9	35.6	15.2	9.6	5.3	5.9	2.2	0.2	25.5	8.8
Connecticut	2,712	100	16	46	14.4	10.1	4.9	6.3	2.1	0.2	25.8	8.6
Delaware	723	99.9	17.3	42.2	15.1	11.3	6.1	6.6	0.8	0.6	26	8.5
District of Columbia	419	94.8	19.6	45.1	14.6	9.5	5	4.3	1.7	0.2	25.1	8.6
Florida	28,422	100	33.2	37.3	11.2	7.1	4.1	5	1.9	0.2	24.1	8.5
Georgia	15,975	100	27.4	38.1	13.3	9.2	4.6	5.2	1.9	0.3	24.9	8.5
Hawaii	1,210	100	56.1	23.8	7.8	4.5	3.1	3.1	1.5	0.1	21.9	7.9
Idaho	3,191	100	33	33.2	12.4	9	5.3	5	1.8	0.3	24.7	8.7
Illinois	14,734	100	25.9	38.2	13.8	8.8	5.3	5.5	2.2	0.2	25.2	8.7
Indiana	10,757	100	28.5	37.2	13.3	8.6	5.1	5	2	0.2	24.8	8.6
Iowa	3,251	100	24.5	38.5	14.5	9.8	4.9	5.1	2.2	0.3	25.3	8.8
Kansas	2,806	100	30.8	36.4	14.3	8.7	4.6	3.8	1.3	0.1	24.2	7.8
Kentucky	8,888	100	21.8	35.9	15.4	10.9	6.4	6.5	2.5	0.5	26.3	9.3
Louisiana	7,281	100	36.7	32	11.9	9.2	4.6	4.3	1.1	0.1	23.9	8.1
Maine	1,878	100	29.1	42.9	11.3	6.4	3.1	4.4	2.1	0.6	24.2	8.6
Maryland	4,801	100	30	37.5	13.4	7.5	4	5.2	2	0.4	24.6	8.8
Massachusetts	6,616	99.8	28	41	13.1	7.7	4.1	4.3	1.5	0.3	24.2	8.2
Michigan	10,289	100	23.7	45.4	12.3	8	4.5	4.4	1.6	0.2	24.4	8
Minnesota	5,544	99.7	16.7	44.2	16.7	9.6	5.1	5.4	2	0.2	25.7	8.4
Mississippi	6,194	100	39.1	31	11.1	8.5	4.6	4	1.5	0.2	23.7	8.2
Missouri	9,222	100	34.3	29.7	14	9.7	5	5.1	2	0.2	24.8	8.7
Montana	2,164	100	41.6	33.1	10.8	5.9	2.9	3.4	1.9	0.3	23.1	8
Nebraska	1,874	100	20.7	39.2	16.6	11.5	4.7	5.3	1.8	0.2	25.6	8.3
Nevada	4,012	100	25.6	37.9	14.4	9.5	4.1	5.7	2.5	0.4	25.4	9
New Hampshire	1,450	100	34.9	32.8	12.8	7.4	4	5.4	2.6	0.1	24.5	8.9
New Jersey	7,808	100	32.1	32.6	11.9	8.6	5.7	6.5	2.2	0.3	25.1	9.3
New Mexico	4,492	100	36.7	31.7	12.8	8.1	4.7	4.4	1.5	0.3	24.1	8.3
New York	23,221	100	19.7	43.2	15.4	8.6	4.8	5.7	2.2	0.5	25.5	8.8
North Carolina	11,935	100	19.5	38.7	14.3	10.7	6.2	7.1	2.9	0.5	26.6	9.5
North Dakota	972	99	38.7	36.2	10.8	5.9	3.2	2.5	2.4	0.4	23.2	8.2
Ohio	13,248	100	10	45.6	17.1	11.5	6.3	6.2	2.7	0.5	26.9	9
Oklahoma	6,391	100	28.1	35.7	14.3	9.7	5.3	4.7	1.9	0.3	25	8.5
Oregon	7,890	100	36.9	31.1	10.8	8	4.8	6	2.2	0.2	24.4	8.9
Pennsylvania	12,996	100	24.6	41.1	14.3	8.3	4.3	5.2	1.9	0.3	24.9	8.5
Rhode Island	1,558	99.9	34	42.1	9.6	6	2.6	3.6	1.9	0.3	23.3	7.9
South Carolina	7,476	100	25.3	39.8	13.1	9.4	4.9	5.2	1.9	0.3	25	8.6
South Dakota	644	100	29.7	43.8	13.8	6.2	2.8	2.2	1.6	0	23.2	6.9
Tennessee	8,898	100	19.7	33.5	16	11.5	7.8	8	2.9	0.6	27.3	9.6
Texas	29,856	99.7	22.1	35.6	15.9	10.9	6.4	6.5	2.3	0.3	26.2	9
Utah	5,638	100	27.4	40.5	12.9	8.1	4.7	4.6	1.6	0.2	24.5	8.1
Vermont	478	99.6	43.5	35.1	7.5	5.9	3.8	3.1	1	0	22.5	7.4
Virginia	10,914	100	32.7	31.5	12.2	9.5	5.1	6.1	2.5	0.5	25.2	9.4
Washington	12,941	99.6	24.6	42.3	13.1	8.7	4.5	4.6	1.9	0.2	24.7	8.3
West Virginia	4,027	100	38.6	34.8	10.4	7.1	3.7	4	1.2	0.2	23.4	7.8
Wisconsin	7,100	99.9	24.7	33	15.5	10.8	6.3	6.7	2.7	0.3	26.3	9.2
Wyoming	1,223	100	32.3	36.4	12.5	7.8	4.4	4.5	1.8	0.2	24.2	8.4
U.S. Subtotal	401,143	99.9	26.3	37.3	13.8	9.2	5.2	5.7	2.1	0.3	25.3	8.8

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 14 *(continued from previous page)*

Percentage of GED® Test Passers, by Age Group and Mean Age: 2012

Jurisdiction	Passers with Reported Age		Age Group								Mean Age	Std. Dev.
			16-18	19-24	25-29	30-34	35-39	40-49	50-59	60+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(years)	
American Samoa	10	100	50	30	10	10	0	0	0	0	21.4	5.2
Federated States of Micronesia	3	*	*	*	*	*	*	*	*	*	*	*
Guam	149	100	21.5	47	16.1	5.4	5.4	3.4	1.3	0	24	7.1
Marshall Islands	2	*	*	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	9	100	0	100	0	0	0	0	0	0	21.7	2.1
Palau	24	100	4.2	54.2	20.8	8.3	8.3	4.2	0	0	25.2	6.8
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	85	100	32.9	29.4	20	3.5	4.7	4.7	2.4	2.4	25.2	9.7
Insular Areas Subtotal	282	100	24.1	42.9	17.4	5	5	3.5	1.4	0.7	24.3	7.8
Alberta	1,188	100	3.4	32.5	19.3	14.1	10.2	13	6.8	0.8	31.3	10.5
British Columbia	642	81.7	6.2	27.4	17.4	14.3	13.2	14.3	6.5	0.5	31.7	10.6
Manitoba	144	100	1.4	33.3	16.7	9.7	11.1	19.4	6.3	2.1	32.6	11.3
New Brunswick	675	100	2.7	40.1	16.7	10.1	8	14.1	7.1	1.2	30.9	11.1
Newfoundland and Labrador	75	100	0	54.7	9.3	8	5.3	20	2.7	0	29.1	10
Northwest Territories	*	*	*	*	*	*	*	*	*	*	*	*
Nova Scotia	453	100	0	39.1	17.7	10.6	8.6	17.9	5.1	1.1	31.4	11
Nunavut	9	100	0	44.4	33.3	11.1	11.1	0	0	0	26.2	5.5
Ontario	2,776	100	3.6	40.7	21.3	10.8	6.9	10.3	6	0.4	29.6	10.1
Prince Edward Island	243	100	7	36.2	10.7	7	7.4	16.9	13.2	1.6	32.8	13
Quebec	71	100	31	32.4	14.1	2.8	9.9	8.5	1.4	0	25.5	9.1
Saskatchewan	640	100	7.3	34.1	19.4	12.8	9.2	11.7	5.3	0.2	29.8	10
Yukon Territory	11	100	18.2	54.5	18.2	9.1	0	0	0	0	23.2	4.1
Canada Subtotal	6,927	98	4.2	37.1	19.1	11.5	8.6	12.6	6.3	0.6	30.5	10.5
Bermuda	123	100	58.5	14.6	9.8	5.7	1.6	5.7	4.1	0	23.5	10.3
DANTES[2]	665	100	18.3	56.5	14.6	6.9	2.1	1.5	0	0	23	5.2
Federal Bureau of Prisons	5,172	99.9	0.1	16	23.4	24.6	15.2	15.4	4.1	1.2	33.5	8.9
GED Testing Service-Proctored[3]	50	100	40	46	6	6	2	0	0	0	21.2	4.3
Michigan Prisons	1,548	100	8.6	40.3	20.3	11.7	7.9	7.9	2.8	0.5	27.9	9.1
Prometric[4]	1,706	99.6	64.4	31.7	2.3	0.8	0.2	0.6	0.1	0	19.2	3.5
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	9,264	99.9	15.6	26	18.1	16.4	10	10.2	2.8	0.8	29	9.8
Program Total[5]	417,616	99.9	25.7	37	14	9.4	5.4	5.9	2.2	0.3	25.5	8.9

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[4] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[5] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Notes: Due to rounding procedures, percentages may not equal 100 percent.

Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 15

Percentage of GED® Test Passers, by Gender: 2012

Jurisdiction	Passers with Reported Gender		Gender	
			Male	Female
	(N)	Response Rate (%)	(%)	(%)
Alabama	7,959	99.9	54.1	45.9
Alaska	1,558	100	57.7	42.3
Arizona	11,588	100	58.9	41.1
Arkansas	6,317	99.5	57.4	42.6
California	29,997	99.3	61.1	38.9
Colorado	9,375	100	57.9	42.1
Connecticut	2,712	100	62.8	37.2
Delaware	721	99.6	63.8	36.2
District of Columbia	412	93.2	58.5	41.5
Florida	28,411	100	58	42
Georgia	15,895	99.5	58	42
Hawaii	1,201	99.3	58	42
Idaho	3,191	100	57	43
Illinois	14,494	98.4	58.5	41.5
Indiana	10,724	99.7	58.6	41.4
Iowa	3,251	100	58.9	41.1
Kansas	2,806	100	55.2	44.8
Kentucky	8,888	100	58.4	41.6
Louisiana	7,233	99.3	62.1	37.9
Maine	1,809	96.3	58.4	41.6
Maryland	4,802	100	61.5	38.5
Massachusetts	6,556	98.9	55.9	44.1
Michigan	10,162	98.8	57.5	42.5
Minnesota	5,497	98.8	61.8	38.2
Mississippi	6,187	99.9	57	43
Missouri	9,184	99.6	60.6	39.4
Montana	2,150	99.3	57	43
Nebraska	1,866	99.6	56.4	43.6
Nevada	3,944	98.3	57.8	42.2
New Hampshire	1,446	99.7	61	39
New Jersey	7,808	100	58.6	41.4
New Mexico	4,467	99.4	56.2	43.8
New York	23,094	99.4	56	44
North Carolina	11,859	99.4	57	43
North Dakota	975	99.3	57	43
Ohio	13,238	99.9	57.7	42.3
Oklahoma	6,340	99.2	55	45
Oregon	7,892	100	59.7	40.3
Pennsylvania	12,996	100	60.7	39.3
Rhode Island	1,559	99.9	57.2	42.8
South Carolina	7,474	99.9	56	44
South Dakota	641	99.5	56.5	43.5
Tennessee	8,844	99.4	56.8	43.2
Texas	29,847	99.7	56.3	43.7
Utah	5,627	99.8	55.6	44.4
Vermont	478	99.6	54	46
Virginia	10,914	100	61.2	38.8
Washington	12,825	98.8	58.4	41.6
West Virginia	4,015	99.7	56.4	43.6
Wisconsin	7,087	99.7	61.7	38.3
Wyoming	1,223	100	55.8	44.2
U.S. Subtotal	399,539	99.5	58.2	41.8

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 15 *(continued from previous page)*

Percentage of GED® Test Passers, by Gender: 2012

Jurisdiction	Passers with Reported Gender		Gender	
			Male	Female
	(N)	Response Rate (%)	(%)	(%)
American Samoa	10	100	60	40
Federated States of Micronesia	3	*	*	*
Guam	149	100	51.7	48.3
Marshall Islands	2	*	*	*
Northern Mariana Islands	8	88.9	37.5	62.5
Palau	24	100	50	50
Puerto Rico[1]	NA	NA	NA	NA
Virgin Islands	84	98.8	57.1	42.9
Insular Areas Subtotal	**280**	**99.3**	**53.2**	**46.8**
Alberta	1,188	100	56.4	43.6
British Columbia	642	81.7	68.8	31.2
Manitoba	143	99.3	69.9	30.1
New Brunswick	668	99	54.5	45.5
Newfoundland and Labrador	75	100	61.3	38.7
Northwest Territories	*	*	*	*
Nova Scotia	453	100	52.1	47.9
Nunavut	9	100	44.4	55.6
Ontario	2,776	100	63.7	36.3
Prince Edward Island	243	100	57.6	42.4
Quebec	71	100	54.9	45.1
Saskatchewan	640	100	60.6	39.4
Yukon Territory	5	45.5	60	40
Canada Subtotal	**6,913**	**97.8**	**60.8**	**39.2**
Bermuda	122	99.2	65.6	34.4
DANTES[2]	665	100	78.5	21.5
Federal Bureau of Prisons	5,119	98.9	89.2	10.8
GEDTS Proctored[3]	50	100	66	34
Michigan Prisons	1,531	98.9	96.3	3.7
Prometric[4]	1,598	93.3	56.9	43.1
VA Hospitals	*	*	*	*
Inter-Regional Contracts Subtotal	**9,085**	**98**	**83.5**	**16.5**
Program Total[5]	**415,817**	**99.5**	**58.8**	**41.2**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[4] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[5] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Notes: Due to rounding procedures, percentages may not equal 100 percent.

Caution should be exercised in interpreting results when response rate is below 85 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 16

Percentage of GED® Test Passers, by Ethnicity: 2012

Jurisdiction	Passers with Reported Ethnicity[1]		Ethnicity[2]						
			Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White	Other
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	7,816	98.1	13.5	1.2	0.3	52	1.9	31.1	0.1
Alaska	1,551	99.6	6.3	30.9	2.2	6.3	2.8	51.1	0.4
Arizona	10,898	94	28.2	7.6	1.3	7.4	1	54.5	0.1
Arkansas	6,320	99.6	7.1	1.7	0.7	16.6	0.2	73.5	0.2
California	27,044	89.5	51.5	1.5	4.6	10.2	1.7	30.5	0
Colorado	9,347	99.7	33.8	2.6	1.2	8.7	0.7	53.1	0
Connecticut	2,712	100	26.8	0.6	1.9	20.4	0.3	47.8	2.2
Delaware	709	97.9	7.2	0.6	0.7	34.6	0.3	56.1	0.6
District of Columbia	406	91.9	22.4	0.2	1.2	71.9	0	4.2	0
Florida	28,364	99.8	19	0.9	1.9	21.2	0.5	56.5	0
Georgia	14,337	89.7	8.3	0.5	1.8	34.6	0.3	54.5	0
Hawaii	1,182	97.7	8.3	1.9	22.6	3.7	31	30	2.5
Idaho	2,932	91.9	14.9	3.2	0.9	1.6	0.6	78.8	0
Illinois	13,828	93.8	25.4	0.6	1.2	23.7	0.2	48.9	0.1
Indiana	10,472	97.3	6.8	0.6	0.5	16.7	0.2	74.8	0.4
Iowa	3,247	99.9	10.9	1.4	1.1	14.2	0.2	72.2	0
Kansas	2,696	96.1	16.7	2.7	1.6	11.9	0.2	66.9	0
Kentucky	8,877	99.9	3.8	0.6	0.7	13.7	0.2	81	0
Louisiana	7,058	96.9	3.1	1.4	0.6	33.8	0.1	60.7	0.3
Maine	1,751	93.2	4.2	2	0.6	8.1	0.3	84	1
Maryland	4,320	90	8	0.9	2.4	37.7	0.3	50	0.7
Massachusetts	5,416	81.7	25	0.7	3.6	13.6	0.2	55.8	1.2
Michigan	9,496	92.3	7	2.1	1.1	23.5	0.2	65.4	0.6
Minnesota	5,325	95.7	8.4	6.3	4	18.3	0.3	62	0.7
Mississippi	6,119	98.8	2.8	1	0.5	33.8	0.2	61.7	0
Missouri	8,261	89.6	3.3	1.2	0.8	17.4	0.3	76.7	0.4
Montana	2,125	98.2	5	16.6	0.6	1.8	0.3	75.2	0.6
Nebraska	1,836	98	18.2	3.5	1.1	11.7	0.5	64.2	0.7
Nevada	3,885	96.8	30	2.8	3.1	12.8	1.7	49.4	0.2
New Hampshire	1,409	97.2	5.5	1.3	1.7	2.8	0.1	88.2	0.4
New Jersey	7,420	95	29.6	0.5	2.2	29.4	0.4	37.7	0.2
New Mexico	4,393	97.8	53.2	10.9	0.8	2.7	0.3	31.7	0.4
New York	19,930	85.8	26.9	1.1	3.7	28.8	0.3	39.2	0
North Carolina	10,974	91.9	10.2	1.6	1	29.1	0.2	57.9	0
North Dakota	891	90.7	4.6	25.3	0.6	3.5	0.6	65.2	0.3
Ohio	13,244	100	4.1	0.5	0.6	26.1	0.2	68.4	0
Oklahoma	6,251	97.8	10.1	15.8	0.9	11.5	0.8	60.5	0.5
Oregon	7,739	98.1	17.2	3.6	1.8	4.4	1.1	71.9	0
Pennsylvania	12,340	95	11.9	0.7	1.5	25.8	0.3	59.9	0
Rhode Island	1,554	99.6	21.6	2.1	1.3	44.3	10.9	19.6	0.2
South Carolina	7,456	99.7	3.8	0.8	0.8	30	0.3	64.4	0
South Dakota	623	96.7	3.2	21	0.8	2.2	0.5	71.6	0.6
Tennessee	8,402	94.4	4.7	0.8	0.7	19.3	0.2	73.9	0.4
Texas	29,740	99.3	45.1	0.8	1	14.2	0.3	36	2.4
Utah	5,608	99.5	18.6	2.2	1.3	2.1	1.9	73.8	0
Vermont	467	97.3	4.3	1.3	1.1	6.6	0.4	85.7	0.6
Virginia	10,364	95	8.6	0.8	1.9	34.8	0.5	53.3	0.1
Washington	12,747	98.2	16.6	5.2	3.5	7.9	1.6	65.3	0
West Virginia	4,020	99.8	1.4	0.6	0.4	8.8	0.3	88.5	0
Wisconsin	6,701	94.2	11.9	3.5	1.6	21.1	0.3	61.3	0.4
Wyoming	1,218	99.6	11.5	6.6	0.6	2.5	0.5	78.4	0
U.S. Subtotal	381,821	95.9	14.7	4.0	1.9	18.4	1.3	59.3	0.4

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 16 *(continued from previous page)*

Percentage of GED® Test Passers, by Ethnicity: 2012

Jurisdiction	Passers with Reported Ethnicity[1]		Ethnicity[2]						
			Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White	Other
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	10	100	0	0	0	0	70	20	10
Federated States of Micronesia	3	*	*	*	*	*	*	*	*
Guam	149	100	2	0.7	12.8	0.7	80.5	3.4	0
Marshall Islands	2	*	*	*	*	*	*	*	*
Northern Mariana Islands	8	88.9	0	0	25	0	75	0	0
Palau	23	95.8	0	4.3	0	0	95.7	0	0
Puerto Rico[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	82	96.5	8.5	0	0	82.9	0	6.1	2.4
Insular Areas Subtotal	277	98.2	3.6	0.7	7.6	24.9	57.8	4.3	1.1
Bermuda	119	96.7	1.7	0	1.7	79	0	16	1.7
DANTES[4]	653	98.2	16.8	1.4	3.2	9.8	1.7	66.8	0.3
Federal Bureau of Prisons	3,422	66.1	27.1	2.1	0.9	48.4	0.3	21	0.3
GED Testing Service-Proctored[5]	49	98	14.3	0	4.1	81.6	0	0	0
Michigan Prisons	1,368	88.4	6	2	0.4	48.7	0.1	42.3	0.5
Prometric[6]	*	*	*	*	*	*	*	*	*
VA Hospitals	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	5,611	74.2	20.1	1.9	1.1	44.9	0.4	31.2	0.4
Program Total[7]	387,709	95.4	13.6	3.5	2.3	21.2	6.4	52.4	0.6

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on ethnicity were not available because of legal restrictions on collecting such data.

[2] Percentages of passers of other ethnicities are not reported because such percentages are below 1 percent in all jurisdictions except Alaska (1.0 percent), Hawaii (1.4. percent), Massachusetts (1.0 percent), Minnesota (1.0 percent), American Samoa (7.1 percent), and Virgin Islands (2.3 percent).

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[4] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[5] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[6] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[7] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

No ethnicities are reported for Canada as Canadian policies prohibit collection and reporting of such data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 17

Percentage of GED® Test Passers, by Highest Grade Completed and Mode Highest Grade Completed: 2012

Jurisdiction	Passers with Reported Highest Grade Completed[1]		Highest Grade Completed								Mode Highest Grade Completed
	(N)	Response Rate (%)	None-5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	
Alabama	7,625	95.7	0.5	0.7	2	8.4	18.3	29.3	30.1	10.7	11
Alaska	1,461	93.8	0	0.5	0.5	5.1	16.2	30.1	38.1	9.4	11
Arizona	10,418	89.9	0.9	0.5	0.9	6.3	13.1	25.3	40.2	12.8	11
Arkansas	6,254	98.6	0.4	0.7	1.5	7.2	17.9	30.1	35.5	6.6	11
California	26,790	88.7	0.4	0.7	0.5	2.8	9.3	20.2	47.9	18.3	11
Colorado	9,375	100	0.7	0.7	1	5.6	14.9	27.9	38.7	10.5	11
Connecticut	2,691	99.2	0.9	0.4	0.8	6.2	19.2	30.8	35.8	5.8	11
Delaware	713	98.5	0.4	0.4	1	14.2	23.7	32.7	24.5	3.1	10
District of Columbia	412	93.2	1.5	0.5	0.7	3.9	21.4	27.7	33.7	10.7	11
Florida	28,397	99.9	3.1	0.4	1.3	7.1	15.5	26.1	33.9	12.5	11
Georgia	14,384	90	1.2	0.3	1.6	9.4	21.3	30.2	26.6	9.3	10
Hawaii	1,171	96.8	0.6	0	0.7	6.1	15.9	28.9	39.3	8.5	11
Idaho	2,890	90.6	0.8	0.6	1.1	7.9	16.7	28.1	36.3	8.5	11
Illinois	12,632	85.7	0.4	0.7	0.8	6.9	16	29.1	38	8.1	11
Indiana	10,496	97.6	0.3	0.4	1.2	8.1	17.4	29.9	36.4	6.2	11
Iowa	3,032	93.3	0.3	0.4	0.6	6.4	14.5	31.9	42	4	11
Kansas	2,095	74.7	0.8	0.6	0.9	7.3	18.2	30.4	35.4	6.5	11
Kentucky	8,420	94.7	0.5	0.6	1.6	9.6	19.4	29.7	34.5	4.2	11
Louisiana	7,102	97.5	0.4	0.9	2.9	14.1	23.4	27.1	26.4	4.7	10
Maine	1,730	92.1	0.1	0.3	1	8.9	17.8	28.7	37.3	5.9	11
Maryland	4,480	93.3	0.4	0.6	0.9	9.2	19.6	30.6	32.4	6.3	11
Massachusetts	5,352	80.7	0.5	0.3	0.8	8.3	19.7	30.6	33.1	6.7	11
Michigan	8,538	83	0.2	0.2	0.5	5.9	15.2	30.9	41.5	5.6	11
Minnesota	5,296	95.2	0.2	0.2	0.5	3.3	10.1	25.3	50.1	10.4	11
Mississippi	5,893	95.1	0.4	0.9	2.7	11.5	21.9	28.5	27.6	6.5	10
Missouri	8,496	92.1	0.7	0.6	0.9	7.9	15.7	30.5	37.2	6.5	11
Montana	2,072	95.7	0.6	0.5	0.7	8	18.4	30.4	34	7.4	11
Nebraska	1,735	92.6	0.3	0.8	0.7	4.7	15.8	29.2	37.7	10.8	11
Nevada	3,780	94.2	0.3	0.4	0.6	3.9	12.8	24.3	41.4	16.1	11
New Hampshire	1,410	97.2	0.4	0.5	0.7	6	19.1	30.4	37	5.9	11
New Jersey	7,091	90.8	0.8	0.4	0.9	6	15.6	27.6	36.9	11.8	11
New Mexico	4,099	91.3	0.4	0.7	0.7	8	18.6	27.6	32.9	11.1	11
New York[2]	5,224	22.5	0.4	0.2	0.6	5.5	15.4	26.6	38.2	13.2	11
North Carolina	10,138	84.9	0.4	0.6	2.2	12.8	23.3	30.1	26.4	4.1	10
North Dakota	859	87.5	0.2	0	0.3	6.9	21.5	32.1	35.7	3.1	11
Ohio	13,243	100	0.2	0.3	0.8	7.2	16.9	28.6	39.2	6.7	11
Oklahoma	5,950	93.1	0.5	0.6	1.5	9.9	20.5	28.6	33.5	4.8	11
Oregon	7,717	97.8	1.2	1	0.8	5.6	15.2	26.6	39.1	10.5	11
Pennsylvania	12,141	93.4	0.2	0.3	0.6	6.3	16.5	30.1	38.3	7.7	11
Rhode Island	1,480	94.9	0.2	0.7	0.3	7.7	19.5	29.6	36.8	5.2	11
South Carolina	7,097	94.9	0	0.2	0.6	6.6	20	32.3	34.3	5.9	11
South Dakota	620	96.3	0.3	0.2	1.3	7.3	21.3	29.4	35.2	5.2	11
Tennessee	8,505	95.6	0.4	0.4	1.2	7	15.4	29.3	39.9	6.4	11
Texas	29,709	99.2	0.4	1.1	1.4	8.9	20.3	26.5	30.4	11	11
Utah	4,996	88.6	1.1	0.4	0.8	3.4	10	24.5	42.8	17	11
Vermont	466	97.1	0.6	0.9	0.6	7.1	17.2	30.9	36.3	6.4	11
Virginia	10,110	92.6	0.5	0.4	1.1	7.8	19.7	29.3	33.8	7.4	11
Washington	12,589	96.9	0.7	0.8	0.9	4.6	14	26.3	41.9	10.9	11
West Virginia	3,935	97.7	0.4	0.3	1.3	7.9	18.3	29.4	36.7	5.6	11
Wisconsin	6,011	84.5	0.1	0.5	0.3	6	13.3	25.3	48.7	5.7	11
Wyoming	1,223	100	0.3	0.5	1.5	6.1	17.3	30.4	36.4	7.4	11
U.S. Subtotal	**358,343**	**89.3**	**0.7**	**0.6**	**1.1**	**7.2**	**16.8**	**27.7**	**36.5**	**9.4**	**11**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 17 *(continued from previous page)*

Percentage of GED® Test Passers, by Highest Grade Completed and Mode Highest Grade Completed: 2012

Jurisdiction	Passers with Reported Highest Grade Completed[1]		Highest Grade Completed								Mode Highest Grade Completed
	(N)	Response Rate (%)	None-5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	
American Samoa	10	100	0	0	0	0	10	30	30	30	10
Federated States of Micronesia	3	*	*	*	*	*	*	*	*	*	*
Guam	139	93.3	0	0	0	2.2	3.6	27.3	56.1	10.8	11
Marshall Islands	2	*	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	8	88.9	0	0	0	12.5	25	25	37.5	0	11
Palau	22	91.7	0	0	0	9.1	36.4	31.8	22.7	0	9
Puerto Rico[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	82	96.5	1.2	0	2.4	1.2	14.6	22	34.1	24.4	11
Insular Areas Subtotal	266	94.3	0.4	0	0.8	2.6	10.5	25.9	44.7	15	11
Bermuda	117	95.1	0	0	0.9	3.4	12.8	23.9	41	17.9	11
DANTES[4]	588	88.4	0	0	0.2	0.9	11.7	28.9	41.3	17	11
Federal Bureau of Prisons	4,759	92	0.7	1.2	2.8	12.8	23.8	26.3	26.6	5.8	11
GED Testing Service-Proctored[5]	47	94	0	0	0	4.3	19.1	46.8	8.5	21.3	10
Michigan Prisons	1,375	88.8	0.2	0.8	1.6	7.8	18.8	28.9	35.6	6.2	11
Prometric[6]	1,352	78.9	3.7	0.5	0.4	1.8	8.7	33.2	30.6	21.1	10
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	8,238	88.8	1	0.9	2	9.1	19.4	28.2	29.9	9.4	11
Program Total[7]	366,847	89.3	0.7	0.6	1.1	7.2	16.8	27.7	36.4	9.4	11

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on highest grade completed were not available because of legal restrictions on collecting such data.

[2] Data indicated as NA for New York due to low response rate (>50%).

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[4] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[5] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[6] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[7] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Notes: Due to rounding procedures, percentages may not equal 100 percent.

Caution should be exercised in interpreting results when response rate is below 85 percent.

No highest grade completed demographics are reported for Canada as Canadian policies prohibit collection and reporting of such data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 18

Percentage of GED® Test Passers, by Years Out of School and Mean Years Out: 2012

Jurisdiction	Passers with Reported Years Out of School[1]		Years Out of School							Mean Years Out	Std. Dev.
			<1	1	2	3-5	6-10	11-20	21+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)		
Alabama	5,548	69.6	11.4	15.6	10.1	16.5	16.9	20.4	9.1	7.9	8.6
Alaska	1,413	90.7	15.9	17.3	11.7	19	16.4	13.4	6.2	6.2	8.4
Arizona	10,161	87.7	11.1	14.9	10.7	16.7	17.5	19.2	10	8.1	8.9
Arkansas	5,952	93.8	20.3	18	9.1	14	12.9	15.7	9.9	7.2	9.5
California	24,382	80.7	8.5	12.3	9.6	17.9	18.2	19.8	13.7	9.3	9.5
Colorado	8,752	93.3	10.2	15.2	10.2	17.2	17.3	19.8	10.1	8.2	8.9
Connecticut	2,712	100	3.3	11.6	11.8	22.8	19.5	20.1	10.9	8.8	8.8
Delaware	694	95.9	4	12.2	12.2	17.4	20.7	23.8	9.5	8.7	8.5
District of Columbia	368	83.3	5.2	13.6	11.4	26.1	20.9	17.4	5.4	7.1	7.5
Florida	25,357	89.2	13.3	19.6	13.4	17.4	14.1	14.1	8.1	6.7	8.5
Georgia	12,216	76.4	10.3	17.3	12.3	18.8	16.1	16.7	8.5	7.4	16.7
Hawaii	1,128	93.2	24.4	26.3	11.3	13.1	9.8	9.6	5.5	4.6	7.1
Idaho	2,633	82.5	13.8	17.4	9.9	15	16.9	18.3	8.8	7.5	8.8
Illinois	11,547	78.4	9.8	15.3	11.8	19	16.7	17.9	9.6	7.8	8.7
Indiana	10,125	94.1	11.6	17.9	12	17.5	15.1	17.1	8.8	7.4	8.9
Iowa	3,229	99.3	8.3	15.2	11.6	19.6	17.1	19	9.2	7.9	8.8
Kansas	2,008	71.6	10.2	17.4	11.8	18.3	18.2	17.1	7	6.9	7.8
Kentucky	7,849	88.3	8.7	13	9	17.9	18	21.7	11.7	9	9.2
Louisiana	6,889	94.6	14.9	20	10.7	16.3	14.2	17.1	6.9	6.7	8.5
Maine	1,649	87.8	9.9	19.5	13.4	21.4	14.2	13.9	7.7	6.7	8.9
Maryland	4,201	87.5	10.5	17	13.6	18.8	16.7	15.3	8.2	7.2	9
Massachusetts	5,016	75.7	11.5	19.2	13.4	19.7	14.7	14.8	6.7	6.5	8.2
Michigan	8,242	80.1	8.4	16.3	15.3	21.9	15	15.2	7.9	7	8.3
Minnesota	5,098	91.7	9.7	14.4	12.7	19.2	17.6	18.3	8.2	7.6	8.6
Mississippi	5,894	95.1	18	19.9	11.1	13.8	13.8	16.3	7.1	6.5	8.3
Missouri	8,084	87.7	15.1	18.7	10.3	13.8	15.5	18	8.6	7.3	9.2
Montana	2,034	93.9	16.8	19.9	12.9	17.4	13.5	13	6.5	6.1	8.5
Nebraska	1,735	92.6	6.1	14.6	9.5	20.1	18.7	22.2	8.9	8.3	8.3
Nevada	3,761	93.7	12.5	13.3	11.1	18.2	17	17.8	10.1	7.9	9
New Hampshire	1,304	89.9	21.3	16.8	9.7	14	15	13.7	9.5	7	9.7
New Jersey	6,551	83.9	13.8	19.3	11.4	14	13.9	17.2	10.5	7.6	9.1
New Mexico	4,110	91.5	16.1	18.1	11.7	15.6	15.4	15.5	7.7	6.7	8.4
New York[2]	3,801	16.4	7.6	14.2	11.9	18.9	19	18.6	9.8	8.1	8.6
North Carolina	10,025	84	5.3	11	10.7	20.8	18	20.9	13.4	9.5	9.7
North Dakota	865	88.1	15.1	19.4	12.7	18.6	16	11.9	6.2	6.1	8.5
Ohio	12,197	92.1	6.5	9.8	9.4	20.3	20.1	21.9	11.9	9.3	9.3
Oklahoma	5,865	91.8	10.7	15.6	10.8	17.6	15.9	20.2	9.2	7.9	8.8
Oregon	7,332	92.9	14	18.8	11.9	15.6	13.8	15.6	10.2	7.6	25
Pennsylvania	11,267	86.7	10.5	15.6	12.2	19.1	17	16.9	8.7	7.4	8.5
Rhode Island	1,374	88.1	12.1	22.9	15.5	19.4	12.5	10.4	7.1	6.6	12.1
South Carolina	7,216	96.5	9.9	15.7	11.8	18.9	15.5	18.5	9.6	7.8	8.9
South Dakota	601	93.3	15.1	20.1	10.6	21	15.8	13.3	4	5.6	7.7
Tennessee	8,080	90.8	7.8	12.4	10	16.5	17.6	22	13.8	9.7	10.1
Texas	29,438	98.3	9.2	11.8	8.8	18.1	18.5	21.9	11.7	9	9.1
Utah	4,689	83.2	12.8	15.5	10.4	20.2	17.4	15.7	8	7	8.1
Vermont	421	87.7	14	23	15	18.1	13.5	11.4	5	5.5	8.2
Virginia	9,604	88	16.4	16.4	9.2	14.5	14.3	18.8	10.5	7.9	9.4
Washington	9,552	73.6	12.2	16.6	12.8	19.5	16.2	15.3	7.5	6.8	8.1
West Virginia	3,934	97.7	15.9	21.7	11.5	15.5	14.3	14.2	6.9	6.7	33
Wisconsin	5,885	82.8	8.5	17.3	9.4	15.3	17.2	20.8	11.4	8.6	9.2
Wyoming	1,220	99.8	13	17.5	11.3	16.2	17.4	16.6	7.9	7.1	8.5
U.S. Subtotal	**334,008**	**83.2**	**11.1**	**15.7**	**11.1**	**17.8**	**16.4**	**18.1**	**9.8**	**7.9**	**10.6**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 18 *(continued from previous page)*

Percentage of GED® Test Passers, by Years Out of School and Mean Years Out: 2012

Jurisdiction	Passers with Reported Years Out of School[1]		Years Out of School							Mean Years Out	Std. Dev.
			<1	1	2	3-5	6-10	11-20	21+		
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)		
American Samoa	10	100	30	10	10	20	20	10	0	3.8	4.7
Federated States of Micronesia	2	*	*	*	*	*	*	*	*	*	*
Guam	144	96.6	9	13.2	16.7	21.5	22.2	9.7	7.6	6.4	7.2
Marshall Islands	2	*	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	8	88.9	0	12.5	25	37.5	25	0	0	4.3	2.4
Palau	23	95.8	0	8.7	4.3	30.4	21.7	26.1	8.7	8.9	6.9
Puerto Rico[3]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	81	95.3	12.3	13.6	12.3	14.8	14.8	22.2	9.9	8.1	9.2
Insular Areas Subtotal	**270**	**95.7**	**10**	**12.6**	**14.1**	**20.7**	**20**	**14.8**	**7.8**	**6.9**	**7.7**
Bermuda	110	89.4	20	29.1	11.8	7.3	8.2	12.7	10.9	6.8	10.2
DANTES[4]	588	88.4	6	16.3	17.2	26.7	18.7	13.3	1.9	5.3	5.2
Federal Bureau of Prisons	4,186	80.9	0.8	1.4	2.6	6.9	17.7	43.8	26.7	16.1	9.7
GED Testing Service-Proctored[5]	45	90	2.2	35.6	15.6	17.8	11.1	17.8	0	4.7	5.3
Michigan Prisons	1,318	85.1	2.2	10.2	9.5	18.7	22.3	23.1	13.9	10.2	9.6
Prometric[6]	1,208	70.5	26.1	27.4	16.6	19.5	7.1	2.4	0.9	2.5	3.8
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**7,455**	**80.4**	**5.9**	**9**	**7.4**	**12.7**	**16.7**	**30.4**	**17.9**	**11.8**	**10.2**
Program Total[7]	**341,733**	**83.2**	**11**	**15.6**	**11**	**17.6**	**16.5**	**18.4**	**10**	**7.9**	**10.6**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on highest grade completed were not available because of legal restrictions on collecting such data.

[2] Data indicated as NA for New York due to low response rate (>50%).

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[4] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[5] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[6] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.[7] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Notes: Caution should be exercised in interpreting results when response rate is below 85 percent.

Due to rounding procedures, percentages may not equal 100 percent.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 19a

Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the United States: 2012

Jurisdiction	Passers Indicating Reasons for Testing[1]		Educational Reasons						Military Reasons		
			Four-Year College	Two-Year College	Technical or Trade Prog.	Skills Certification	Job Training	Any Educ. Reason	Military Entrance	Military Career	Any Military Reason
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	7,355	92.3	15	29.2	32.9	8.5	11.9	63.8	4.3	2.6	6.1
Alaska	1,453	93.3	19.6	16.3	18.7	13.3	18.2	51.4	9.2	5.9	10.3
Arizona	10,346	89.3	20.6	27.3	16.6	9.6	8.2	57.2	4.6	2.3	5.2
Arkansas	6,248	98.5	25.7	27.6	15.8	7.4	6.9	56.5	5.9	3.3	7
California	26,630	88.2	21.4	32.4	19.2	9.7	8.4	62.3	4.3	1.9	4.8
Colorado	9,367	99.9	25.2	33.5	20.4	13.4	12.5	64.1	4.1	2.4	4.8
Connecticut	2,712	100	21.5	30.1	17.6	12.3	8.5	61.1	2.7	1.7	3.3
Delaware	712	98.3	23.7	33	34.4	14.5	13.8	69.9	5.2	2.2	5.8
District of Columbia	375	84.8	41.6	32.8	21.9	15.5	16	78.7	3.5	1.6	3.5
Florida	27,440	96.5	31.4	36.4	24.1	7.1	13.9	73.2	5.8	3.1	6.6
Georgia	13,443	84.1	24.9	29.9	32.8	8.8	6.3	69.9	5.8	3.5	7.2
Hawaii	1,189	98.3	31	35.9	12.7	7.8	7.3	63.2	11.1	5.8	12.4
Idaho	2,857	89.5	25.6	28.8	17.1	9.7	10.6	59.4	4.2	2	4.8
Illinois	13,065	88.7	10.9	22	98.7	11.3	12.2	99.3	4.6	4.3	7.6
Indiana	10,530	97.9	25.7	32.7	18.6	9.8	9.5	61.6	4.8	2.5	5.5
Iowa	2,763	85	16.4	35.9	11.2	6.9	6.5	53.1	2.9	1.6	3.6
Kansas	2,070	73.8	24.9	35.8	21.5	10.1	10.3	66.8	3.1	2.1	3.9
Kentucky	8,233	92.6	22.7	28.9	19.3	9.8	10.2	57.7	3.3	2.1	3.9
Louisiana	7,089	97.4	23.9	26.6	33.6	9.2	8.4	68	7.5	4.2	8.6
Maine	1,746	93	23.4	27	19.9	10	15.1	63.6	4.7	2.2	5.3
Maryland	4,512	94	32.4	30.9	18.5	8.5	7.6	65.9	6.3	3.4	7.5
Massachusetts	5,368	81	28.2	37.9	20.7	11.5	11.9	71.1	4.8	2.4	5.3
Michigan	8,551	83.1	25.3	33.6	16.2	9.3	9.7	61.4	5.3	2.5	5.9
Minnesota	5,283	95	24.6	38.7	23.4	9.4	7.7	67.4	3.4	1.6	3.9
Mississippi	5,979	96.5	25.4	49.4	18.7	9.1	10.5	72.4	7.2	3.3	8.5
Missouri	8,382	90.9	26.1	32.9	22.1	9.1	8.7	62.6	4.8	2.6	5.6
Montana	2,096	96.8	25.5	26.2	17.7	10.9	13.6	61.1	5	3.3	5.8
Nebraska	1,764	94.1	26.5	37.5	15.4	9.9	8.3	62.9	4.1	2	4.5
Nevada	3,816	95.1	23.3	29.6	17.9	10.8	11.1	58.2	4	2.4	4.7
New Hampshire	1,413	97.4	20.2	29	19.7	7.4	7.3	57.3	4.2	2.1	4.8
New Jersey	7,092	90.8	31.6	40.5	28.8	15.4	14.2	76.8	5.7	3.1	6.4
New Mexico	4,159	92.6	33.6	34.4	15	11.4	13.2	67.7	4.4	2.9	5.1
New York	5,391	23.2	27	33.2	13.6	7.8	7.7	62.6	3.3	1.9	4
North Carolina	9,896	82.9	22.8	39.1	20.9	12.2	10.1	66.9	6	3	7
North Dakota	849	86.5	22.4	28.4	17	5.5	6.1	55.1	3.3	2.4	4.2
Ohio	13,244	100	28.1	37.7	20.1	9.3	13.1	66.7	3.4	1.9	3.9
Oklahoma	5,980	93.6	18.9	22.5	22.3	8.9	9.9	55	4.1	2.8	5.1
Oregon	7,667	97.1	24.1	37.2	16.1	13.9	13.1	64.1	3.4	1.8	3.8
Pennsylvania	11,820	91	22.9	28.6	28.5	13.6	14.4	64.5	4.6	2.9	5.4
Rhode Island	1,382	88.6	11.2	31.3	39.7	13	15.7	69.2	2.9	1.7	4.4
South Carolina	7,227	96.6	22.9	39.1	43.3	13.4	14.2	73.5	6.2	3.6	7.2
South Dakota	624	96.9	22.3	26.3	22.8	8.3	11.7	63.9	5.8	2.2	6.3
Tennessee	8,485	95.3	23.9	27.7	26.6	8.7	7.9	62.8	4.1	2.1	4.7
Texas	29,723	99.3	24.2	34.6	22.2	15.3	14.4	64.1	3.9	2.3	4.5
Utah	4,819	85.5	29	29.8	20.1	14.8	12.2	63.7	3.6	1.8	3.9
Vermont	439	91.5	22.1	25.1	17.5	7.7	11.2	59.7	4.8	3.4	5.9
Virginia	9,898	90.7	21.6	34.2	18.9	10.9	10.2	60.1	6.2	3.8	7.6
Washington	9,415	72.5	21.3	36.3	20.1	13.4	15	64.4	7.3	4.3	9.4
West Virginia	3,931	97.6	23.6	23.7	20.9	10.7	12.2	57.5	4.8	3.8	5.7
Wisconsin	5,980	84.1	19.7	30.3	29.1	10.7	10.2	61.7	4.1	2.4	4.8
Wyoming	1,222	99.9	22.4	31.9	13.6	10.7	8.6	57.9	5.1	2.2	5.6
U.S. Subtotal	**352,030**	**90.6**	**24.1**	**31.8**	**23.0**	**10.5**	**10.9**	**64.3**	**4.9**	**2.7**	**5.7**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 19a *(continued from previous page)*

Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the United States: 2012

Jurisdiction	Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason
	Get First Job	Keep Current Job	Get Better Job	Employer Required	Any Employ. Reason	Early Release	Court Order	Public Asst. Requirement	Any Social Reason	Positive Role Model	Personal Satisfaction	Any Personal Reason	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	5.4	28.1	21.1	6.9	52.7	3.1	1.5	17.0	20.5	43.2	27.4	57.9	4.9
Alaska	14.5	3.3	42.3	12.2	57.2	3.5	1.1	1.9	6.1	22.8	59.2	62.3	23
Arizona	15.0	2.5	37.5	9.2	54	3.6	2.1	0.8	5.8	25.5	51.0	55.5	11.9
Arkansas	13	2.4	36	7.0	49.9	6.5	7.5	0.6	13.7	23.8	54.7	58	20
California	13.8	2.1	36.3	10.6	52.1	3.5	0.8	1.2	5.2	24.9	51.9	54.9	14.3
Colorado	13.0	2.7	44.4	10.3	57.6	3.5	5.2	1.7	9.5	28.5	59.2	62.2	15.7
Connecticut	0.0	2.0	8.8	9.7	18	1.5	2.0	1.0	3.9	21.5	57.2	60.2	14.3
Delaware	11.0	1.7	48.2	13.9	61.4	4.5	4.4	0.1	7.6	36.7	62.5	67.6	14
District of Columbia	14.7	3.5	35.5	13.3	50.7	2.1	1.3	1.1	4.0	23.7	43.7	46.4	10.4
Florida	8.7	1.9	32.3	8.4	40.0	1.9	1.3	0.4	3.4	20.9	49.7	52.7	15.4
Georgia	13.8	2.1	35.1	6.8	50.1	2.5	3.1	0.4	5.5	20.0	42.5	46.4	5.1
Hawaii	19.5	1.8	30.9	10.7	50.1	6.7	3.0	0.8	9.3	19.5	49.4	52.0	23.1
Idaho	14.6	2.5	39.7	8.6	54.4	1.3	10.2	0.6	11.7	24.8	56.2	58.6	16
Illinois	9.9	15.5	18.0	11.9	43.8	4.5	6.1	16.5	22.4	26.8	16.2	33.5	2.4
Indiana	15	2.5	47.0	11.6	63.2	11.2	5.0	0.4	15.2	29.1	59.9	63.3	15.2
Iowa	9.2	2.3	45.8	8.2	57.3	1.1	7.5	2.4	10.6	21.6	57.0	59.7	14.7
Kansas	7.5	2.4	45.7	6.2	53.2	3.1	5.0	0.8	8.6	26.8	56.0	59.5	12
Kentucky	12.4	2.2	40.9	7.3	52.7	4.8	4.3	0.9	9.3	25.7	55.0	58.0	12.5
Louisiana	15.0	1.3	33.9	7.4	49.8	9.0	3.5	0.5	12.1	25.9	52.3	56.3	14.3
Maine	13.4	2.4	39.5	8.2	54.6	1.0	0.5	2.7	4.2	20.4	50.1	53.6	14.5
Maryland	12.0	1.8	36.5	8.6	50.1	2.4	2.0	0.3	4.4	21.7	50.7	54.3	13.1
Massachusetts	10.2	1.9	39.8	8.0	50.9	1.2	1.6	2.1	4.7	22.9	50.1	53.7	13.5
Michigan	14.9	2.4	41.3	10.8	57.8	1.5	5.6	0.7	7.4	24.9	54.7	58.1	15.9
Minnesota	9.3	2.4	45.6	10.7	56.6	0.7	2.4	1.5	4.4	25.3	57.3	59.8	15
Mississippi	16.4	2.1	37.8	7.4	54.5	3.1	3.5	0.5	6.5	23.4	47.0	51.2	14.5
Missouri	10.1	2.6	42.7	8.2	53.5	2.8	6.2	0.4	8.9	29.0	58.7	61.5	21.5
Montana	12.1	2.2	38.7	9.1	51.8	2.1	5.3	1.4	8.3	21.4	53.5	56.3	19.5
Nebraska	7.5	2.9	50.7	9.2	58.7	1.9	5.4	0.8	7.9	30.2	60.4	64.3	16.8
Nevada	13.8	2.4	39	16.8	56.5	5.2	1.9	1.0	7.8	21.5	49.8	51.8	19.7
New Hampshire	10.7	2.3	42.1	7.3	55.3	3.8	1.7	0.6	5.7	19.6	55.1	57.0	19.5
New Jersey	14.9	2.4	40.9	9.6	55.2	1.6	1.3	1.5	4.1	28.1	55.0	58.7	11.4
New Mexico	15.3	3.4	38	11.6	52.4	3.9	1.5	0.8	6.0	22.6	48.8	51.8	19.4
New York	8.3	1.8	36.2	6.4	45.9	1.9	0.8	1.5	4.1	23.9	48.9	52.8	12.3
North Carolina	11.5	1.6	41.5	8.1	53.4	4.9	3.1	1.0	8.5	26.5	53.7	57.3	14
North Dakota	6.9	4.0	38.2	19.6	57.8	4.4	5.2	0.8	9.2	19.3	49.4	52.3	17
Ohio	8.4	3.1	45	8.8	54.4	1.0	4.2	0.7	5.6	29.2	56.3	60.7	14.3
Oklahoma	9.9	4.6	39.5	9.1	52.8	6.4	5.6	2.4	13.1	25.8	49.5	55.1	15
Oregon	22.1	2.3	36.5	9.4	57.6	3.2	1.8	0.8	5.5	23.7	58.5	61.3	19.7
Pennsylvania	12.8	2.6	46.2	11.1	60.1	2.7	6.5	1.0	9.3	28	58.7	62.4	11.8
Rhode Island	1.7	38.1	11.9	4.8	48.3	0.7	1.3	20.6	21.7	51.2	15.8	59.6	0
South Carolina	13.3	2.3	43.9	10.4	56.7	1.1	1.6	0.6	3.0	24.9	51.1	54.0	12
South Dakota	7.9	1.0	41.3	7.7	48.7	4.5	6.9	1.0	12.0	22.1	56.9	59.0	17.6
Tennessee	11.1	1.9	44.9	9.0	57.9	3.8	2.6	0.7	6.8	27.1	54.5	57.8	13.9
Texas	10.9	2.6	39.7	7.5	50.0	5.8	7.2	0.6	12.9	29.8	52.8	57.1	16.3
Utah	10.8	3.0	53.2	10.2	63.6	2.3	4.4	1.2	7.4	33.3	63.7	65.8	16.5
Vermont	15.5	2.5	31.9	9.6	48.5	1.6	1.4	1.6	4.6	15.9	51.0	51.7	21.2
Virginia	12.8	2.4	39.1	8.2	52.8	3.6	2.9	0.5	6.5	22.5	52.1	55.5	15.6
Washington	20.8	5.3	39.5	14.2	61.4	3.8	6.5	6.7	13.5	20.8	48.2	51.5	16.8
West Virginia	15.4	2.3	39.5	9.0	54.6	3.7	5.5	2.2	10	20.7	47.6	50.2	20.6
Wisconsin	9.2	2.1	43.2	10.1	53.5	2.1	3.2	0.9	5.8	25.1	57.0	59.8	20.4
Wyoming	7.9	3.7	43.6	6.7	53.1	1.6	9.1	0.7	11.1	21.0	56.6	59.8	15.5
U.S. Subtotal	**11.8**	**3.9**	**38.6**	**9.5**	**53.1**	**3.3**	**3.8**	**2.1**	**8.5**	**25.4**	**51.7**	**56.5**	**15.0**

Source: 2012 GED Testing Service® data.

[1] Passers could report more than one reason for testing.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 19b

Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2012

Jurisdiction	Passers Indicating Reasons for Testing[1]		Educational Reasons						Military Reasons		
			Four-Year College	Two-Year College	Technical or Trade Prog.	Skills Certification	Job Training	Any Educ. Reason	Military Entrance	Military Career	Any Military Reason
	(N)	Response Rate (%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	10.0	100.0	40.0	70.0	0.0	10.0	0.0	90.0	10.0	0.0	10.0
Federated States of Micronesia	3.0	*	*	*	*	*	*	*	*	*	*
Guam	144	96.6	35.4	15.3	11.8	16.7	7.6	54.2	20.1	12.5	24.3
Marshall Islands	2.0	*	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	8.0	88.9	50.0	12.5	12.5	0.0	0.0	62.5	0.0	0.0	0.0
Palau	23.0	95.8	21.7	34.8	4.3	4.3	8.7	60.9	13	17.4	26.1
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	81	95.3	43.2	29.6	17.3	12.3	4.9	76.5	6.2	3.7	8.6
Insular Areas Subtotal	**271.0**	**96.1**	**37.3**	**24.4**	**12.5**	**13.7**	**6.6**	**63.5**	**14**	**9.2**	**18.1**
Bermuda	116	94.3	31.0	29.3	15.5	16.4	10.3	69.0	1.7	0.9	1.7
DANTES[3]	600	90.2	29.2	18.5	6.2	4.5	2.8	41.8	55.5	19	63.7
Federal Bureau of Prisons	4,655	90.0	13.5	18.9	27.2	15.2	12.9	47.9	0.6	0.4	0.7
GED Testing Service-Proctored[4]	49.0	98.0	63.3	16.3	0.0	8.2	0.0	75.5	0.0	0.0	0.0
Michigan Prisons	1,324	85.5	18.1	21.8	30.7	17.6	15.1	51.4	2.6	1.7	3.1
Prometric[5]	1,374	80.2	80.4	17.8	4.7	17.9	5.6	89.2	2.7	1.3	2.9
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**8,118**	**87.5**	**27.3**	**19.3**	**22.1**	**15.2**	**11.2**	**55.5**	**5.3**	**2.1**	**6.1**
Program Total[6, 7]	**360,419**	**90.9**	**26.7**	**30.7**	**21.0**	**10.6**	**10.1**	**64.5**	**5.8**	**3.2**	**7.0**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 19b *(continued from previous page)*

Percentage of Passers Reporting Various Reasons for Taking the GED® Test in the Insular Areas and Inter-Regional Contracts: 2012

Jurisdiction	Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason
	Get First Job	Keep Current Job	Get Better Job	Employer Required	Any Employ. Reason	Early Release	Court Order	Public Asst. Requirement	Any Social Reason	Positive Role Model	Personal Satisfaction	Any Personal Reason	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	20	0.0	0.0	0.0	20	0.0	0.0	0.0	0.0	20	30	30	30
Federated States of Micronesia	*	*	*	*	*	*	*	*	*	*	*	*	*
Guam	15.3	2.1	42.4	11.1	58.3	1.4	1.4	0.0	2.8	36.8	59.7	63.9	22.9
Marshall Islands	*	*	*	*	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	25	0.0	0.0	12.5	25	0.0	0.0	0.0	0.0	12.5	37.5	50	12.5
Palau	8.7	0.0	39.1	8.7	47.8	0.0	4.3	0.0	4.3	21.7	21.7	34.8	30.4
Puerto Rico[2]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	18.5	1.2	28.4	7.4	46.9	0	2.5	2.5	4.9	21	51.9	53.1	8.6
Insular Areas Subtotal	**16.2**	**1.8**	**35.1**	**9.6**	**51.7**	**0.7**	**1.8**	**1.1**	**3.7**	**29.2**	**51.7**	**56.1**	**18.8**
Bermuda	14.7	1.7	25.9	6.9	40.5	5.2	0.0	0.0	5.2	18.1	46.6	48.3	13.8
DANTES[3]	3.2	0.8	17.7	7.0	22.8	1.2	0.0	0.2	1.3	10.7	28.2	29.3	8.7
Federal Bureau of Prisons	6.6	1.5	39.3	13.9	46.3	4.6	9.2	0.6	13.1	36.3	71.6	76.7	17.2
GED Testing Service-Proctored[4]	6.1	8.2	14.3	4.1	26.5	2.0	0.0	0.0	2.0	4.1	30.6	30.6	8.2
Michigan Prisons	13.7	1.2	28.7	11.3	42	14.5	32.3	1.0	40.7	31.4	61.6	66.2	22.1
Prometric[5]	7.9	1.5	9.0	4.9	15.5	4.6	0.4	0.9	5.3	7.6	22.6	24.2	22.5
VA Hospitals	*	*	*	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**7.8**	**1.5**	**30.5**	**11.3**	**38.4**	**5.9**	**10.6**	**0.7**	**15.3**	**28.3**	**57.8**	**61.9**	**18.2**
Program Total[6, 7]	**12.0**	**3.5**	**35.7**	**9.2**	**50.0**	**3.3**	**3.9**	**1.8**	**8.3**	**24.4**	**49.9**	**54.6**	**15.5**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Passers could report more than one reason for testing.

[2] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[3] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[4] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[5] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[6] Canadian data on reasons for testing were not available because of legal restrictions on collecting such data.

[7] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 20a

Standard Score Statistics for GED® Test Passers in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2012

Jurisdiction	Passers	Writing			Social Studies			Reading		
	(N)	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median	Mean	Std. Dev
Alabama	7,967	460	478	62	510	517	65	520	545	90
Alaska	1,558	490	505	70	530	541	77	560	574	102
Arizona	11,588	500	509	71	520	530	73	540	559	97
Arkansas	6,346	520	530	76	520	528	70	540	559	97
California	30,201	510	517	77	530	536	74	540	563	99
Colorado	9,376	500	513	73	530	537	75	540	567	99
Connecticut	2,712	530	549	81	520	533	75	540	556	98
Delaware	724	510	519	67	540	546	69	570	583	103
District of Columbia	442	510	519	68	500	502	61	500	532	87
Florida	28,422	500	505	70	530	533	72	540	564	98
Georgia	15,980	520	529	76	520	525	72	540	552	95
Hawaii	1,210	500	513	73	530	538	73	540	565	99
Idaho	3,191	510	517	73	540	547	80	570	585	102
Illinois	14,735	470	489	72	520	528	69	540	552	94
Indiana	10,759	490	497	66	530	533	70	540	560	95
Iowa	3,251	510	515	73	540	546	73	570	581	98
Kansas	2,806	520	530	73	550	559	78	570	591	101
Kentucky	8,888	480	494	65	520	524	69	520	549	94
Louisiana	7,281	490	499	65	520	523	67	540	549	91
Maine	1,878	490	502	74	540	544	77	570	581	102
Maryland	4,802	480	496	67	530	538	73	540	558	98
Massachusetts	6,630	490	505	71	520	530	75	540	556	97
Michigan	10,290	480	492	66	530	537	73	540	564	97
Minnesota	5,562	480	495	69	540	547	76	560	576	100
Mississippi	6,196	470	487	62	500	508	65	500	537	91
Missouri	9,222	490	504	68	530	540	73	540	564	97
Montana	2,165	490	501	69	530	544	76	570	580	102
Nebraska	1,874	500	506	69	530	543	75	570	578	101
Nevada	4,012	490	499	68	530	536	71	540	561	97
New Hampshire	1,450	500	506	71	540	550	76	560	574	102
New Jersey	7,808	500	508	71	510	521	70	520	545	94
New Mexico	4,492	490	504	69	520	527	71	540	555	96
New York	23,223	500	508	78	510	525	70	520	550	94
North Carolina	11,935	490	503	68	530	532	73	540	569	97
North Dakota	982	480	494	67	530	537	78	550	571	99
Ohio	13,248	470	485	63	530	536	72	540	562	96
Oklahoma	6,391	480	492	65	530	532	70	540	564	96
Oregon	7,892	500	515	75	530	544	79	570	582	104
Pennsylvania	12,996	490	505	72	520	530	71	540	559	97
Rhode Island	1,560	460	483	70	530	536	71	560	570	95
South Carolina	7,479	480	489	64	520	526	68	540	554	94
South Dakota	644	520	536	65	550	560	72	595	602	99
Tennessee	8,901	480	493	65	520	526	69	540	550	95
Texas	29,938	520	528	74	510	521	70	540	552	95
Utah	5,639	520	528	79	540	545	76	570	580	103
Vermont	480	500	516	81	550	558	85	570	594	105
Virginia	10,914	490	500	70	510	523	71	520	545	95
Washington	12,987	530	538	82	530	544	79	570	580	104
West Virginia	4,028	470	489	66	510	522	68	540	552	95
Wisconsin	7,110	490	496	66	530	540	77	540	568	97
Wyoming	1,223	510	515	71	540	546	75	570	583	101
U.S. Subtotal	401,388	500	507	73	520	531	73	540	560	97

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 20a *(continued from previous page)*

Standard Score Statistics for GED® Test Passers in Language Arts, Writing; Social Studies; and Language Arts, Reading Tests: 2012

Jurisdiction	Passers	Writing			Social Studies			Reading		
	(N)	Median	Mean	Std. Dev.	(N)	Median	Mean	Std. Dev.	(N)	Median
American Samoa	10	530	530	50	535	554	84	585	580	106
Federated States of Micronesia	3	*	*	*	*	*	*	*	*	*
Guam	149	480	496	71	510	513	53	500	533	82
Marshall Islands	2	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	9	480	521	90	570	544	67	500	550	100
Palau	24	475	478	41	470	478	57	460	494	85
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	85	480	490	53	500	509	62	500	530	82
Insular Areas Subtotal	**282**	**480**	**496**	**65**	**505**	**511**	**59**	**500**	**531**	**84**
Alberta	1,188	550	559	76	580	580	70	620	630	103
British Columbia	786	580	595	92	590	589	73	620	623	103
Manitoba	144	540	552	72	590	591	70	620	633	96
New Brunswick	675	510	522	61	530	536	65	570	593	93
Newfoundland and Labrador	75	530	545	71	540	562	77	600	612	102
Northwest Territories	*	*	*	*	*	*	*	*	*	*
Nova Scotia	453	520	538	71	540	551	71	570	586	99
Nunavut	9	530	523	54	540	541	38	540	562	88
Ontario	2,776	560	566	80	580	580	74	610	610	103
Prince Edward Island	243	520	529	66	540	555	66	570	581	95
Quebec	71	520	531	69	510	524	63	620	620	71
Saskatchewan	640	530	538	66	550	555	64	570	594	99
Yukon Territory	11	550	530	67	540	573	94	540	584	67
Canada Subtotal	**7,071**	**550**	**557**	**79**	**560**	**571**	**73**	**610**	**610**	**102**
Bermuda	123	480	489	61	490	495	53	490	518	84
DANTES[2]	665	520	528	69	560	565	74	570	597	102
Federal Bureau of Prisons	5,175	460	473	53	500	515	66	520	540	89
GED Testing Service-Proctored[3]	50	490	489	56	485	495	54	490	511	67
Michigan Prisons	1,548	460	471	54	500	514	64	520	539	85
Prometric[4]	1,713	500	520	80	530	536	74	520	537	96
VA Hospitals	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**9,274**	**470**	**486**	**64**	**510**	**522**	**69**	**520**	**543**	**92**
Program Total[5]	**418,015**	**500**	**508**	**73**	**520**	**532**	**73**	**540**	**560**	**98**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[4] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[5] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Note: Caution should be exercised in interpreting results because some results are based on a small number of candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 20b

Standard Score Statistics for GED® Test Passers in Science, Mathematics, and Test Battery: 2012

Jurisdiction	Passers	Science			Mathematics			Battery		
	(N)	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median	Mean	Std. Dev
Alabama	7,967	530	532	68	470	478	58	498	510	52
Alaska	1,558	550	562	79	500	504	71	528	537	62
Arizona	11,588	530	544	74	480	489	67	514	526	59
Arkansas	6,346	540	546	73	490	494	65	522	532	58
California	30,201	540	547	73	480	487	67	520	530	59
Colorado	9,376	540	553	76	480	491	69	520	532	61
Connecticut	2,712	540	547	79	470	489	70	522	535	64
Delaware	724	550	555	75	510	515	71	534	544	58
District of Columbia	442	500	508	58	450	469	59	494	506	49
Florida	28,422	540	549	75	480	495	68	518	529	58
Georgia	15,980	530	537	72	470	485	66	514	526	59
Hawaii	1,210	550	560	77	500	510	79	528	537	63
Idaho	3,191	560	570	81	490	502	72	534	544	64
Illinois	14,735	530	539	70	480	489	66	508	519	56
Indiana	10,759	540	551	73	490	498	67	518	528	56
Iowa	3,251	550	563	76	500	508	69	534	542	59
Kansas	2,806	560	577	79	520	526	74	548	557	61
Kentucky	8,888	530	541	68	470	481	59	506	518	55
Louisiana	7,281	530	536	70	480	491	64	508	519	54
Maine	1,878	550	566	82	490	498	68	528	538	63
Maryland	4,802	540	548	75	480	495	69	514	527	59
Massachusetts	6,630	530	544	77	480	490	69	512	525	61
Michigan	10,290	540	553	77	480	490	66	516	527	58
Minnesota	5,562	550	560	79	490	504	73	526	536	61
Mississippi	6,196	520	526	69	470	477	58	492	507	52
Missouri	9,222	550	559	74	490	502	68	524	534	58
Montana	2,165	550	565	76	490	503	73	528	538	61
Nebraska	1,874	550	561	76	490	497	68	528	537	59
Nevada	4,012	540	549	72	480	489	65	516	527	57
New Hampshire	1,450	560	571	79	500	507	72	532	542	62
New Jersey	7,808	520	531	73	470	486	68	504	518	59
New Mexico	4,492	530	545	72	480	487	66	510	523	58
New York	23,223	520	533	71	480	488	66	506	521	58
North Carolina	11,935	540	546	73	490	497	67	520	529	58
North Dakota	982	550	563	80	490	502	71	522	533	61
Ohio	13,248	540	548	75	480	486	63	512	523	56
Oklahoma	6,391	540	547	70	480	487	62	514	524	55
Oregon	7,892	550	567	82	490	501	74	530	542	65
Pennsylvania	12,996	530	545	76	480	490	68	512	526	60
Rhode Island	1,560	540	549	75	490	496	68	515	527	59
South Carolina	7,479	530	540	71	480	490	65	508	520	55
South Dakota	644	560	578	76	520	532	70	554	562	56
Tennessee	8,901	530	540	71	470	479	60	506	518	55
Texas	29,938	530	535	71	480	488	65	512	525	58
Utah	5,639	560	569	78	490	501	74	536	545	64
Vermont	480	560	571	80	500	512	78	539	550	68
Virginia	10,914	530	537	74	460	479	64	502	517	58
Washington	12,987	550	563	81	490	499	73	534	545	65
West Virginia	4,028	530	543	69	470	482	59	506	518	54
Wisconsin	7,110	540	552	79	480	493	69	518	530	60
Wyoming	1,223	560	565	77	500	503	67	536	542	60
U.S. Subtotal	401,388	540	546	75	480	491	67	516	527	59

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 20b *(continued from previous page)*

Standard Score Statistics for GED® Test Passers in Science, Mathematics, and Test Battery: 2012

Jurisdiction	Passers	Science			Mathematics			Battery		
	(N)	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median	Mean	Std. Dev
American Samoa	10	535	561	89	495	493	76	522	544	64
Federated States of Micronesia	3	*	*	*	*	*	*	*	*	*
Guam	149	530	533	63	460	475	62	494	510	50
Marshall Islands	2	*	*	*	*	*	*	*	*	*
Northern Mariana Islands	9	560	581	88	490	518	83	524	543	70
Palau	24	500	503	54	470	503	89	488	491	41
Puerto Rico[1]	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	85	520	517	58	450	461	45	500	502	44
Insular Areas Subtotal	**282**	**520**	**528**	**64**	**460**	**476**	**63**	**497**	**508**	**50**
Alberta	1,188	600	614	77	530	556	83	584	588	61
British Columbia	786	610	618	79	530	553	81	592	596	65
Manitoba	144	630	629	71	540	567	89	594	594	59
New Brunswick	675	560	570	72	510	530	70	542	550	54
Newfoundland and Labrador	75	580	594	80	520	543	76	562	571	62
Northwest Territories	*	*	*	*	*	*	*	*	*	*
Nova Scotia	453	570	583	75	510	527	72	548	557	59
Nunavut	9	560	572	59	490	490	42	530	538	37
Ontario	2,776	600	605	78	530	551	84	576	582	63
Prince Edward Island	243	560	575	79	510	524	65	542	553	58
Quebec	71	550	562	72	530	534	70	542	554	48
Saskatchewan	640	580	590	76	520	538	78	554	563	57
Yukon Territory	11	590	598	97	500	550	97	544	567	70
Canada Subtotal	**7,071**	**590**	**601**	**78**	**530**	**546**	**81**	**570**	**577**	**63**
Bermuda	123	520	524	63	460	468	48	486	499	45
DANTES[2]	665	570	585	76	520	530	78	548	561	61
Federal Bureau of Prisons	5,175	510	516	66	460	469	52	488	502	49
GED Testing Service-Proctored[3]	50	510	521	59	470	479	50	490	499	35
Michigan Prisons	1,548	520	524	69	450	468	57	488	503	50
Prometric[4]	1,713	550	564	81	540	566	103	534	544	65
VA Hospitals	*	*	*	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**9,274**	**520**	**531**	**74**	**470**	**491**	**77**	**498**	**514**	**57**
Program Total[5]	**418,015**	**540**	**546**	**75**	**480**	**492**	**68**	**516**	**528**	**59**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[4] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[5] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Note: Caution should be exercised in interpreting results because some results are based on a small number of candidates.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 21

GED® Test Pass Rates, by Age Group: 2012

Jurisdiction	Overall Pass Rate	Pass Rates by Age Group							
		16-18	19-24	25-29	30-34	35-39	40-49	50-59	60+
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	54.5	64.5	50.5	57.0	54.8	52.9	44.9	35.6	21.2
Alaska	86.9	94.9	89.1	83.0	76.4	76.1	67.1	69.4	*
Arizona	72.4	81.6	74.4	68.7	69.5	64.9	59.2	51.9	62.4
Arkansas	84.4	90.4	85.5	77.5	79.1	75.3	75.1	73.7	76.0
California	68.3	76.7	69.3	69.5	66.2	64.8	59.6	53.1	46.5
Colorado	82.5	90.0	83.8	80.8	79.1	74.3	71.5	68.4	65.7
Connecticut	57.0	79.8	61.7	55.6	47.7	42.0	41.1	36.1	22.7
Delaware	92.1	94.0	91.6	91.6	93.2	88.0	92.3	100.0	*
District of Columbia	55.2	64.6	60.0	60.4	53.3	50.0	31.6	26.9	*
Florida	67.7	80.5	64.9	62.5	63.1	59.6	56.4	52.2	42.9
Georgia	66.4	80.9	66.3	63.1	61.6	55.5	52.7	46.7	31.2
Hawaii	77.4	82.9	75.0	70.1	63.2	77.6	62.7	60.0	*
Idaho	85.9	91.3	86.2	85.2	81.1	82.4	75.2	72.0	53.3
Illinois	60.1	71.6	61.4	59.1	54.4	51.0	47.4	40.0	28.3
Indiana	74.5	80.0	74.7	73.7	72.3	71.0	63.0	62.2	48.1
Iowa	97.8	99.5	98.0	96.7	96.1	97.5	94.3	98.6	100.0
Kansas	93.3	95.3	94.5	92.2	89.4	88.3	87.7	88.1	80.0
Kentucky	77.6	82.9	80.4	79.4	75.1	70.6	66.3	61.2	56.3
Louisiana	67.5	75.1	64.0	66.0	67.0	61.4	57.5	53.3	34.5
Maine	83.1	88.8	83.2	83.2	77.4	73.8	70.1	76.9	78.6
Maryland	59.1	69.0	60.8	57.7	52.7	46.7	43.9	36.8	42.9
Massachusetts	62.0	78.6	64.8	57.2	50.7	50.1	39.4	35.6	30.4
Michigan	69.7	79.6	71.3	68.8	64.2	58.4	54.1	51.3	36.4
Minnesota	81.1	91.1	84.6	79.0	72.8	70.6	70.8	65.7	50.0
Mississippi	55.3	65.3	50.6	51.9	52.4	51.6	44.3	41.0	32.6
Missouri	74.6	79.3	73.7	78.3	73.8	68.9	62.5	57.2	44.9
Montana	77.6	83.5	75.3	73.4	76.2	70.0	63.8	75.9	50.0
Nebraska	79.6	94.4	84.3	75.5	73.5	59.7	63.1	58.9	80.0
Nevada	69.3	81.3	69.0	70.3	68.7	57.1	53.0	49.7	50.0
New Hampshire	83.3	89.7	82.8	80.4	77.0	81.7	77.5	72.5	25.0
New Jersey	59.2	73.5	58.1	57.8	53.7	50.1	44.6	39.3	31.3
New Mexico	65.1	74.2	62.2	64.2	60.6	61.1	50.9	47.9	48.1
New York	53.8	80.3	56.4	50.8	44.4	41.7	36.3	32.5	36.4
North Carolina	84.8	92.7	88.0	84.7	82.6	75.6	74.3	68.0	55.6
North Dakota	85.9	90.4	87.1	78.9	79.2	77.5	72.7	88.5	80.0
Ohio	68.9	81.1	71.8	68.2	65.2	61.9	58.8	55.0	56.8
Oklahoma	72.1	74.3	74.6	73.3	72.0	62.8	59.9	58.4	58.1
Oregon	84.1	90.8	83.5	82.6	79.0	78.0	73.7	68.4	56.0
Pennsylvania	70.5	80.9	74.1	68.5	63.7	56.6	52.5	47.7	43.2
Rhode Island	75.8	89.2	77.3	67.3	59.5	50.0	55.4	63.0	80.0
South Carolina	72.1	80.1	74.8	70.9	69.8	62.3	60.0	52.0	43.9
South Dakota	67.6	77.3	69.8	66.4	50.6	43.9	53.8	47.6	*
Tennessee	67.2	77.5	70.7	65.5	61.5	63.8	57.1	50.9	58.1
Texas	67.5	73.9	71.9	70.8	64.9	58.4	51.3	46.7	33.8
Utah	81.7	87.8	82.7	80.4	76.3	75.1	71.0	65.2	47.6
Vermont	84.5	90.0	82.4	72.0	87.5	90.0	83.3	55.6	*
Virginia	65.6	81.8	66.5	61.4	60.7	57.2	47.2	39.3	31.6
Washington	81.5	89.7	83.5	77.6	77.3	71.5	65.4	69.0	69.6
West Virginia	76.4	80.5	77.6	73.9	72.1	73.3	61.8	57.3	36.4
Wisconsin	76.2	88.0	78.5	73.9	69.4	67.9	63.5	62.3	57.6
Wyoming	91.0	95.4	91.8	89.5	88.9	88.5	76.4	73.3	*
U.S. Subtotal	**69.1**	**80**	**70.1**	**67.6**	**64.5**	**60.7**	**55.3**	**50.5**	**43.6**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 21 *(continued from previous page)*

GED® Test Pass Rates, by Age Group: 2012

Jurisdiction	Overall Pass Rate	Pass Rates by Age Group							
		16-18	19-24	25-29	30-34	35-39	40-49	50-59	60+
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	54.5	64.5	50.5	57.0	54.8	52.9	44.9	35.6	21.2
Federated States of Micronesia	86.9	94.9	89.1	83.0	76.4	76.1	67.1	69.4	*
Guam	72.4	81.6	74.4	68.7	69.5	64.9	59.2	51.9	62.4
Marshall Islands	84.4	90.4	85.5	77.5	79.1	75.3	75.1	73.7	76.0
Northern Mariana Islands	68.3	76.7	69.3	69.5	66.2	64.8	59.6	53.1	46.5
Palau	82.5	90.0	83.8	80.8	79.1	74.3	71.5	68.4	65.7
Puerto Rico[1]	57.0	79.8	61.7	55.6	47.7	42.0	41.1	36.1	22.7
Virgin Islands	92.1	94.0	91.6	91.6	93.2	88.0	92.3	100	*
Insular Areas Subtotal	55.2	64.6	60	60.4	53.3	50	31.6	26.9	*
Alberta	67.7	80.5	64.9	62.5	63.1	59.6	56.4	52.2	42.9
British Columbia	66.4	80.9	66.3	63.1	61.6	55.5	52.7	46.7	31.2
Manitoba	77.4	82.9	75.0	70.1	63.2	77.6	62.7	60.0	*
New Brunswick	85.9	91.3	86.2	85.2	81.1	82.4	75.2	72.0	53.3
Newfoundland and Labrador	60.1	71.6	61.4	59.1	54.4	51.0	47.4	40.0	28.3
Northwest Territories	74.5	80.0	74.7	73.7	72.3	71.0	63	62.2	48.1
Nova Scotia	97.8	99.5	98.0	96.7	96.1	97.5	94.3	98.6	100.0
Nunavut	93.3	95.3	94.5	92.2	89.4	88.3	87.7	88.1	80.0
Ontario	77.6	82.9	80.4	79.4	75.1	70.6	66.3	61.2	56.3
Prince Edward Island	67.5	75.1	64.0	66.0	67.0	61.4	57.5	53.3	34.5
Quebec	83.1	88.8	83.2	83.2	77.4	73.8	70.1	76.9	78.6
Saskatchewan	59.1	69.0	60.8	57.7	52.7	46.7	43.9	36.8	42.9
Yukon Territory	62.0	78.6	64.8	57.2	50.7	50.1	39.4	35.6	30.4
Canada Subtotal	69.7	79.6	71.3	68.8	64.2	58.4	54.1	51.3	36.4
Bermuda	81.1	91.1	84.6	79.0	72.8	70.6	70.8	65.7	50.0
DANTES[2]	55.3	65.3	50.6	51.9	52.4	51.6	44.3	41.0	32.6
Federal Bureau of Prisons	74.6	79.3	73.7	78.3	73.8	68.9	62.5	57.2	44.9
GED Testing Service-Proctored[3]	77.6	83.5	75.3	73.4	76.2	70.0	63.8	75.9	50.0
Michigan Prisons	79.6	94.4	84.3	75.5	73.5	59.7	63.1	58.9	80.0
Prometric[4]	69.3	81.3	69.0	70.3	68.7	57.1	53	49.7	50.0
VA Hospitals	83.3	89.7	82.8	80.4	77.0	81.7	77.5	72.5	25.0
Inter-Regional Contracts Subtotal	59.2	73.5	58.1	57.8	53.7	50.1	44.6	39.3	31.3
Program Total[5]	65.1	74.2	62.2	64.2	60.6	61.1	50.9	47.9	48.1

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[4] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[5] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 22

GED® Test Pass Rates, by Gender: 2012

Jurisdiction	Overall Pass Rate	Pass Rates by Gender	
		Male	Female
	(%)	(%)	(%)
Alabama	54.5	57.9	50.9
Alaska	86.9	89	84.3
Arizona	72.4	75.4	68.6
Arkansas	84.4	82.6	87
California	68.3	72.4	62.7
Colorado	82.5	84.3	80.1
Connecticut	57	62.6	49.6
Delaware	92.1	93.5	89.7
District of Columbia	55.2	59.8	51.2
Florida	67.7	71.8	62.7
Georgia	66.4	71.3	60.8
Hawaii	77.4	79.7	74.4
Idaho	85.9	87.4	84.1
Illinois	60.1	65.6	54
Indiana	74.5	76.1	72.3
Iowa	97.8	98.3	97.2
Kansas	93.3	92.9	93.7
Kentucky	77.6	78.7	76.2
Louisiana	67.5	71.5	62
Maine	83.1	82.6	84.6
Maryland	59.1	61.8	55.2
Massachusetts	62	67	57.1
Michigan	69.7	72.2	66.7
Minnesota	81.1	82.7	78.5
Mississippi	55.3	58.9	51.2
Missouri	74.6	77.4	70.7
Montana	77.6	79.1	75.5
Nebraska	79.6	83	76.1
Nevada	69.3	73	64.5
New Hampshire	83.3	84.6	81.7
New Jersey	59.2	65.6	51.9
New Mexico	65.1	70.1	59.9
New York	53.8	59.7	47.8
North Carolina	84.8	85.6	83.8
North Dakota	85.9	85.9	87.3
Ohio	68.9	71.2	66
Oklahoma	72.1	74.3	69.6
Oregon	84.1	86.1	81.3
Pennsylvania	70.5	74	65.6
Rhode Island	75.8	80	70.9
South Carolina	72.1	74.2	70.6
South Dakota	67.6	67.4	67.7
Tennessee	67.2	71.6	62.1
Texas	67.5	72	62.5
Utah	81.7	83.7	79.3
Vermont	84.5	86.3	82.4
Virginia	65.6	69.8	59.9
Washington	81.5	84.6	77.9
West Virginia	76.4	76.3	76.7
Wisconsin	76.2	80.4	70.5
Wyoming	91	91.7	90.2
U.S. Subtotal	**69.1**	**72.8**	**64.5**

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 22 *(continued from previous page)*

GED® Test Pass Rates, by Gender: 2012

Jurisdiction	Overall Pass Rate	Pass Rates by Gender	
		Male	Female
	(%)	(%)	(%)
American Samoa	33.3	42.9	26.7
Federated States of Micronesia	7.3	10.5	12.5
Guam	48.9	55.4	43.4
Marshall Islands	3.2	5.6	2.3
Northern Mariana Islands	69.2	60	71.4
Palau	54.5	54.5	57.1
Puerto Rico[1]	NA	NA	NA
Virgin Islands	41.7	47.1	37.1
Insular Areas Subtotal	**40.3**	**46.7**	**36.6**
Alberta	71	72.9	68.6
British Columbia	72.2	81.4	75.5
Manitoba	62.1	63.3	62.3
New Brunswick	47.5	48.3	47.1
Newfoundland and Labrador	55.1	57.5	51.8
Northwest Territories	*	*	*
Nova Scotia	56.6	55.3	58
Nunavut	13	19	10.9
Ontario	73.4	75.2	70.3
Prince Edward Island	62.5	67.3	56.9
Quebec	57.7	63.9	51.6
Saskatchewan	52.8	58.2	46.2
Yukon Territory	78.6	*	*
Canada Subtotal	**64.6**	**67.8**	**61.1**
Bermuda	45.1	48.8	39.3
DANTES[2]	93.3	97.4	81.3
Federal Bureau of Prisons	60.9	60.2	67.6
GED Testing Service-Proctored[3]	38.8	48.5	28.3
Michigan Prisons	56.2	56.1	55.3
Prometric[4]	76.9	75.1	79.2
VA Hospitals	*	*	*
Inter-Regional Contracts Subtotal	**63.5**	**62.2**	**70.3**
Program Total[5]	**68.8**	**72.3**	**64.5**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[2] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[3] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[4] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[5] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 23

GED® Test Pass Rates, by Ethnicity: 2012

Jurisdiction	Overall Pass Rate	Pass Rates by Ethnicity[1, 2]					
		Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White
	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Alabama	54.5	44.8	64.2	49.1	54.5	65.6	60.2
Alaska	86.9	89.0	81.5	81.0	83.8	86.0	91.3
Arizona	72.4	68.2	62.0	73.4	60.8	74.0	80.1
Arkansas	84.4	82.3	89.8	76.7	69.7	84.6	88.9
California	68.3	64.2	67.3	68.9	57.4	69.8	82.3
Colorado	82.5	77.0	79.7	77.6	69.7	87.3	89.4
Connecticut	57.0	45.8	63.0	53.1	43.0	53.8	78.3
Delaware	92.1	85.0	*	100.0	86.3	*	96.6
District of Columbia	55.2	59.1	*	62.5	53.7	*	89.5
Florida	67.7	66.9	61.5	60.1	50.0	57.0	79.1
Georgia	66.4	67.2	77.8	72.5	52.1	81.1	80.2
Hawaii	77.4	76.6	88.0	79.2	75.9	70.0	87.7
Idaho	85.9	79.3	76.6	80.6	74.2	85.0	88.1
Illinois	60.1	58.8	63.1	59.1	46.1	66.7	72.4
Indiana	74.5	67.6	72.1	65.8	60.7	81.8	79.7
Iowa	97.8	97.3	97.8	87.8	93.5	85.7	99.0
Kansas	93.3	87.0	93.7	91.3	88.2	83.3	96.0
Kentucky	77.6	74.1	72.9	85.5	62.6	87.0	81.1
Louisiana	67.5	69.5	73.4	64.2	53.1	81.8	80.1
Maine	83.1	66.4	77.8	62.5	70.9	83.3	86.6
Maryland	59.1	60.2	70.4	69.8	45.5	48.1	75.4
Massachusetts	62.0	53.2	67.9	61.1	46.6	52.9	76.0
Michigan	69.7	71.4	78.5	75.2	49.1	65.2	82.1
Minnesota	81.1	78.8	76.0	82.6	65.5	88.9	88.7
Mississippi	55.3	65.3	34.3	62.0	39.4	62.5	71.4
Missouri	74.6	72.2	75.6	72.4	55.7	81.5	80.4
Montana	77.6	74.3	61.3	75.0	59.4	75.0	83.5
Nebraska	79.6	72.8	68.4	71.4	62.1	76.9	88.1
Nevada	69.3	59.7	74.3	70.2	59.8	70.2	81.2
New Hampshire	83.3	72.6	100.0	72.7	67.8	*	85.2
New Jersey	59.2	53.7	56.7	64.3	49.4	60.5	79.9
New Mexico	65.1	60.3	58.6	57.1	58.7	63.2	81.2
New York	53.8	48.8	58.4	51.2	40.7	41.5	76.9
North Carolina	84.8	82.4	90.1	91.9	73.8	82.8	92.1
North Dakota	85.9	78.8	78.1	83.3	68.9	71.4	91.8
Ohio	68.9	63.2	68.3	60.5	52.5	86.7	78.7
Oklahoma	72.1	62.2	71.0	62.5	60.1	75.4	78.1
Oregon	84.1	73.5	83.6	86.1	72.5	82.7	88.5
Pennsylvania	70.5	63.7	72.6	60.6	57.0	71.7	81.3
Rhode Island	75.8	62.4	73.3	64.5	83.7	79.7	77.2
South Carolina	72.1	72.9	79.7	64.8	57.4	75.0	83.0
South Dakota	67.6	55.6	52.8	71.4	48.3	*	74.5
Tennessee	67.2	58.8	84.3	56.4	49.8	56.5	75.0
Texas	67.5	62.8	67.9	58.3	56.3	71.4	81.6
Utah	81.7	71.7	73.5	73.0	73.0	74.5	85.7
Vermont	84.5	74.1	100.0	71.4	62.0	*	87.9
Virginia	65.6	62.2	72.2	67.6	52.6	69.1	79.8
Washington	81.5	73.0	75.3	79.6	67.2	73.7	87.7
West Virginia	76.4	69.5	71.9	76.2	65.0	66.7	78.1
Wisconsin	76.2	71.2	80.7	77.1	56.6	70.8	88.7
Wyoming	91.0	86.4	89.9	77.8	76.9	85.7	92.4
U.S. Subtotal	73.9	68.9	74.0	71.0	61.6	73.1	83.1

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 23 *(continued from previous page)*

GED® Test Pass Rates, by Ethnicity: 2012

Jurisdiction	Overall Pass Rate	Pass Rates by Ethnicity[1, 2]					
		Hispanic Origin	American Indian / Alaska Native	Asian	African American	Pacific Islander / Hawaiian	White
	(%)	(%)	(%)	(%)	(%)	(%)	(%)
American Samoa	33.3	*	*	*	*	30.4	*
Federated States of Micronesia	7.3	*	*	*	*	12	*
Guam	48.9	42.9	*	52.8	*	47.4	83.3
Marshall Islands	3.2	*	*	*	*	3.5	*
Northern Mariana Islands	69.2	*	*	*	*	60	*
Palau	54.5	*	*	*	*	53.7	*
Puerto Rico[3]	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	41.7	33.3	*	*	41.7	*	83.3
Insular Areas Subtotal	**40.3**	**35.7**	*	**51.2**	**42.1**	**39.1**	**85.7**
Bermuda	45.1	*	*	*	42.2	*	65.5
DANTES[4]	93.3	88.7	100	87.5	82.1	84.6	96.9
Federal Bureau of Prisons	60.9	61.2	52.6	58.8	51.7	50	75
GED Testing Service-Proctored[5]	38.8	53.8	*	*	42.6	*	*
Michigan Prisons	56.2	69.5	68.3	55.6	46.6	*	70.5
Prometric[6]	*	*	*	*	*	*	*
VA Hospitals	*	*	*	*	*	*	*
Inter-Regional Contracts Subtotal	**61.1**	**63.7**	**57.4**	**67.4**	**50.2**	**60**	**77.6**
Program Total[7]	**68.6**	**67.8**	**74.0**	**70.4**	**60.5**	**68.6**	**82.7**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Not reported due to small numbers.

[1] Canadian data on ethnicity were not available because of legal restrictions on collecting such data.

[2] Pass rates of candidates of other ethnicities are not reported because the numbers of candidates of other ethnicities are very small in all jurisdictions.

[3] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[4] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[5] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

[6] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[7] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 24

Trends in GED® Testing, All Candidates: 1949–2012

Year	Tested (N)	Completed Battery[1] (N)	Passed (%)	Age (mean)	Highest Grade Completed (mean)	Planning Further Study (%)
1942 Series GED Test						
1949	39,016	NA	77.7	NA	NA	NA
1950	36,853	NA	77.7	NA	NA	NA
1951	25,584	NA	77.7	NA	NA	NA
1952	29,733	NA	77.7	NA	NA	NA
1953	32,533	NA	77.7	NA	NA	39.0
1954	42,141	NA	80.0	NA	NA	NA
1955	44,840	NA	79.0	NA	NA	46.0
1956	52,552	NA	77.0	NA	NA	43.0
1957	52,847	NA	76.0	NA	NA	35.0
1958	58,723	NA	78.0	27.0	10.0	38.0
1959	56,496	NA	76.0	28.0	10.0	36.0
1960	61,093	NA	77.0	29.0	10.0	31.0
1961	68,080	NA	74.0	29.0	10.0	34.0
1962	75,428	NA	75.0	29.0	10.0	34.0
1963	88,242	NA	71.0	29.0	10.0	33.0
1964	116,875	NA	73.0	29.0	10.0	32.5
1965	143,974	NA	72.0	29.0	9.7	38.0
1966	185,778	NA	71.7	29.3	9.8	35.0
1967	218,386	NA	70.0	29.5	9.7	36.0
1968	265,499	NA	69.4	29.5	9.7	39.9
1969	293,451	NA	71.7	29.4	9.7	37.3
1970	331,534	NA	70.8	29.1	9.7	40.1
1971	387,733	NA	68.7	28.0	9.8	41.2
1972	430,346	NA	67.4	27.4	9.8	44.3
1973	440,216	NA	68.2	25.1	9.8	42.0
1974	561,203	430,253	68.9	27.2	10.7	40.0
1975	687,426	541,914	70.2	25.1	10.0	42.1
1976	696,623	539,729	67.8	25.4	10.0	39.4
1977	715,116	517,847	69.7	25.0	10.0	37.8
1978 Series GED Test						
1978	674,724	495,728	NA	25.9	9.9	35.6
1979	773,996	608,229	68.4	25.3	10.0	40.8
1980	816,176	741,601	70.8	25.1	10.0	36.6
1981	804,813	732,229	72.1	25.1	9.9	46.1
1982	792,132	724,971	73.9	25.1	9.9	48.4
1983	772,080	711,946	73.1	25.4	9.8	48.6
1984	707,076	641,697	73.0	25.8	9.8	49.1
1985	711,392	647,496	72.4	25.8	9.8	51.3
1986	739,683	674,430	72.6	26.5	9.9	54.8
1987	758,367	690,509	74.1	26.7	9.9	49.7

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 24 *(continued from previous page)*

Trends in GED® Testing, All Candidates: 1949–2012

Year	Tested (N)	Completed Battery[1] (N)	Passed (%)	Age (mean)	Highest Grade Completed (mean)	Planning Further Study (%)
1988 Series GED Test						
1988	734,087	651,247	72.3	26.7	9.9	47.5
1989	682,728	589,002	68.4	26.2	10.0	53.6
1990	763,618	662,789	69.9	26.5	9.9	56.5
1991	806,038	706,182	71.5	26.4	9.9	58.6
1992	790,565	688,582	71.4	26.6	9.9	61.4
1993	790,165	685,304	71.4	26.0	9.9	61.7
1994	822,537	712,421	73.0	25.6	9.9	65.6
1995	829,904	723,899	72.0	25.3	9.9	63.7
1996	867,802	758,570	71.7	25.0	9.9	64.4
1997	827,105	722,461	68.6	24.7	9.9	65.4
1998	822,181	718,464	70.9	24.6	9.9	67.6
1999	860,079	751,637	70.2	24.6	9.9	65.0
2000	860,684	747,617	69.5	24.7	9.9	66.2
2001	1,069,899	979,829	69.8	25.2	9.9	65.5
2002 Series GED Test						
2002	603,019	510,451	70.6	25.2	10.1	63.3
2003	703,512	596,283	69.1	25.0	10.0	62.6
2004	704,365	604,927	70.2	25.0	10.0	61.6
2005	715,365	619,846	71.6	25.2	10.0	61.2
2006	714,436	616,404	68.0	25.2	10.0	58.6
2007	728,930	635,182	71.1	25.2	10.0	58.7
2008	776,728	679,861	72.6	25.3	10.1	59.6
2009	788,314	683,519	69.2	25.8	10.0	62.4
2010	757,033	654,990*	72.4	26.3	10.0	63.5
2011	723,171	631,055	71.9	26.4	11	63.8
2012[2]	702,862	607,327	68.8	26.7	11	62.6

Source: 2012 GED Testing Service® data.

NA = Not available.

* = Number of completers is unavailable from Puerto Rico, thus is not included.

[1] Number of candidates completing the battery of tests was not collected before 1974.

[2] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Note: This table presents selected statistics on GED test candidates previously reported in prior annual statistical reports. If the statistics reported for comparison purpose in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 25a

Statistics on GED® Test Candidates in the United States: 2002–2012

	United States										
Candidates	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012[1]
GED Test Completion Rate (%)	83.8	84.0	85.6	86.3	85.8	86.7	87.1	86.3	86.4	87.0	86.2
Mean Age (Years)	25.0	24.7	24.7	24.9	24.9	25.0	25.1	25.6	26.1	26.3	26.5
16 to 18 Year Olds (%)	32.3	30.6	30.3	30.0	30.9	31.0	30.2	27.1	24.3	23.4	22.2
19 to 24 Year Olds (%)	36.4	37.5	37.5	36.5	35.2	34.5	34.8	35.8	36.7	36.7	36.6
Male (%)	56.1	55.1	55.1	55.3	55.9	56.8	57.1	57.0	56.0	55.6	55.0
Female (%)	43.9	44.9	44.9	44.7	44.1	43.2	42.9	43.0	44.0	44.4	45.0
Hispanic Origin (%)	NA	22.6	18.1	18.7	18.8	19.0	19.3	20.1	20.2	20.4	16.7
American Indian / Alaska Native (%)	NA	2.6	2.7	2.5	2.5	2.5	2.5	2.5	2.5	2.5	4.8
Asian (%)	NA	1.7	1.7	1.7	1.7	1.7	1.8	1.8	1.9	1.9	1.9
African American (%)	NA	20.3	21.5	23.0	22.8	23.3	23.7	24.4	25.0	25.6	22.7
Pacific Islander / Hawaiian (%)	NA	0.6	0.6	0.6	0.6	0.7	0.7	0.7	0.9	0.7	1.4
White (%)	NA	52.3	55.3	53.5	53.5	52.8	52.0	50.5	49.4	48.7	52.1
Mean Highest Grade Completed	10.1	10.0	10.0	10.0	10.0	10.0	10.1	10.0	10.0	11.0	11.0
Tested Within Two Years Out of School (%)	NA	NA	NA	39.9	40.9	41.6	41.3	38.5	35.6	35.1	34.3
Mean Years Out of School	NA	NA	NA	7.4	7.4	7.5	7.6	8.0	8.5	8.6	8.8
Tested for Educational Reasons (%)	NA	NA	NA	NA	58.9	59.0	60.0	62.8	63.9	64.1	61.9
Tested for Employment Reasons (%)	NA	NA	NA	NA	48.3	49.4	50.1	50.4	51.1	51.5	53.2
Language Arts, Writing Mean Score	NA	479	474	478	477	486	488	479	484	480	507
Social Studies Mean Score	NA	508	521	506	506	516	518	505	510	515	531
Language Arts, Reading Mean Score	NA	523	515	526	525	540	541	526	537	541	560
Science Mean Score	NA	536	544	509	521	517	522	524	511	520	546
Mathematics Mean Score	NA	463	467	469	468	473	470	468	474	466	491

Source: 2012 GED Testing Service® data.

NA = Not available.

[1] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Note: This table presents selected statistics on GED test passers previously reported in prior GED Testing Program Statistical Reports. If the statistics reported for comparison purposes in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 25b

Statistics on GED® Test Passers in the United States: 2002–2012

	United States										
Passers	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012[1]
GED Tests Pass Rate (%)	70.6	70.1	71.2	72.1	68.7	71.5	73.1	69.4	72.6	72.2	69.1
Mean Age (Years)	23.4	23.8	23.7	24.1	23.8	23.9	24.2	24.5	25.2	25.3	25.3
16 to 18 Year Olds (%)	37.6	35.3	34.8	33.7	35.2	35.3	34.0	31.0	27.4	26.8	26.3
19 to 24 Year Olds (%)	36.1	37.3	37.6	36.5	35.8	35.0	35.1	36.2	37.0	37.1	37.3
Male (%)	58.2	57.8	57.5	57.6	58.5	59.7	59.5	59.5	58.3	58.3	58.2
Female (%)	41.8	42.2	42.5	42.4	41.5	40.3	40.5	40.5	41.7	41.7	41.8
Hispanic Origin (%)	NA	19.3	15.3	16.0	16.0	16.3	17.0	17.9	18.2	18.3	14.7
American Indian / Alaska Native (%)	NA	2.2	2.4	2.2	2.2	2.2	2.1	2.1	2.2	2.2	4.0
Asian (%)	NA	1.7	1.6	1.6	1.7	1.7	1.8	1.7	1.8	1.8	1.9
African American (%)	NA	14.6	15.8	17.5	16.7	17.5	18.3	18.2	19.5	19.9	18.4
Pacific Islander / Hawaiian (%)	NA	0.7	0.6	0.6	0.6	0.7	0.7	0.6	0.9	0.6	1.3
White (%)	NA	61.6	64.2	62.1	62.8	61.6	60.2	59.5	57.3	56.8	59.3
Mean Highest Grade Completed	10.2	10.1	10.1	10.1	10.1	10.1	10.1	10.1	10.1	11.0	11.0
Tested Within Two Years Out of School (%)	37.6	45.6	44.1	42.7	44.7	45.4	44.7	41.8	38.1	38.1	37.9
Mean Years Out of School	NA	NA	NA	6.9	6.5	6.6	6.8	7.2	7.8	7.9	7.9
Tested for Educational Reasons (%)	63.3	62.9	62.0	61.6	61.0	60.9	61.8	65.1	66.1	66.1	64.3
Tested for Employment Reasons (%)	47.7	47.0	48.8	48.6	47.2	48.6	49.6	50.0	50.9	51.5	53.1
Language Arts, Writing Mean Score	501	512	507	496	498	504	505	500	500	509	507
Social Studies Mean Score	542	537	551	532	535	538	540	531	531	535	531
Language Arts, Reading Mean Score	544	554	546	555	556	565	565	555	560	562	560
Science Mean Score	566	569	578	534	550	542	544	550	533	540	546
Mathematics Mean Score	503	497	501	496	498	501	495	496	498	492	491

Source: 2012 GED Testing Service® data.

NA = Not available.

[1] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Note: This table presents selected statistics on GED test passers previously reported in prior GED Testing Program Statistical Reports. If the statistics reported for comparison purposes in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 25c

Statistics on GED® Test Candidates for the Overall Program: 2002–2012

	Overall Program										
Candidates	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012[1]
GED Test Completion Rate (%)	84.6	84.8	85.9	86.6	86.3	87.1	87.5	86.7	86.8	NA	86.4
Mean Age (Years)	25.2	25.0	25.0	25.2	25.2	25.2	25.3	25.8	26.3	26.4	26.7
16 to 18 Year Olds (%)	31.3	29.6	29.3	29.1	29.8	29.9	29.3	26.3	23.6	22.7	21.7
19 to 24 Year Olds (%)	36.4	37.3	37.3	36.3	35.2	34.5	34.7	35.6	36.4	36.4	36.3
Male (%)	56.6	55.7	55.8	56.0	56.6	57.6	57.9	57.8	56.9	56.4	55.7
Female (%)	43.4	44.3	44.2	44.0	43.4	42.4	42.1	42.2	43.1	43.6	44.3
Hispanic Origin (%)	NA	22.7	18.2	19.2	18.8	18.9	19.2	20.1	20.2	20.4	14.7
American Indian / Alaska Native (%)	NA	2.6	2.7	2.5	2.5	2.5	2.5	2.5	2.4	2.5	4.0
Asian (%)	NA	1.7	1.7	1.7	1.7	1.7	1.8	1.8	1.9	1.9	2.2
African American (%)	NA	20.6	22.0	23.4	23.2	23.7	24.1	24.7	25.4	26.0	24.3
Pacific Islander / Hawaiian (%)	NA	0.6	0.7	0.7	0.7	0.7	0.7	0.7	0.9	0.7	9.9
White (%)	NA	51.7	54.7	52.6	53.1	52.5	51.7	50.2	49.0	48.2	44.3
Mean Highest Grade Completed	10.1	10.0	10.0	10.0	10.0	10.0	10.1	10.1	10.0	11.0	11.0
Tested Within Two Years Out of School (%)	NA	NA	NA	39.1	40.3	40.9	40.8	38.2	35.1	34.7	34.0
Mean Years Out of School	NA	NA	NA	7.6	7.5	7.6	7.7	8.1	8.6	8.7	8.9
Tested for Educational Reasons (%)	63.3	62.6	61.6	61.2	58.6	58.7	59.6	62.4	63.5	63.8	62.6
Tested for Employment Reasons (%)	NA	NA	NA	NA	48.1	49.2	49.9	50.1	50.8	51.2	51.6
Language Arts, Writing Mean Score	NA	481	474	479	478	487	488	480	484	480	508
Social Studies Mean Score	NA	508	521	506	506	516	518	506	510	515	532
Language Arts, Reading Mean Score	NA	524	516	526	525	541	541	527	537	540	560
Science Mean Score	NA	537	545	509	522	517	522	525	512	520	546
Mathematics Mean Score	NA	463	468	469	469	473	470	469	474	467	492

Source: 2012 GED Testing Service® data.

NA = Not available.

[1] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Note: This table presents selected statistics on GED test candidates previously reported in prior GED Testing Program Statistical Reports. If the statistics reported for comparison purposes in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 25d

Statistics on GED® Test Passers for the Overall Program: 2002–2012

	Overall Program										
Passers	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012[1]
GED Tests Pass Rate (%)	70.6	69.1	70.2	71.6	68.0	71.1	72.6	69.2	72.4	71.9	68.8
Mean Age (Years)	24.1	25.0	24.0	24.3	24.1	24.2	24.4	24.7	25.4	25.5	25.5
16 to 18 Year Olds (%)	36.3	34.2	33.6	32.5	33.9	34.0	33.0	30.1	26.6	26.0	25.7
19 to 24 Year Olds (%)	36.0	37.3	37.5	36.4	35.7	35.1	35.1	36.1	36.9	36.9	37.0
Male (%)	58.6	58.4	58.2	58.3	59.2	60.5	60.4	60.3	59.1	51.1	58.8
Female (%)	41.4	41.6	41.8	41.7	40.8	39.5	39.6	39.7	40.9	40.9	41.2
Hispanic Origin (%)	NA	19.5	15.4	16.2	16.0	16.3	16.9	17.8	18.2	18.3	13.6
American Indian / Alaska Native (%)	NA	2.2	2.4	2.2	2.2	2.2	2.1	2.1	2.2	2.2	3.5
Asian (%)	NA	1.7	1.6	1.6	1.7	1.7	1.8	1.7	1.8	1.8	2.3
African American (%)	NA	14.9	16.4	18.0	17.2	17.9	18.7	18.5	19.9	20.3	21.2
Pacific Islander / Hawaiian (%)	NA	0.7	0.7	0.6	0.7	0.7	0.7	0.7	1.0	0.7	6.4
White (%)	NA	61.0	63.5	61.4	62.3	61.2	59.9	59.2	56.9	56.4	52.4
Mean Highest Grade Completed	10.2	10.1	10.1	10.0	10.1	10.1	10.1	10.1	10.1	11.0	11.0
Tested Within Two Years Out of School (%)	NA	NA	NA	42.1	44.0	44.7	44.2	41.5	37.7	37.6	37.6
Mean Years Out of School	NA	NA	NA	6.9	6.7	6.7	6.9	7.3	7.9	8.0	7.9
Tested for Educational Reasons (%)	62.7	62.6	61.6	61.2	60.6	60.4	61.2	64.5	65.7	66	64.5
Tested for Employment Reasons (%)	46.8	47.0	48.5	48.4	47.0	48.3	49.3	49.6	50.6	51	50.0
Language Arts, Writing Mean Score	NA	NA	507	497	498	505	505	501	501	509	508
Social Studies Mean Score	NA	NA	551	533	535	539	540	532	531	535	532
Language Arts, Reading Mean Score	NA	NA	547	556	557	566	565	556	560	563	560
Science Mean Score	NA	NA	579	534	550	542	544	551	534	541	546
Mathematics Mean Score	NA	NA	501	496	498	501	496	497	499	492	492

Source: 2012 GED Testing Service® data.

NA = Not available.

[1] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

Note: This table presents selected statistics on GED test passers previously reported in prior GED Testing Program Statistical Reports. If the statistics reported for comparison purposes in a later reporting year were different from what was reported previously, the latest statistics are used for this table.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 26

Number of GED® Credentials Issued, by Series GED® Test (1943–2001), and Number of GED® Test Passers, by 2002 Series GED® Test (2002–2012)

Jurisdiction	Number of GED Credentials Issued[1]			Number of GED Test Passers
	1942 Series (1943–1977)	1978 Series (1978–1987)	1988 Series (1988–2001)	2002 Series (2002–2012)
Alabama	71,313	98,536	109,797	79,642
Alaska	16,444	22,934	24,578	18,007
Arizona	32,783	74,907	134,375	119,552
Arkansas	22,799	64,034	103,619	70,936
California	35,783	92,111	466,628	321,334
Colorado	36,104	74,473	112,234	99,424
Connecticut	25,164	43,583	64,975	31,749
Delaware	4,908	9,109	12,453	6,683
District of Columbia	12,715	10,183	9,854	5,652
Florida	78,464	283,713	463,198	329,423
Georgia[2]	54,105	124,549	244,430	194,914
Hawaii	9,157	15,520	19,648	14,592
Idaho	4,351	10,879	11,204	36,132
Illinois	69,335	178,896	214,527	163,434
Indiana	4,090	87,758	173,195	114,771
Iowa	24,310	52,913	74,054	39,947
Kansas	42,559	69,923	83,677	38,378
Kentucky	53,726	123,838	168,672	99,579
Louisiana	57,111	105,618	109,318	81,584
Maine	14,165	26,868	45,362	25,265
Maryland	40,451	79,174	83,753	56,219
Massachusetts	38,124	101,496	132,764	78,886
Michigan	62,677	132,314	202,884	114,208
Minnesota	31,950	63,634	91,696	65,352
Mississippi	32,399	76,093	87,968	74,748
Missouri	72,075	62,193	129,060	99,684
Montana	13,885	20,781	28,542	23,143
Nebraska	10,590	27,149	32,988	22,969
Nevada	7,838	21,019	50,151	45,197
New Hampshire	9,189	19,035	27,563	16,995
New Jersey	83,391	128,636	121,048	82,442
New Mexico	29,943	48,659	68,107	49,383
New York	226,058	414,955	504,186	301,364
North Carolina	68,458	151,707	197,397	134,538
North Dakota	5,920	11,777	12,908	10,548
Ohio	38,595	125,877	252,135	168,225
Oklahoma	31,489	64,954	97,449	72,879
Oregon	32,038	78,148	114,071	87,035
Pennsylvania	86,887	195,023	248,893	150,539
Rhode Island	15,208	27,742	33,082	13,714
South Carolina	17,308	48,291	77,635	67,569
South Dakota	9,594	15,398	17,802	12,260
Tennessee	42,138	132,180	176,425	116,840
Texas	222,442	427,882	668,216	354,180
Utah	1,353	7,272	53,093	54,636
Vermont	5,392	14,307	16,669	6,872
Virginia	50,912	105,176	142,366	139,579
Washington	38,868	95,355	163,178	132,551
West Virginia	28,289	58,153	57,814	41,025
Wisconsin	28,506	89,948	87,897	80,230
Wyoming	6,513	14,633	17,061	13,959
U.S. Subtotal	2,057,866	4,848,616	6,792,917	4,578,767

continued on next page

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

TABLE 26 *(continued from previous page)*

Number of GED® Credentials Issued, by Series GED® Test (1943–2001), and Number of GED® Test Passers, by 2002 Series GED® Test (2002–2012)

Jurisdiction	Number of GED Credentials Issued[1]			Number of GED Test Passers
	1942 Series (1943–1977)	1978 Series (1978–1987)	1988 Series (1988–2001)	2002 Series (2002–2012)
American Samoa	310	199	186	105
Federated States of Micronesia[3]	NA	201	577	25
Guam	1,098	1,246	1,979	1,521
Marshall Islands[3]	NA	NA	134	40
Northern Mariana Islands	NA	NA	148	148
Palau[3]	NA	NA	119	152
Puerto Rico*[4]	7,004	91,886	138,691	0
Virgin Islands	830	1,411	1,812	1,031
Insular Areas Subtotal	**10,812**	**94,943**	**143,646**	**39,553**
Alberta[5]	NA	14,248	28,666	14,853
British Columbia	12,992	36,046	40,534	10,005
Manitoba	14,204	14,252	13,265	2,594
New Brunswick	1,108	11,269	16,167	7,566
Newfoundland and Labrador	2,866	7,544	6,260	1,081
Northwest Territory	212	957	1,068	30
Nova Scotia	7,784	18,387	25,379	6,247
Nunavut[6]	NA	NA	NA	123
Ontario[7]	NA	NA	12,208	34,600
Prince Edward Island	1,721	2,405	3,256	2,404
Quebec[8]	NA	NA	NA	651
Saskatchewan	10,824	23,850	22,607	8,001
Yukon Territory	50	698	677	172
Canada Subtotal	**51,761**	**129,656**	**170,087**	**88,327**
Bermuda	NA	NA	NA	385
DANTES[9]	NA	NA	NA	23,194
Federal Bureau of Prisons	NA	NA	NA	60,273
GED Testing Service-Proctored[10]	NA	NA	NA	191
Michigan Prisons	NA	NA	NA	20,589
Prometric[11]	NA	NA	NA	1,713
VA Hospitals	NA	NA	NA	0
Inter-Regional Contracts Subtotal	**NA**	**NA**	**NA**	**117,384**
Program Total[12]	**2,118,869**	**5,073,215**	**7,106,650**	**4,824,031**

Source: 2012 GED Testing Service® data.

NA = Not available.

* = The numbers of GED test passers in Puerto Rico were incomplete for 2005 and 2010 and were understated.

† = This number includes passers from Bermuda and GED Testing Service-proctored testing from 2002 to 2009.

[1] Number of credentials issued before 1971 was estimated by multiplying the total number of candidates by the percentage of people who met the state score requirement that year.

[2] GED Testing Service implemented computer-based testing in XXX jurisdictions in Georgia in 2012. These data are included in all analyses for reporting purposes.

[3] Before 1998, data for the Federated States of Micronesia, Marshall Islands, and Palau were reported under the category Micronesia.

[4] Puerto Rico data points are indicated as NA and excluded from analyses due to lack of sufficient data provided by the jurisdiction.

[5] Alberta initiated testing in 1981.

[6] Nunavut initiated testing in 2003.

[7] Ontario initiated testing in 1996.

[8] Quebec initiated testing in 2001.

[9] DANTES = Defense Activity for Non-Traditional Education Support, including U.S. military personnel and dependent family members tested on military bases within the continental United States and overseas.

[10] GED Testing Service-Proctored = Civilians of any nationality who tested in St. Martin, the Cayman Islands, or Jamaica, proctored by GEDTS staff on an annual basis or by request.

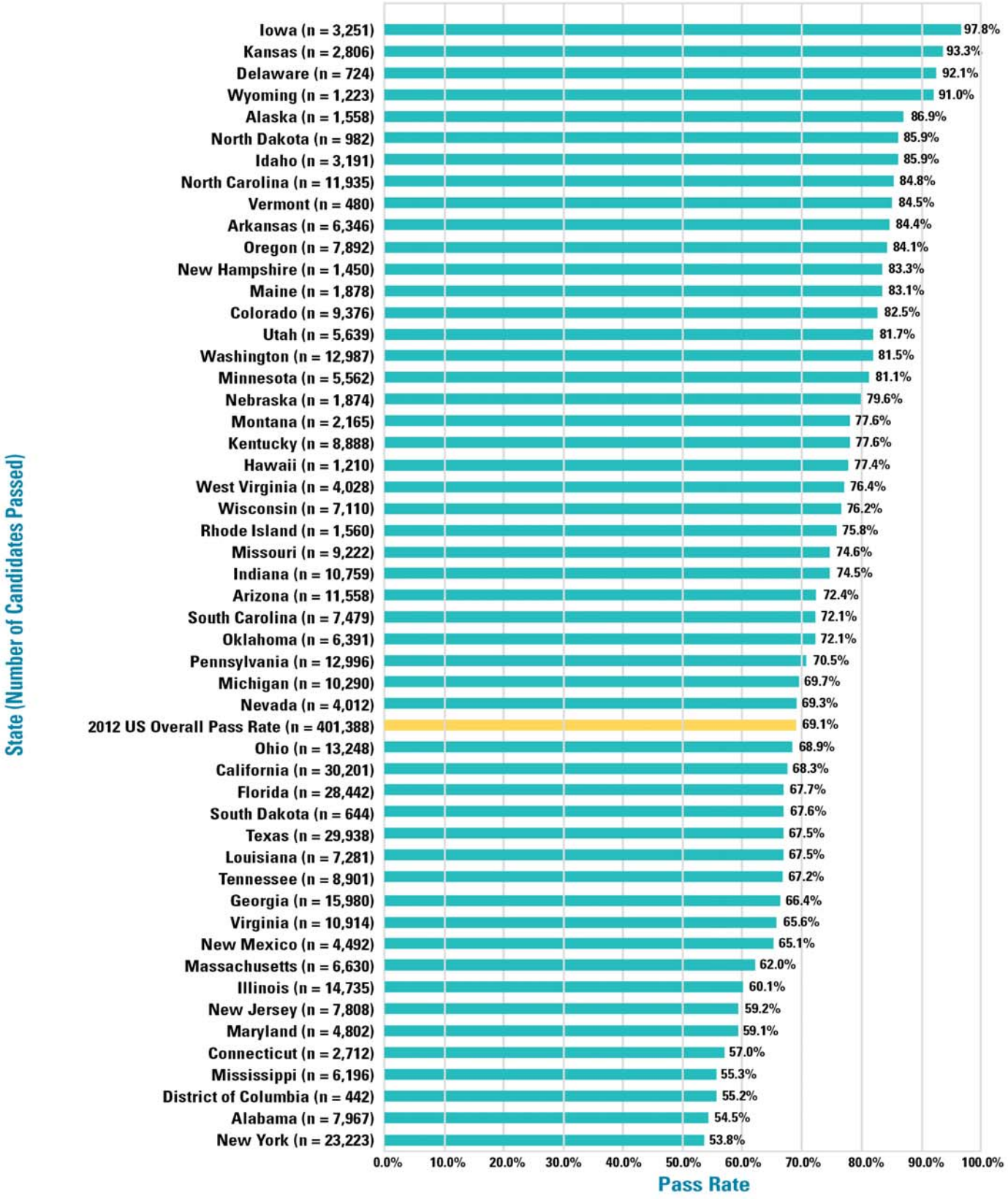
[11] Prometric = Civilians of any nationality who tested through Prometric, which manages international testing of civilians except for Bermuda, St. Martin, the Cayman Islands, and Jamaica, which are international locations proctored by GED Testing Service staff.

[12] GED Testing Service implemented computer-based testing in 37 jurisdictions in 2012. These data are included in all analyses for reporting purposes.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

FIGURE 1

GED® Test Pass Rates in the United States: 2012

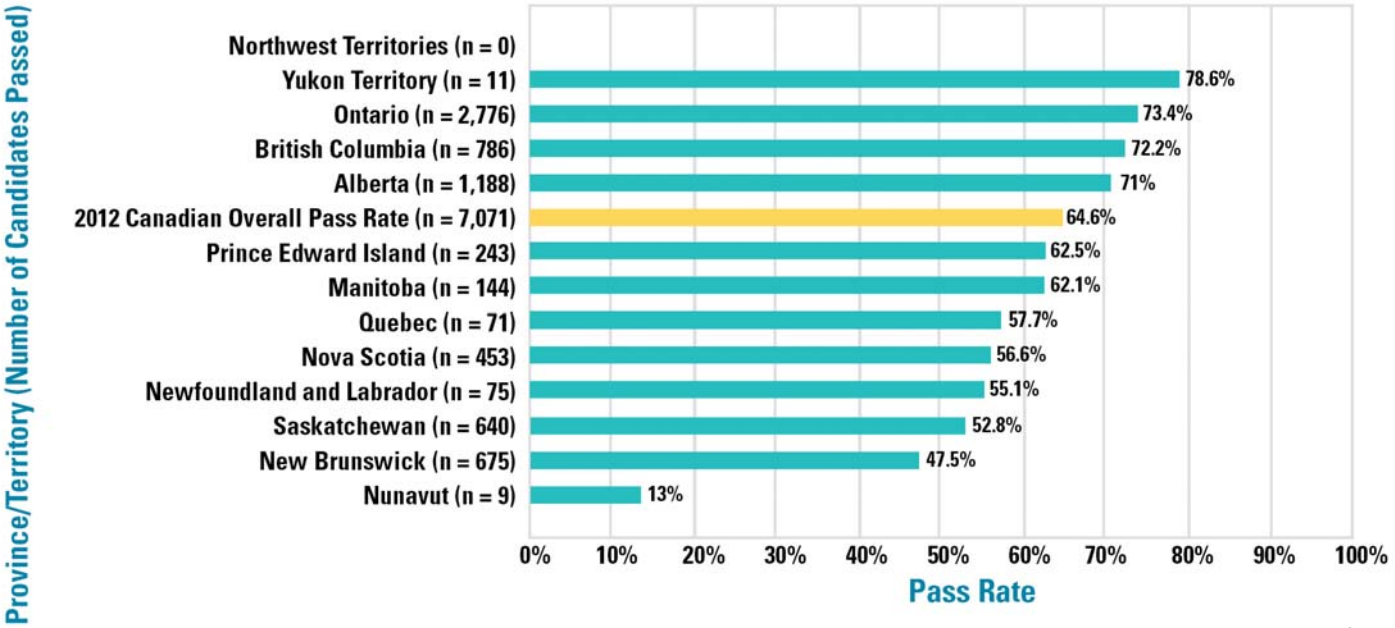


Source: 2012 GED Testing Service® data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

FIGURE 2

GED® Test Pass Rates in Canadian Provinces/Territories: 2012

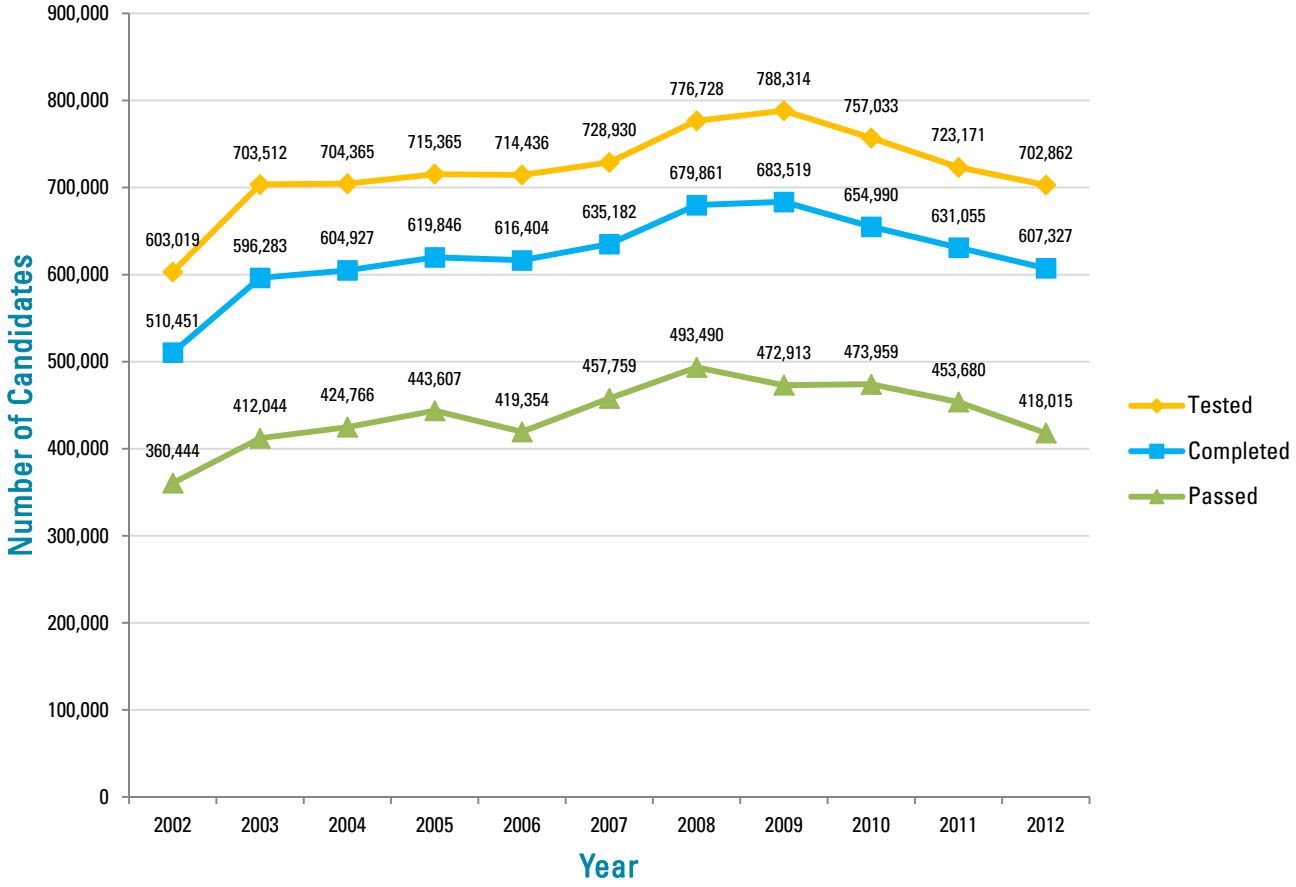


Source: 2012 GED Testing Service® data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

FIGURE 3

Number of Candidates Who Tested, Completed, and Passed the GED® Test: 2002–2012

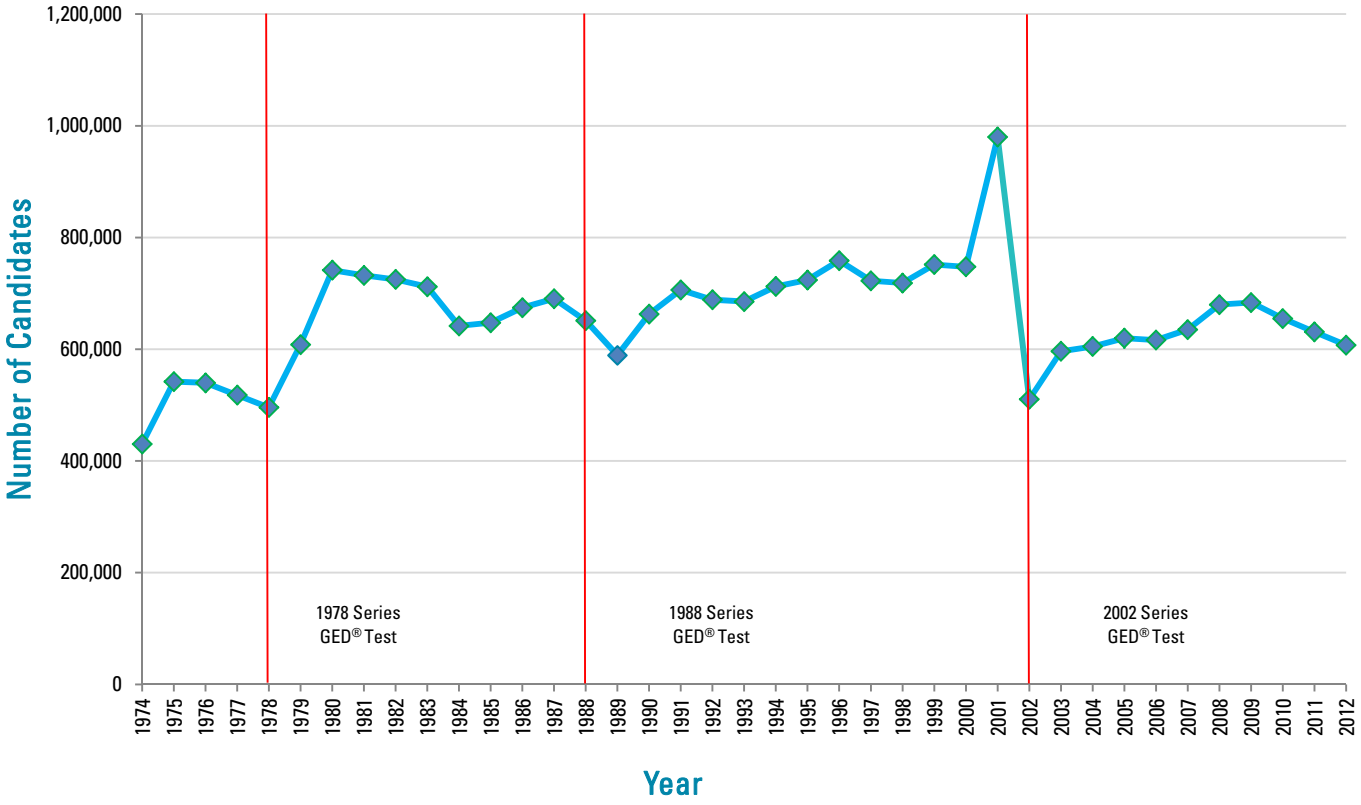


Source: 2012 GED Testing Service® data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

FIGURE 4

GED Testing Program History: Number of Completers (1974–2012)



Source: 2012 GED Testing Service® data.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2013 GED Testing Service LLC. All rights reserved.

Appendix

Appendix A: Formulas for Table Statistics

The following formulas were used to calculate the statistics for the tables presented in this report. Specific formulas are presented here under their respective table titles for easy reference. The same formulas were used to calculate jurisdiction statistics and jurisdictional group statistics. Therefore, jurisdictional group statistics are based on all records in that group; they are not averages of all the jurisdictions in a group.

TABLE 1: TARGET POPULATION AND GED TEST CANDIDATES WHO TESTED, COMPLETED, AND PASSED: 2012

Target Population Tested (%) was calculated by dividing the number of GED candidates who took at least one content area test by the total population of adults without a high school credential, then multiplying that number by 100.

Completion Rate (%) was calculated by dividing the number of GED completers by the number of candidates who took at least one content area test, then multiplying that number by 100.

Target Population Completed (%) was calculated by dividing the number of GED completers by the total population of adults without a high school credential, then multiplying that number by 100.

Pass Rate (%) was calculated by dividing the number of GED passers by the number of GED completers, then multiplying that number by 100.

Target Population Passed (%) was calculated by dividing the number of GED passers by the total population of adults without a high school credential, then multiplying that number by 100.

TABLE 2: TARGET POPULATION AND FIRST-TIME GED TEST CANDIDATES WHO TESTED, COMPLETED, AND PASSED: 2012 COHORT

Target Population First-Time Candidates (%) was calculated by dividing the number of first-time GED candidates who took at least one content area test for the first time in 2012 and who had never tested in previous years, by the total population of adults without a high school credential, then multiplying that number by 100.

Completers Among First-Time Candidates Completion Rate (%) was calculated by dividing the number of first-time GED candidates who completed the GED test by the number of first-time candidates, then multiplying that number by 100.

Completers Among First-Time Candidates Target Population (%) was calculated by dividing the number of first-time GED candidates who completed the GED test by the total population of adults without a high school credential, then multiplying that number by 100.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Passers Among First-Time Candidates Pass Rate (%) was calculated by dividing the number of first-time GED candidates who completed and passed the GED test by the number of GED completers, then multiplying that number by 100.

Passers Among First-Time Candidates Target Population (%) was calculated by dividing the number of first-time GED candidates who completed and passed the GED test by the total population of adults without a high school credential, then multiplying that number by 100.

TABLE 4: PERCENTAGE OF GED TEST CANDIDATES, BY AGE GROUP AND MEAN AGE: 2012

Candidates with Known Age (%) was calculated by dividing the number of GED candidates with known age by the total number of candidates, then multiplying that number by 100.

Percentage in each age group was calculated by dividing the total number of GED candidates in that age group by the total number of candidates with known age, then multiplying that number by 100.

The mean age was calculated by averaging the ages of all candidates with known date of birth.

The standard deviation was calculated using the formula $\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$

where X equals the candidate age, $\overline{X}$ equals the mean candidate age, and N equals the number of candidates with known age.

TABLE 5: PERCENTAGE OF GED TEST CANDIDATES, BY GENDER: 2012

Candidates with Known Gender (%) was calculated by dividing the number of GED candidates with known gender by the total number of candidates, then multiplying by 100.

Percentage in each gender group was calculated by dividing the total number of GED candidates in that gender group by the total number of candidates for whom gender was known, then multiplying that number by 100.

TABLE 6: PERCENTAGE OF GED TEST CANDIDATES, BY ETHNICITY: 2012

Candidates with Known Ethnicity (%) was calculated by dividing the number of GED candidates with known ethnicity by the total number of candidates, then multiplying by 100.

Percentage of each ethnicity group was calculated by dividing the total number of GED candidates in that ethnicity group by the total number of candidates for whom ethnicity was known, then multiplying that number by 100.

TABLE 7: PERCENTAGE OF GED TEST CANDIDATES, BY HIGHEST GRADE COMPLETED AND MODE HIGHEST GRADE COMPLETED: 2012

Candidates with Known Highest Grade Completed (%) was calculated by dividing the number of GED candidates with known highest grade completed by the total number of candidates, then multiplying by 100.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Percentage in each grade level was calculated by dividing the total number of GED candidates in that grade level by the total number of passers for whom highest grade completed was known, then multiplying that number by 100.

The mode for highest grade completed was the grade level most frequently reported by all candidates.

TABLE 8: PERCENTAGE OF GED TEST CANDIDATES, BY YEARS OUT OF SCHOOL AND MEAN YEARS OUT: 2012

Candidates with Known Years Out of School (%) was calculated by dividing the number of GED candidates with known years out of school by the total number of candidates, then multiplying by 100.

Number of Years Out of School was calculated by subtracting the year reported as the last years of school from the current report year.

Percentage in each ***Years Out of School*** group was calculated by dividing the total number of GED candidates in that group by the total number of candidates for whom years out of school was known, then multiplying that number by 100.

The mean for years out of school was calculated by averaging known years of school for all candidates.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the candidate years out of school, $\overline{X}$ equals the mean candidate years out of school, and N equals the number of candidates with known years out of school.

TABLES 9a AND 9b: PERCENTAGE OF CANDIDATES REPORTING VARIOUS REASONS FOR TAKING THE GED TEST: 2012

Candidates Indicating Reasons for Testing (%) was calculated by dividing the number of GED candidates with at least one known reason for testing by the total number of candidates, then multiplying by 100.

Percentage of GED candidates giving each reason for testing was calculated by dividing the total number of candidates who indicated that reason for testing by the total number of candidates for whom reasons for testing was known, then multiplying that number by 100.

TABLES 12A AND 12B: STANDARD SCORE STATISTICS FOR GED TEST CANDIDATES: 2012

The median standard score was calculated by ordering all scores and identifying the score that has an equal number of scores above and below it.

The mean standard score was calculated by averaging the test scores.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the standard test score, $\overline{X}$ equals the mean standard score, and N equals the number of standard scores.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Met Minimum Score Requirements for each content area was calculated by dividing the number of candidates who met the jurisdictional minimum standard score by the total number of candidates, then multiplying that number by 100.

TABLE 13: GED TEST CANDIDATE PARTICIPATION, BY NUMBER TESTED, PERCENTAGE WHO COMPLETED THE GED TEST, AND PERCENTAGE WHO PASSED: CHANGES FROM 2011 TO 2012

Tested Percent Change 2011–2012 was calculated by subtracting the number of candidates in 2010 from the number of candidates in 2011, then dividing the difference by the 2010 figure and multiplying by 100. A negative number signals a decrease from the previous year.

Completed Percentage Point Change 2011–2012 was calculated by subtracting the percentage of completers in 2010 from the percentage of completers in 2011. A negative number signals a decrease from the previous period.

Passed Percentage Point Change 2011–2012 was calculated by subtracting the percentage of passers in 2010 from the percentage of passers in 2011. A negative number signals a decrease from the previous year.

TABLE 14: PERCENTAGE OF GED TEST PASSERS, BY AGE GROUP AND MEAN AGE: 2012

Passers with Known Age (%) was calculated by dividing the number of GED passers with known age by the total number of passers, then multiplying by 100.

Percentage in each age group was calculated by dividing the total number of GED passers in that age group by the total number of passers for whom age was calculated using their date of birth, then multiplying that number by 100.

The mean age was calculated by averaging the ages of all GED passers with known date of birth.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the GED passer age, $\overline{X}$ equals the mean GED passer age, and N equals the number of GED passers with known age.

TABLE 15: PERCENTAGE OF GED TEST PASSERS, BY GENDER: 2012

Passers with Known Gender (%) was calculated by dividing the number of GED passers with known gender by the total number of passers, then multiplying by 100.

Percentage in each gender group was calculated by dividing the total number of GED passers in that gender group by the total number of passers for whom gender was known, then multiplying that number by 100.

TABLE 16: PERCENTAGE OF GED TEST PASSERS, BY ETHNICITY: 2012

Passers with Known Ethnicity (%) was calculated by dividing the number of GED passers with known ethnicity by the total number of passers, then multiplying by 100.

Percentage in each ethnicity group was calculated by dividing the total number of GED passers in that ethnicity group by the total number of passers for whom ethnicity was known, then multiplying that number by 100.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

TABLE 17: PERCENTAGE OF GED TEST PASSERS, BY HIGHEST GRADE COMPLETED AND MODE HIGHEST GRADE COMPLETED: 2012

Passers with Known Highest Grade Completed (%) was calculated by dividing the number of GED passers with known highest grade completed by the total number of passers, then multiplying by 100.

Percentage in each grade level was calculated by dividing the total number of GED passers in that grade level by the total number of passers for whom the highest grade completed was known, then multiplying that number by 100.

The mode for highest grade completed was the grade level most frequently reported by all GED passers.

TABLE 18: PERCENTAGE OF GED TEST PASSERS, BY YEARS OUT OF SCHOOL AND MEAN YEARS OUT: 2012

Passers with Known Years Out of School (%) was calculated by dividing the number of GED passers with known years out of school by the total number of passers, then multiplying by 100.

Years Out of School was calculated by subtracting the year reported as the last year of school attended from the current report year.

Percentage in each ***Years Out of School*** group was calculated by dividing the total number of GED passers in that group by the total number of GED passers for whom years out of school was known, then multiplying that number by 100.

The mean for years out of school was calculated by averaging known years of school for all GED passers.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the GED passer years out of school, $\overline{X}$ equals the mean GED passer years out of school, and N equals the number of GED passers with known years out of school.

TABLES 19a AND 19b: PERCENTAGE OF PASSERS REPORTING VARIOUS REASONS FOR TAKING THE GED TEST: 2012

Passers Indicating Reasons for Testing (%) was calculated by dividing the number of GED passers with at least one known reason for testing by the total number of passers, then multiplying by 100.

Percentage of GED passers giving each reason for testing was calculated by dividing the total number of passers who indicated that reason for testing by the total number of passers for whom reasons for testing was known, then multiplying that number by 100.

TABLES 20a AND 20b: STANDARD SCORE STATISTICS FOR GED TEST PASSERS: 2012

The median standard score was calculated by ordering all scores and identifying the score that has an equal number of scores above and below it.

The mean standard score was calculated by averaging the test scores.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

The standard deviation was calculated using the formula

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

where X equals the test standard score, $\overline{X}$ equals the mean standard score, and N equals the number of standard scores.

TABLE 21: GED TEST PASS RATES, BY AGE GROUP: 2012

Overall Pass Rate (%) was calculated by dividing the total number of GED passers by the number of GED completers, then multiplying that number by 100. This rate is the same as reported in Table 1.

Pass Rates by Age Group (%) were calculated by dividing the number of GED passers in each individual age group by the corresponding number of GED completers of the same age group, then multiplying that number by 100.

TABLE 22: GED TEST PASS RATES, BY GENDER: 2012

Overall Pass Rate (%) was calculated by dividing the total number of GED passers by the number of GED completers, then multiplying that number by 100. This rate is the same as reported in Table 1.

Pass Rates by Gender (%) were calculated by dividing the number of GED passers in each gender group by the corresponding number of GED completers of the same gender group, then multiplying that number by 100.

TABLE 23: GED TEST PASS RATES, BY ETHNICITY: 2012

Overall Pass Rate (%) was calculated by dividing the total number of GED passers by the number of GED completers, then multiplying that number by 100. This rate is the same as reported in Table 1.

Pass Rates by Ethnicity (%) were calculated by dividing the number of GED passers in each ethnicity group by the corresponding number of GED completers of the same ethnicity group, then multiplying that number by 100.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Appendix B: Definitions of Terms

Adult – For the purposes of this report, an adult is someone aged 16 and older in the United States and the insular areas. This definition is consistent with the definition in the Adult Education and Family Literacy Act of 1998, Title II of the Workforce Investment Act of 1998, and the U.S. Code (Title 20: Education, Chapter 73: Adult Education and Literacy, Subchapter I: Adult Education and Family Literacy, Paragraph 9202: Definitions). In a context of adult basic and secondary education, both sources define adults as individuals "who have attained 16 years of age and who are not enrolled or required to be enrolled in secondary school under state law." For Canada, adults are people aged 15 and older, based on 2011 Canadian Census of Population data.

Content area – The GED® test includes five content areas that assess skills and knowledge in the following core high school academic subjects: Language Arts, Writing; Social Studies; Science; Language Arts, Reading; and Mathematics.

First-time candidates – Candidates who took the 2002 Series GED® test for the first time in the report year and who had never tested in previous years.

First-time completers – First-time candidates (see definition above) who completed the GED® test.

First-time passers – First-time candidates (see definition above) who completed and passed the GED® test.

GED Administrator™ – The person contractually responsible for supervising and administering the GED® testing program at the state, provincial, territorial, or inter-regional level. The GED Administrator™ is responsible for ensuring adequate training for GED Chief Examiners™ and GED Examiners™ in adhering to contractual obligations.

GED® test credential – An official document awarded and issued by a GED® testing jurisdiction, indicating that an individual has met the minimum passing standard on the GED® test as well as any other high school equivalency requirements in that jurisdiction. In some jurisdictions, the credential is called a GED® diploma or certificate.

GED® test – A high school equivalency assessment consisting of five content areas. It was designed and produced according to psychometric standards and properties in order to provide an opportunity for adults who did not complete a formal high school program to certify their attainment of high school-level academic knowledge and skills and earn their jurisdiction's high school-level equivalency credential, diploma, or certificate.

GED® test candidates – Adults who have tested in at least one of the five content areas of the GED® test, regardless of whether they completed or met the GED® test passing standard. In this report, the terms *candidates* and *test takers* are used interchangeably with GED® test candidates.

GED® test completers – Candidates who have tested in all five content areas of the GED® test, regardless of whether they met the GED® test passing standard. The number of completers serves as the denominator for calculating the pass rate. A candidate must have completed all five content areas and met the minimum passing standard in order to be considered a passer. In this report, the term *completers* is used interchangeably with *GED® test completers*.

GED® test passers – Completers who have met their jurisdiction's minimum passing standard (see Appendix A for detailed score requirements). The number of adults who met the passing standard serves as the numerator for calculating the pass rate. Some jurisdictions require adults to fulfill additional requirements beyond passing the GED® test in order to receive a GED® test credential (see Appendix A). In this report, the term *passers* is used interchangeably

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

with *GED® test passers*.

Insular areas – All unincorporated U.S. commonwealths and territories, and freely associated states. Although the U.S. Office of Insular Affairs does not exercise responsibility for Puerto Rico, Puerto Rico is referred to as an insular area. The term insular areas replaces IAFAS (Insular Areas and Freely Associated States), which was used in annual statistical reports in 2004 and prior.

Inter-regional contracts – GED Testing Service contracts with inter-regional jurisdictions whose candidates come from multiple intrastate, interstate, or national regions, including DANTES (Defense Activity for Non-Traditional Education Support; military and dependent family members tested on military facilities in the United States and internationally), Federal Bureau of Prisons, international civilian testing sites operated by Prometric, Michigan prisons, and Veterans Affairs (VA) hospitals.

Jurisdiction – Entity such as a U.S. state, insular area, Canadian province or territory, or inter-regional contractor that administers a GED® testing program.

Language version – In addition to English, the GED® test is offered in Spanish and French versions to provide an opportunity to adults who have Spanish or French as their primary language to certify their attainment of high school-level academic knowledge and skills. The Spanish language version of all content areas—except the Language Arts, Writing Test—are direct translations of the respective English language U.S. versions. The Language Arts, Writing Test was developed separately. The French language version of all content areas—except the Language Arts, Writing Test—are direct translations of the respective English language Canadian versions. The Language Arts, Writing Test was developed separately.

Minimum passing standard – To successfully pass the GED® test, a test taker must meet or exceed the minimum passing standard with a total standard score of 2,250 (in Puerto Rico, the total score requirement is 2,700 for the Spanish language GED® test and 2,500 for the English language GED® test) and a minimum standard score of 410 in each of the five content areas (420 in Kansas and 450 in South Dakota and Canada). Because GED® test scoring is based on a compensatory model, test takers must earn an additional 200 standard score points beyond the 410 needed in each content area to reach the total passing standard of 2,250. The 200 additional standard score points may come from any one or a combination of content areas.

Official GED® Practice Test – The Official GED® Practice Test (OPT) was developed and copyrighted by GED Testing Service and the American Council on Education, and offers a sampling of test items from each content area in the GED® test. The OPT items are created, analyzed, and tested by GED Testing Service academic subject and psychometrics experts, and distributed through contractual agreement by an outside vendor.

Retest – A retest occurs when a candidate retests in any of the content areas in which he or she failed to meet the minimum passing standard. A candidate also may retest if he or she did meet the minimum passing standard but wants to improve the test score.

Series GED® test – The GED® test has been developed upon similar test specifications and psychometric standards and properties. There have been three previous series of the GED® test: 1942, 1978, and 1988. The fourth and current series was released in 2002 (English language U.S. and Canadian versions), followed by Spanish and French language versions released in 2004. Changes made in each series were the result of the identification of specific areas of need

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

or assessment that would strengthen the test and provide evidence of test score validity and credibility in a changing world.

Special editions – Special formats of the GED® test are available in addition to the standard print editions for candidates with physical, learning, or psychological disabilities. These formats include large print, audiocassette, and Braille editions. Although the audiocassette and Braille editions may be used by candidates with documented disabilities who were approved for test accommodations, the large print edition does not require additional documentation for use.

Standard score – The standard score is reflective of a test taker's performance on the GED® test. For the 2002 Series GED® test, the standard score scale ranges from 200 to 800, and falls along a normal distribution with a mean of 500 and standard deviation of 100. Standard scores are used to compare an examinee's performance on a test with the performance of graduating high school seniors who took the test.

Target population – The target population consists of all adults (as defined above) who lack a traditional high school credential and further training or degrees and who could potentially take the GED® test and therefore further their educational, professional, and personal aspirations after acquiring a GED® test credential.

www.GEDtestingservice.com | GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license. Copyright © 2012 GED Testing Service LLC. All rights reserved.

Appendix L

Memorandum of Understanding
Between
LAYC YouthBuild Public Charter School
And
YACHAD

This document constitutes a Memorandum of Understanding (MOU) between LAYC YouthBuild Public Charter School (YouthBuild) and Yachad.

Mission

YouthBuild Public Charter School (YouthBuild) is an alternative high school for young people seeking to transform their lives by re-engaging in their education in a non-traditional school environment. YBPCS prepares students for post-secondary education and the workplace by offering, in English and Spanish, academic, vocational and workforce development programs. YBPCS believes that service to the community is an essential part of the transformative process. Therefore, students serve their community through volunteer projects and by creating housing for low income residents in the Washington, DC metropolitan area.

Yachad mission is to bring communities together by preserving affordable homes and revitalizing neighborhoods throughout the District of Columbia and the greater metropolitan area. Yachad means "together" in Hebrew, and that is how we do our work through partnerships with homeowners, houses of worship, nonprofits, and other community stakeholders. We mobilize skilled and unskilled volunteers, invest financial resources, and, through our work together, transform people and properties. Our mission is rooted in the Jewish commitment to seek justice by engaging in acts of loving kindness. We welcome people of all faiths to share in our work to keep our communities diverse and vital.

Purpose and Scope

This MOU summarizes the principal terms of the partnership being considered by the Parties, to work together to promote workforce development and housing for the cities low-income residents.

YouthBuild and Yachad have partnered to renovate a single family home located at 6809 Laurel Street, Northwest Washington, DC. Through this partnership, YouthBuild students will be able to fulfill their on-the-job learning and community service requirements or the school year. Yachad has agreed to secure all the supplies, equipment, and obtain any permits required for the work on the property. YouthBuild will provide approximately 12 students per day to provide volunteer work on the site as outlined in the attached "Scope of Work". The work outlined in the "Scope of Work" will be completed on the agreed upon timeline. There will be no monetary value exchanged between the parties for tasks associated with this MOU.

Responsibilities

YouthBuild and Yachad, in consideration of the mutual promises and consideration herein, each Party will use its best effort to carry out its terms and intent as outlined below:

Yachad has certified that the resident of the property described above are low-income as defined by the District of Columbia.

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

YouthBuild Public Charter School
John Collier, Construction Manager
Office 202-319-0140
john @youthbuildpcs.org

Yachad
Robin Renner, Construction Manager
Office (202) 296-8563
robin@yachad-dc.org

YouthBuild will provide insurance and liability coverage for all students and staff. YouthBuild will also be responsible for damages occurred on site due to negligence of students of staff.

The organizations will communicate on at least a weekly basis to discuss the progress of the work and any impending delays or necessary changes on the worksite.

It is understood by all parties that the project location is an active work site. YouthBuild staff and students will be required to abide by all OSHA rules and requirements. Yachad's construction manager is responsible for the overall scope of work and its implementation. Youth Build will provide a site supervisor who will follow the Yachad's approved scope of work. The YouthBuild staff and students will be required to follow the directions of the site supervisor at all times while at the site.

Terms of Understanding

The term of this MOU is for a period of 5 months from the effective date of this agreement and may be extended upon written mutual agreement. It shall be reviewed within the first 2 months to ensure that it is fulfilling its' purpose and to make necessary revisions.

Either organization may terminate this MOU upon thirty (30) days written notice without penalty or liability.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU.

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

_____ _____

YouthBuild Public Charter School
Arthur Dade, Executive Director

Date 2/25/2014

Yachad
Audrey Lyon, Executive Director

Audrey Lyon

Digitally signed by Audrey Lyon
DN: cn=Audrey Lyon, o=Yachad, ou, email=audrey@yachad-dc.org, c=US
Date: 2014.02.21 12:36:27 -05'00'

Date

Memorandum of Understanding
Between
Latin American Youth Center YouthBuild Public Charter School
And
Manna, Inc

This document constitutes a Memorandum of Understanding (MOU) between Latin American Youth Center YouthBuild Public Charter School (YouthBuild PCS) and Manna Inc.

The YouthBuild PCS serves young people ages 16-24 who have dropped out of traditional high schools. At YouthBuild PCS, students transform their communities by building housing for homeless or low-income families as they learn the construction trade, and they transform themselves as they prepare to earn their GED.

Manna Inc. is a non-profit organization in the District of Columbia that is committed to serving low and moderate income families, assisting them to fulfill the dream of homeownership. Manna believes that strong neighborhoods occur when people are empowered to make decisions about their environment.

Together YouthBuild PCS and Manna enter this Memorandum of Understanding to promote workforce development and housing for the cities low-income residents. Accordingly, YouthBuild PCS and Manna, Inc. operate under this MOU agreement as follows:

Purpose and Scope

YouthBuild PCS and Manna, Inc. have partnered to develop 24 newly renovated 2-bedroom/2 bathroom condominiums located at 1700-1720 W Street, SE Washington, DC, (The Buxton Condominium). Through this partnership, YouthBuild PCS students will be able to fulfill their on-the-job learning and community service requirements for the school year. Manna has agreed to provide all the supplies, equipment, and obtain any permits required for the work on the property. YouthBuild PCS will provide approximately 12 students per day to provide volunteer work on these sites as outlined in the agreed upon "Scope of Work". The work outlined in the "Scope of Work" will be completed on the agreed upon timeline per Manna. There will not be an exchange of funds between the parties for tasks associated with this MOU.

Responsibilities

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

YouthBuild Public Charter School
John Collier, Construction Manager
Office 202-319-0140
john@youthbuildpcs.org

Manna Inc
Nolan Smith, General Superintendent
Office (202) 832-1845
nsmith@mannadc.org

YouthBuild PCS will provide insurance and liability coverage for all students and staff. YouthBuild PCS will also be responsible for damages occurred on site due to negligence of

students or staff. YouthBuild will name Manna as an additional insured on its insurance certificate for the project.

The organizations will communicate on at least a weekly basis to discuss the progress of the work and any impending delays or necessary changes on the worksite.

It is understood by all parties that the project location is an active work site. YouthBuild PCS staff and students will be required to abide by all OSHA rules and requirements. The project supervisor is responsible for the day-to-day activities at the site and YouthBuild PCS staff and students will be required to follow the directions of the site supervisor at all times while at the site. YouthBuild PCS staff and students must not enter the worksite without the presence of a site superintendent as appointed by Manna Inc.

Terms of Understanding

The term of this MOU is for a period of 7 months from the effective date of this agreement and may be extended upon written mutual agreement. It shall be reviewed within the first 2 months to ensure that it is fulfilling its' purpose and to make necessary revisions. Either organization may terminate this MOU upon thirty (30) days written notice without penalty or liability.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signees will strive to reach, to the best of their ability, the objectives stated in the MOU.

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

Arthur L. Dade

YouthBuild Public Charter School
Arthur L. Dade, Executive Director

9/17/2013
Date

George T. Dale

Manna Inc.

9/24/13
Date

1700 W St SE Washington, DC 20020

YouthBuild Construction trainers will be in charge of students while on site for the duration of the project and work directly with the Manna Project Manager to coordinate work on site with the students.

A. Scope of Work

Outlined below is a list of work duties students will be able to do while on site in the 2013-2014 school year.

- Yard excavating and grading
- Demolition of interior/exterior as needed to make ready for new build
- Installing fire and support blocking as needed for code
- Framing of floors, walls, and ceilings
- Installation of drywall and finishing
- Landscaping and yard finishing

B. Anticipated Schedule

Students are typically on site from 8:30am – 3:30pm, Monday-Friday, with an hour lunch break. YouthBuild generally follows the DCPS calendar and closures. Construction Trainers will communicate regularly with the Project Manager about the schedule as well as any unanticipated changes.

MEMORANDUM OF UNDERSTANDING
BETWEEN
TERRIFIC INC.
AND
YOUTHBUILD PUBLIC CHARTER SCHOOL

This document constitutes a Memorandum of Understanding (MOU) between YouthBuild Public Charter School (YouthBuild PCS) and Temporary Emergency Residential Resource Institute for Families in Crisis (TERRIFIC).

The YouthBuild PCS serves youth ages 16-24 who have dropped out of traditional high schools. YouthBuild PCS offers in English and Spanish, an academic and vocational program, employability training, and an opportunity for youth to perform community service by creating housing for the city's low income residents. The students at YouthBuild PCS transform their lives while building the community.

TERRIFIC provides service care for children and families in crisis. TEFFIFIC operates several diverse, residential care and human service programs. TERRIFIC provides residential homes for abandoned, abused and neglected, prenatally-drug exposed and HIV-infected children.

Together YouthBuild PCS and TERRIFIC enter this Memorandum of Understanding to promote workforce development and housing for the cities low-income residents. Accordingly, YouthBuild PCS and TERRIFIC operate under this MOU agreement as follows:

Purpose and Scope

YouthBuild PCS and TERRIFIC have partnered to improve the property located at 418 Missouri Avenue, NW Washington, DC. Through this partnership, YouthBuild PCS students will be able to fulfill their on-the-job learning and community service requirements for the school year. YouthBuild will provide approximately 12 students per day to provide volunteer work on these sites as outlined in the agreed upon "Scope of Work". The work outlined in the "Scope of Work" will be completed on the agreed upon timeline per TERRIFIC. There will not be an exchange of funds between the parties for tasks associated with this MOU.

Responsibilities

YouthBuild PCS will provide insurance and liability coverage for all students and staff. YouthBuild PCS will also be responsible for damages occurred on site due to negligence of students or staff.

TERRIFIC has agreed to provide all the supplies, equipment, and obtain any permits required for the work on the property.

The organizations will communicate on at least a weekly basis to discuss the progress of the work and any impending delays or necessary changes on the worksite.

It is understood by all parties that the project location is an active work site. YouthBuild staff and students will be required to abide by all OSHA rules and requirements. The project supervisor is responsible for the day-to-day activities at the site and YouthBuild staff and students will be required to follow the directions of the site supervisor at all times while at the site.

Terms of Understanding

This MOU will cover the 2012- 2013 school year, at the end of which it will be reviewed, evaluated, and amended as indicated.

Either organization may terminate this MOU upon thirty (30) days written notice without penalty or liability.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signees will strive to reach to the best of their ability, the objectives stated in the MOU.

On behalf of the organization I represent, I wish to sign this MOU and contribute to its development.

Aaron McCarley, Program Director
TERRIFIC

Arthur Dade, Executive Director
YouthBuild Public Charter School

Scope of work for 418 Missouri Ave NW, Washington, DC

Prepared by John Collier (YouthBuild PCS) for Aaron McCarley (TERRIFIC).

11/15/12

General areas

- Paint hallways in all 4 floors with medium to dark color
- Paint all interior metal stair railings
- Remove and replace front and rear entry doors
    - Reuse existing locksets
- Landscape front and rear of building with mulch and shrubs

Roof

- Patch existing cracks and holes with roofing compound
- Sweep and clean debris off roof
- Apply fiber aluminization to needed areas on roof

Units

101

- Remove existing carpet and replace with laminate wood floating floor system
- Patch and repair drywall as needed to make ready for paint
- Prime and paint walls and ceilings

102

- Remove existing carpet and replace with laminate wood floating floor system
- Remove and replace water damaged ceiling in bathroom
- Prime and paint ceilings

202

- Remove and replace carpet with laminate floating wood floor system
- Remove existing blinds
- Remove and replace ceiling light fixtures

203

- Complete renovation
- Neutralize and encapsulate mildew stains on all ceilings and walls
- Remove and replace carpet with laminate floating wood floor system
- Patch and repair all walls and ceilings to make ready for paint
- Prime and paint all ceilings and walls

301

- Fix entry door

401

- Remove and replace carpet with laminate floating wood floor system
- Repair bedroom ceiling with drywall
- Patch walls to make ready for paint
- Prime and paint walls and ceilings

402

- Complete renovation
- Neutralize and encapsulate mildew stains on all ceilings and walls
- Remove and replace carpet with laminate floating wood floor system
- Patch and repair all walls and ceilings to make ready for paint
- Prime and paint all ceilings and wall
-

Remove all job related debris to dumpster located on site

TERRIFIC will provide all necessary materials for the work described above. YouthBuild will do the labor to complete the work described above.

Memorandum of Understanding

Between

Latin American Youth Center YouthBuild Public Charter School

And

Behrend Builders

This document constitutes a Memorandum of Understanding (MOU) between Latin American Youth Center YouthBuild Public Charter School (YouthBuild PCS) and Behrend Builders.

The YouthBuild PCS serves young people ages 16-24 who have dropped out of traditional high schools. At YouthBuild PCS, students transform their communities by building housing for homeless or low-income families as they learn the construction trade, and they transform themselves as they prepare to earn their high school diploma or GED.

Behrend Builders is a program under the auspices of the District of Columbia Jewish Community Center, a non-profit organization which provides uniquely urban educational, social, cultural and fitness programs to the DC community inside and outside the beltway. Behrend Builders connects both skilled and unskilled volunteers to service-learning opportunities in the greater DC area. Behrend Builders works in low-income neighborhoods in DC to repair, renovate and rebuild low-income family homes, community centers, public schools, homeless shelters, parks and other vital community spaces.

Together YouthBuild PCS and Behrend Builders enter this Memorandum of Understanding to promote workforce development, volunteerism housing for the cities low-income residents. Accordingly, YouthBuild PCS and Behrend Builders operate under this MOU agreement as follows:

Purpose and Scope

YouthBuild PCS and Behrend Builders have partnered to improve the property located at 2009 4th Street, NE Washington, DC. Through this partnership, YouthBuild PCS students will be able to fulfill their on-the-job learning and community service requirements for the school year. YouthBuild will provide approximately 6 students and 1 staff person to provide volunteer work on these sites as outlined in the agreed upon "Scope of Work". Any work required outside the scope of work will be the responsibility of Behrend Builders. The work outlined in the "Scope of Work" will be completed on the agreed upon timeline per Behrend Builders. There will not be an exchange of funds between the parties for tasks associated with this MOU.

Responsibilities

YouthBuild PCS will provide insurance and liability coverage for all students and staff. YouthBuild PCS will also be responsible for damages occurred on site due to negligence of students or staff.

Behrend Builders has agreed to provide all the supplies, equipment, and obtain any permits required for the work on the property.

It is understood by all parties that the project location is an active work site. YouthBuild staff and students will be required to abide by all OSHA rules and requirements. The project supervisor is responsible for the day-to-day activities at the site and YouthBuild staff and students will be required to follow the directions of the site supervisor at all times while at the site.

Terms of Understanding

The term of this MOU is limited to the timeline specified to complete the "scope of work". Either organization may terminate this MOU upon thirty (30) days written notice without penalty or liability.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signees will strive to reach, to the best of their ability, the objectives stated in the MOU.

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

Arthur Dade, Executive Director
LAYC YouthBuild Public Charter School

Randy Bacon, Director
Behrend Builders

2-1-2013
Date

Feb 1, 2013
Date

Scope of work

2009 4th ST NE Washington DC

Remove 64 sq. ft. of flooring, subflooring, and floor joist to replace rotten and sagging floor in kitchen area buy utility closet.

Install new treated 2x8 floor joist to replace missing and rotten wood and tie into existing solid framing to level sagging floor.

Install new subfloor to match existing elevation and make ready for finish floor.

Contractor will remove and replace HVAC and hot water heater to make accessible for work.

Attachment 1D

MI CASA INC.
6230 3rd Street, N.W., Suite 2, Washington, D.C. 20011 (202) 722-7423 fax (202) 722-7427

Site Access Letter

November 30, 2010

Arthur Dade
Executive Director
LAYC YouthBuild Public Charter School
3014 14th Street, NW
Washington, DC 20009

Re: Site Access to 3033 16th Street NW (Claiborne Co-operative)

Dear Mr. Dade:

This letter is to certify that Mi Casa, Inc., an affordable housing developer, is the development consultant for the Claiborne Co-operative located at of the properties at 3033 16th Street NW in Washington, DC. As development consultant, with a contractual relationship with the Co-operative to oversee the renovations of the building, we give the LAYC YBPCS full access to the site for on-site construction training for its participants proposed in its YouthBuild application to the Department of Labor. The approximate dates for these activities are October 2011 – June 2012.

Please feel free to contact me if you require additional information.

Sincerely,

Elin Zurbrigg
Deputy Director

Memorandum of Understanding

Between

Latin American Youth Center YouthBuild Public Charter School

And

Building Futures: Family AIDS Housing, Inc.

This document constitutes a Memorandum of Understanding (MOU) between Latin American Youth Center YouthBuild Public Charter School (YouthBuild PCS) and Building Futures: Family AIDS Housing, Inc. (Building Futures).

The YouthBuild PCS serves young people ages 16-24 who have dropped out of traditional high schools. At YouthBuild PCS, students transform their communities by building housing for homeless or low-income families as they learn the construction trade, and they transform themselves as they prepare to earn their high school diploma or GED.

Building Futures is a non-profit organization in the District of Columbia that is committed to the increase access to safe, affordable quality housing for families, children and individuals living with HIV/AIDS. Building Futures believes this will provide a foundation for building dignified, stable, and healthy lives and futures.

Together YouthBuild PCS and Building Futures enter this Memorandum of Understanding to promote workforce development and housing for the cities vulnerable residents. Accordingly, YouthBuild PCS and Building Futures operate under this MOU agreement as follows:

Purpose and Scope

YouthBuild PCS and Building Futures have partnered to develop 6 affordable multi-family units located at 3237 Hiatt Street, NW Washington, DC. Through this partnership, YouthBuild PCS students will be able to fulfill their on-the-job learning and community service requirements for the school year. Building Futures has agreed to provide all the supplies, equipment, and obtain any permits required for the work on the property. YouthBuild PCS will provide approximately 12 students per day to work at the site as outlined in the agreed upon "Scope of Work". The work outlined in the "Scope of Work" will be completed on the agreed upon timeline per Building Futures. There will not be an exchange of funds between the parties for tasks associated with this MOU.

Responsibilities

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

LAYC YouthBuild Public Charter School
John Collier, Construction Manager
Office 202-319-0140
john@layc-dc.org

Building Futures
Steve Seuser, Executive Director
Office (202) 639-0361, x302
sseuser@buildingfutures.org

YouthBuild PCS will provide insurance and liability coverage for all students and staff. YouthBuild PCS will also be responsible for damages occurred on site due to negligence of students or staff.

The organizations will communicate on at least a weekly basis to discuss the progress of the work and any impending delays or necessary changes on the worksite.

It is understood by all parties that the project location is an active work site. YouthBuild PCS staff and students will be required to abide by all OSHA rules and requirements.

Terms of Understanding

The term of this MOU is for a period of 7 months from the effective date of this agreement and may be extended upon written mutual agreement. It shall be reviewed within the first 2 months to ensure that it is fulfilling its purpose and to make necessary revisions.

Either organization may terminate this MOU upon thirty (30) days written notice without penalty or liability.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signees will strive to reach, to the best of their ability, the objectives stated in the MOU.

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

Arthur L. Dade

LAYC YouthBuild Public Charter School
Arthur L. Dade, Executive Director

September 10, 2010
Date

Steve Seuser

Building Futures: Family AIDS Housing, Inc.
Steve Seuser, Executive Director

September 10, 2010
Date

Rebuilding Neighborhoods and Preserving Diversity Through Affordable Housing

MANNA®

November 19, 2010

Arthur Dade
Executive Director
LAYC YouthBuild PCS
3014 14th St NW
Washington, DC 20009

RE: Exhibit ID – YouthBuild Site Access

Arthur:

Manna is pleased to partner with YouthBuild on another project. The Ivy City project is a great opportunity to partner with YouthBuild because it is part of a neighborhood revitalization effort involving several organizations and the District of Columbia. Manna is one of three private developers awarded lots in the Ivy City neighborhood by the District of Columbia. Together, the three nonprofits will build and renovate several lots to create nearly 60 units of affordable housing. Manna will build four buildings that for a total of 20 condominium units.

All financing has been approved, and Manna will take title to our four sites by mid-December, 2010.

Until we take title to the properties, the attached letter provides evidence of the sites award to Manna. As the owner, Manna plans to give LAYC YouthBuild PCS full access to the four project sites for on-site construction training. Manna plans to initiate construction in January 2011.

Please feel free to contact me if you require additional information.

Sincerely,

George Rothman
President

828 Evarts Street, NE Washington, DC 20018 Tel: 202-832-1845 Fax: 202-832-1870 www.mannadc.org

NeighborWorks®
CHARTERED MEMBER

Appendix M

Memorandum of Understanding
Between
Latin American Youth Center YouthBuild Public Charter School
And
Manna, Inc

This document constitutes a Memorandum of Understanding (MOU) between Latin American Youth Center YouthBuild Public Charter School (YouthBuild PCS) and Manna Inc.

The YouthBuild PCS serves young people ages 16-24 who have dropped out of traditional high schools. At YouthBuild PCS, students transform their communities by building housing for homeless or low-income families as they learn the construction trade, and they transform themselves as they prepare to earn their GED.

Manna Inc. is a non-profit organization in the District of Columbia that is committed to serving low and moderate income families, assisting them to fulfill the dream of homeownership. Manna believes that strong neighborhoods occur when people are empowered to make decisions about their environment.

Together YouthBuild PCS and Manna enter this Memorandum of Understanding to promote workforce development and housing for the cities low-income residents. Accordingly, YouthBuild PCS and Manna, Inc. operate under this MOU agreement as follows:

Purpose and Scope

YouthBuild PCS and Manna, Inc. have partnered to develop 24 newly renovated 2-bedroom/2 bathroom condominiums located at 1700-1720 W Street, SE Washington, DC, (The Buxton Condominium). Through this partnership, YouthBuild PCS students will be able to fulfill their on-the-job learning and community service requirements for the school year. Manna has agreed to provide all the supplies, equipment, and obtain any permits required for the work on the property. YouthBuild PCS will provide approximately 12 students per day to provide volunteer work on these sites as outlined in the agreed upon "Scope of Work". The work outlined in the "Scope of Work" will be completed on the agreed upon timeline per Manna. There will not be an exchange of funds between the parties for tasks associated with this MOU.

Responsibilities

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

YouthBuild Public Charter School
John Collier, Construction Manager
Office 202-319-0140
john@youthbuildpcs.org

Manna Inc
Nolan Smith, General Superintendent
Office (202) 832-1845
nsmith@mannadc.org

YouthBuild PCS will provide insurance and liability coverage for all students and staff. YouthBuild PCS will also be responsible for damages occurred on site due to negligence of

1700 W St SE Washington, DC 20020

YouthBuild Construction trainers will be in charge of students while on site for the duration of the project and work directly with the Manna Project Manager to coordinate work on site with the students.

A. Scope of Work

Outlined below is a list of work duties students will be able to do while on site in the 2013-2014 school year.

- Yard excavating and grading
- Demolition of interior/exterior as needed to make ready for new build
- Installing fire and support blocking as needed for code
- Framing of floors, walls, and ceilings
- Installation of drywall and finishing
- Landscaping and yard finishing

B. Anticipated Schedule

Students are typically on site from 8:30am – 3:30pm, Monday-Friday, with an hour lunch break. YouthBuild generally follows the DCPS calendar and closures. Construction Trainers will communicate regularly with the Project Manager about the schedule as well as any unanticipated changes.

Memorandum of Understanding
Between
LAYC YouthBuild Public Charter School
And
YACHAD

This document constitutes a Memorandum of Understanding (MOU) between LAYC YouthBuild Public Charter School (YouthBuild) and Yachad.

Mission

YouthBuild Public Charter School (YouthBuild) is an alternative high school for young people seeking to transform their lives by re-engaging in their education in a non-traditional school environment. YBPCS prepares students for post-secondary education and the workplace by offering, in English and Spanish, academic, vocational and workforce development programs. YBPCS believes that service to the community is an essential part of the transformative process. Therefore, students serve their community through volunteer projects and by creating housing for low income residents in the Washington, DC metropolitan area.

Yachad mission is to bring communities together by preserving affordable homes and revitalizing neighborhoods throughout the District of Columbia and the greater metropolitan area. Yachad means "together" in Hebrew, and that is how we do our work through partnerships with homeowners, houses of worship, nonprofits, and other community stakeholders. We mobilize skilled and unskilled volunteers, invest financial resources, and, through our work together, transform people and properties. Our mission is rooted in the Jewish commitment to seek justice by engaging in acts of loving kindness. We welcome people of all faiths to share in our work to keep our communities diverse and vital.

Purpose and Scope

This MOU summarizes the principal terms of the partnership being considered by the Parties, to work together to promote workforce development and housing for the cities low-income residents.

YouthBuild and Yachad have partnered to renovate a single family home located at 6809 Laurel Street, Northwest Washington, DC. Through this partnership, YouthBuild students will be able to fulfill their on-the-job learning and community service requirements or the school year. Yachad has agreed to secure all the supplies, equipment, and obtain any permits required for the work on the property. YouthBuild will provide approximately 12 students per day to provide volunteer work on the site as outlined in the attached "Scope of Work". The work outlined in the "Scope of Work" will be completed on the agreed upon timeline. There will be no monetary value exchanged between the parties for tasks associated with this MOU.

Responsibilities

YouthBuild and Yachad, in consideration of the mutual promises and consideration herein, each Party will use its best effort to carry out its terms and intent as outlined below:

Yachad has certified that the resident of the property described above are low-income as defined by the District of Columbia.

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

YouthBuild Public Charter School
John Collier, Construction Manager
Office 202-319-0140
john @youthbuildpcs.org

Yachad
Robin Renner, Construction Manager
Office (202) 296-8563
robin@yachad-dc.org

YouthBuild will provide insurance and liability coverage for all students and staff. YouthBuild will also be responsible for damages occurred on site due to negligence of students of staff.

The organizations will communicate on at least a weekly basis to discuss the progress of the work and any impending delays or necessary changes on the worksite.

It is understood by all parties that the project location is an active work site. YouthBuild staff and students will be required to abide by all OSHA rules and requirements. Yachad's construction manager is responsible for the overall scope of work and its implementation. Youth Build will provide a site supervisor who will follow the Yachad's approved scope of work. The YouthBuild staff and students will be required to follow the directions of the site supervisor at all times while at the site.

Terms of Understanding

The term of this MOU is for a period of 5 months from the effective date of this agreement and may be extended upon written mutual agreement. It shall be reviewed within the first 2 months to ensure that it is fulfilling its' purpose and to make necessary revisions.

Either organization may terminate this MOU upon thirty (30) days written notice without penalty or liability.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU.

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

_____ _____

YouthBuild Public Charter School
Arthur Dade, Executive Director

Date 2/25/20

Yachad
Audrey Lyon, Executive Director

Audrey Lyon

Digitally signed by Audrey Lyon
DN: cn=Audrey Lyon, o=Yachad, ou, email=audrey@yachad-dc.org, c=US
Date: 2014.02.21 12:36:27 -05'00'

Date

Appendix N

YouthBuilld Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	

YouthBuilld Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		N/A	School does not serve food.
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	

YouthBuilld Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	School gives the GED Examination
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	In progress	In progress with Middle States

YouthBuild Public Charter School
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.		
	Option 2: Copy of staff certificate to administer medications.		Compliant	
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	

YouthBuild Public Charter School
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	All students are not in the building at the same time. While some of the population is in the school, the rest are on work sites.
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	N/A	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	N/A	
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	N/A	
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Compliant	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	

YouthBuild PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff Option 2: Copy of staff certificate to administer medications	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	

YouthBuild PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	N/A	

YouthBuild PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	IN PROGRESS	No parent/ alumnae listed on roster; staff indicated 3 new members will be nominated in January, including an alumnae (if no parent or alumnae is available to serve on the board, a current adult student can participate instead)
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	IN PROGRESS	School is in self-study phase with Middle States and plans to be complete by end of SY2013-14

Appendix O

Board of Trustees

	Title	Contact Information	Areas of Expertise
Mark Jordan **Chair**	Public Sector Management Consultant Consultant for the Special Arbiter, Superior Court of the District of Columbia	H: 202 462-4151 C: 202 390-0304 markjordan100@gmail.com 122 Kentucky Avenue, SE Washington, DC 20009	Education, Juvenile Justice, Government Ops
Shawn Woodyard **Treasurer**	NASA Account Manager for HP Enterprise Services	C: 917 450-4156 swoodyard@verizon.net 3301 New Mexico Ave., NW, Suite 216 Washington, DC 20016	Information Technology
Nolan Smith **Secretary**	General Superintendent at Manna	H: 202 723-3050 C: 202 439-7310 nsmith@mannadc.org 1527 Upshur Street, NW Washington, DC 20011	Education, Construction
Noel Bravo	Senior Director of Evaluation and Managemtn/Programs at Commneal Foundation	H: 202 277-8529 noelbravodc@gmail.com 3515 Alton Place, NW Washington, DC 20008	Program management and evaluation, risk management, budget and financial reporting, education policy
Antoine Edwards	Metrobus Driver –	C: 240 604-1493 H: 202 808-2228	Alumni
Elizabeth Grant	Vice President of Education Proram at American Institutes for Research	H: 202 701-7012 elizabethgr@gmail.com	Education, Policy, Advocacy
Gregory Jeffries	Policy Advisor/Project Sponsor for the U.S. General Services Administration/ National Capital Region-Public Buildings Service	H: 202 246-3744 gnjeffries@comcast.net 1459 Chapin Street, NW Washington, DC 20009	Real Estate Development
Steve Lanning	Director, Laborers' Mid-Atlantic Regional Organizing Coalition	W: 703 860-4194 C: 202 409-1000 slanning@malaborers.org 1736 Columbia Road, NW #101 Washington, DC 20009	Construction, Labor Unions, Workforce
Lizzie Martinez	Development Associate at ServiceNation	W: 202-644-8414 C: 503-998-6985 bookwormlizzie@gmail.com 4607 Connecticut Ave NW Apt 405 Washington, DC 20008	Fundraising, Nonprofit Management, National Service

Appendix P

June 22, 2012

Mark Jordan
Board Chair
LAYC- YouthBuild Public Charter School
1808 Belmont Road, #4
Washington, DC 20009

Dear Mr. Cohen,

This letter serves to inform you that in its public meeting held on June 18, 2012, the District of Columbia Public Charter School Board (PCSB) issued a notice of concern to LAYC Youth Build PCS for failure to submit attendance and/or discipline data on time. All data must be submitted by July 1, 2012. If all data are received by this date, the PCSB will vote to lift the Notice of Concern at the July public board meeting on July 18, 2012.

The PCSB takes seriously its role in providing oversight of the schools under its authority. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,

Brian Jones
Chair

cc: Arthur Dade

Appendix Q

OSSE

ATTACHMENT B: LEA PERFORMANCE RUBRIC

YouthBuild Latin American Youth Center PCS	Target	LEA Performance	Compliance Flag?
Element 1: Blackman Jones Accuracy Audit Performance: Related Service Delivery			
Performance on related service component of the BJ Accuracy Audit (calculated as a percentile of all LEA performance)	>1st quartile	n/a[1]	
Element 2: OSEP compliance indicator 5c (least restrictive environment)			
Percentage of students educated in separate settings	<25%	n/a	
Element 3: OSEP compliance indicator 11 (initial evaluation timeliness)			
Percentage of evaluations completed timely (120 days)	> or = 75%	n/a	
Element 4: OSEP special conditions compliance initial evaluations backlog			
Number of overdue student records as of December 31, 2012	0	0	
Element 5: OSEP special conditions compliance re-evaluations backlog			
Number of overdue student records as of December 31, 2012	0	11	X
Element 6: Hearing Officer Decision (HOD) Backlog			
Number of Overdue HODs as of February 2013	0	0	

[1] This data is not disaggregated by dependent charter LEA when reported.

Appendix R

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.

WASHINGTON, DC

COMPARATIVE AUDIT REPORT

FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

KENDALL, PREBOLA AND JONES
Certified Public Accountants
P.O. BOX 259
BEDFORD, PENNSYLVANIA 15522-0259
(814) 623-1880
FAX (814) 623-7548

INDEX

	Page
Independent Auditor's Report	1-2
Comparative Statement of Financial Position, June 30, 2011 and 2010	3
Comparative Statement of Activities, For the Years Ended June 30, 2011 and 2010	4
Comparative Statement of Cash Flows, For the Years Ended June 30, 2011 and 2010	5
Notes to Financial Statements	6-23
Supplemental Information	
Schedule 1 - Comparative Schedule of Functional Expenses, For the Years Ended June 30, 2011 and 2010	24-25
Schedule 2 - Comparative Schedule of Average Cost Per Student, For the Years Ended June 30, 2011 and 2010	26
Schedule 3 - Schedule of Contracts in Excess of $25,000	27
Schedule 4 - Schedule of Expenditures of Federal Awards, For the Year Ended June 30, 2011	28-29
Notes to Schedule of Expenditures of Federal Awards	30
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	31-32
Independent Auditor's Report on Compliance with Requirements that could have a Direct and Material Effect on Each Major Program and on Internal Control over Compliance in Accordance with OMB Circular A-133	33-34
Summary Schedule of Prior Audit Findings, For the Year Ended June 30, 2011	35
Schedule of Findings and Questioned Costs, For the Year Ended June 30, 2011	36-37

Kendall, Prebola and Jones
Certified Public Accountants

The Board of Directors
Latin American Youth Center
YouthBuild Public Charter School, Inc.
3014 14th Street, NW
Washington, DC 20009

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying statement of financial position of the Latin American Youth Center YouthBuild Public Charter School, Inc. (a nonprofit organization) as of June 30, 2011 and 2010, and the related statement of activities and statement of cash flows for the years then ended. These financial statements are the responsibility of the Charter School's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audit for the years ended June 30, 2011 and 2010 in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Latin American Youth Center YouthBuild Public Charter School, Inc. as of June 30, 2011 and 2010, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 7, 2011, on our consideration of the Latin American Youth Center YouthBuild Public Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audits were conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplemental schedules of functional expenses, average cost per student, and contracts in excess of $25,000 are presented for the purpose of additional analysis and are not a required part of the basic financial statements. In addition, the accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, "Audits of States, Local Governments and Non-Profit Organizations", and is not a required part of the basic financial statements. Such information is the responsibility of management and

was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Kendall, Prebola and Jones

Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
December 7, 2011

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENT OF FINANCIAL POSITION
JUNE 30, 2011 AND 2010

	June 30, 2011	June 30, 2010
ASSETS		
Current Assets:		
Cash and Cash Equivalents	$ 565,676	$ 684,525
Investments	283,187	182,268
Accounts Receivable	3,826	2,222
Grants Receivable	103,971	133,444
Promises Receivable	3,000	12,634
Prepaid Expenses and Deposits	4,375	20,963
Total Current Assets	$ 964,035	$ 1,036,056
Fixed Assets:		
Building Under Development	$ -	$ 157,442
Fixed Assets, Net of Accumulated Depreciation	197,066	229,428
Total Fixed Assets	$ 197,066	$ 386,870
TOTAL ASSETS	$ 1,161,101	$ 1,422,926
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts Payable	$ 98,615	$ 122,708
Due to Related Party	36,283	13,467
Accrued Salary and Vacation	41,588	43,777
Payroll Withholdings and Related Liabilities	19,309	17,260
Refundable Advances	35,336	43,250
Total Current Liabilities	$ 231,131	$ 240,462
Total Liabilities	$ 231,131	$ 240,462
Net Assets:		
Unrestricted	$ 892,287	$ 1,176,164
Temporarily Restricted	37,683	6,300
Total Net Assets	$ 929,970	$ 1,182,464
TOTAL LIABILITIES AND NET ASSETS	$ 1,161,101	$ 1,422,926

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENT OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	June 30, 2011			June 30, 2010		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
Revenues and Other Support:						
Per Pupil Funding Allocation	$ 1,803,639	$ -	$ 1,803,639	$ 1,407,191	$ -	$ 1,407,191
Per Pupil Funding Allocation - Federal	19,746	-	19,746	140,050	-	140,050
Federal Entitlements and Grants	820,411	-	820,411	778,984	-	778,984
State Grants - District of Columbia	5,625	-	5,625	-	-	-
Other Grants and Contributions	31,843	64,860	96,703	81,946	700	82,646
Donated Services and Materials	5,430	-	5,430	-	-	-
Interest and Dividends	13,178	-	13,178	5,186	-	5,186
Capital Gains	2,722	-	2,722	-	-	-
Unrealized Gain/(Loss) on Investments	20,906	-	20,906	(3,946)	-	(3,946)
Loss on Disposal of Fixed Assets	(2,799)	-	(2,799)	-	-	-
Net Assets Released from Restrictions (Satisfaction of Program Restrictions)	33,477	(33,477)	-	10,200	(10,200)	-
Total Revenues and Other Support	$ 2,754,178	$ 31,383	$ 2,785,561	$ 2,419,611	$ (9,500)	$ 2,410,111
Expenses and Losses:						
Educational Services	$ 2,293,252	$ -	$ 2,293,252	$ 1,792,585	$ -	$ 1,792,585
Fundraising	52,108	-	52,108	97,442	-	97,442
General and Administrative	352,023	-	352,023	258,805	-	258,805
Total Expenses	$ 2,697,383	$ -	$ 2,697,383	$ 2,148,832	$ -	$ 2,148,832
Abandonment of Building Under Development	340,672	-	340,672	-	-	-
Total Expenses and Losses	$ 3,038,055	$ -	$ 3,038,055	$ 2,148,832	$ -	$ 2,148,832
Changes in Net Assets	$ (283,877)	$ 31,383	$ (252,494)	$ 270,779	$ (9,500)	$ 261,279
Net Assets, Beginning of Year	1,176,164	6,300	1,182,464	905,385	15,800	921,185
Net Assets, End of Year	$ 892,287	$ 37,683	$ 929,970	$ 1,176,164	$ 6,300	$ 1,182,464

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENT OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	June 30, 2011	June 30, 2010
Cash Flows from Operating Activities:		
Changes in Net Assets	$ (252,494)	$ 261,279
Adjustments to Reconcile Changes in Net Assets to Net Cash Flows From Operating Activities:		
Depreciation	44,136	42,209
Loss on Disposal of Fixed Assets	2,799	-
Unrealized (Gain)/Loss on Investments	(20,906)	3,946
Realized Loss on Sale of Investments`	110	-
Abandonment of Building Under Development	340,672	-
Accounts Receivable - (Increase)/Decrease	(1,604)	3,125
Grants Receivable - (Increase)/Decrease	29,473	(100,684)
Promises Receivable - (Increase)/Decrease	9,634	(134)
Prepaid Expenses and Deposits - (Increase)/Decrease	16,588	9,960
Accounts Payable - Increase/(Decrease)	(24,093)	81,297
Due to Related Party - Increase/(Decrease)	22,816	(26,200)
Accrued Salary and Vacation - Increase/(Decrease)	(2,189)	(31,951)
Payroll Withholdings and Related Liabilities - Increase/(Decrease)	2,049	(1,950)
Refundable Advances - Increase/(Decrease)	(7,914)	(40,516)
Net Cash Flows From Operating Activities	$ 159,077	$ 200,381
Cash Flows from Investing Activities:		
Purchase of Investments	$ (88,014)	$ (186,214)
Proceeds on Sale of Investments	7,891	-
Purchase of Fixed Assets	(14,573)	(95,612)
Payments Made for Assets Under Development	(183,230)	(157,442)
Net Cash Flows From Investing Activities	$ (277,926)	$ (439,268)
Net Increase/(Decrease) in Cash and Cash Equivalents	$ (118,849)	$ (238,887)
Cash and Cash Equivalents at Beginning of Year	684,525	923,412
Cash and Cash Equivalents at End of Year	$ 565,676	$ 684,525

Supplemental Disclosures:

a) No income taxes were paid during the years ended June 30, 2011 and 2010.
b) No interest was paid during the years ended June 30, 2011 and 2010.

(See Accompanying Notes and Auditor's Report)

The Latin American Youth Center YouthBuild Public Charter School, Inc. (The Charter School), a District of Columbia Not-for-Profit Corporation was incorporated on October 7, 2004 exclusively for educational purposes. The Public Charter School operates as part of the District of Columbia Public School system with its focus on out-of-school youth. The vision of the School is to transform the lives of out-of-school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability skill-building, and community service – a program designed to prepare young people for college or the workplace while they work to create housing for the city's low-income residents.

YouthBuild Public Charter School is one of the few alternative schools in the District of Columbia that serves youth ages 16-24 who have dropped or aged out of traditional high schools. The Charter School offers students a comprehensive, multi-discipline program in a non-traditional learning environment. The entire program is designed to emulate "real life" experience and to promote the student's sense of personal responsibility. The School is purposefully a small learning environment and utilizes innovative, evidence-based strategies and teaching methods that have been effective in working with students with low basic skills. Students spend 40% of their time learning the construction trade. Vocational training and skill development takes place at real-life construction sites. The Charter School has participated in the development of 110 affordable housing units in the District of Columbia.

The School's primary sources of support are local appropriations for Charter Schools from the District of Columbia Government.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

The significant accounting policies of the Charter School are summarized below:

(a) Basis of Accounting and Presentation:

The accompanying financial statements have been prepared on the accrual basis of accounting, which presents financial position, activities, functional expenses, and cash flows in accordance with principles generally accepted in the United States of America.

(b) Revenue Recognition:

Contributions -

The organization has adopted Financial Accounting Standards Board ASC No. 958-605-25 (formerly SFAS No. 116), *Accounting for Contributions Received and Contributions Made.* As such, contributions are recognized as revenue when they are received or unconditionally pledged.

All contributions are available for unrestricted use unless specifically restricted by the donor. Contributions and promises to give with donor imposed conditions are recognized as unrestricted support when the conditions on which they depend are substantially met. Contributions and promises to give with donor imposed restrictions are reported as temporarily restricted support. Unconditional promises to give due in the next year are recorded at their net realizable value.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(b) Revenue Recognition: (Continued)

Contributions - (Continued)

The Charter School reports gifts of equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. The Charter School reports expirations of donor restrictions when the donated or acquired assets are placed in service.

Federal and Charter School Funding -

The Latin American Youth Center YouthBuild Public Charter School receives a student allocation from the District of Columbia as well as federal funding to cover the cost of academic expenses. The student allocation is on a per pupil basis and includes the academic year funding, special education funding and a facilities allotment. The YouthBuild Public Charter School recognized this funding in the year in which the school term is conducted. Funding received in advance of the school term is recorded as deferred revenue.

Federal entitlements are recognized based on the allowable costs incurred.

(c) Income Taxes:

The Latin American Youth Center YouthBuild Public Charter School is exempt from federal income taxes under the provisions of Section 501(c)(3) of the Internal Revenue Code. Exemption from District of Columbia income taxes was granted to the Charter School effective November 19, 2004. Accordingly, no provisions for income taxes have been provided for in the accompanying financial statements. The organization is not a private foundation and contributions to the organization qualify as a charitable tax deduction by the contributor.

(d) Grants:

Grant revenues are received primarily from Federal agencies and the District of Columbia Government. These grants are subject to audit by the grantor agencies. Such audits could result in a request for reimbursement by the agency for expenditures disallowed under the terms and conditions of the appropriate grantor. No provision for possible adjustment has been made in the accompanying financial statements because, in the opinion of management, such adjustment, if any, would not have a material effect on the financial statements.

Cash receipts in excess of costs incurred for grants are reflected as refundable advances until they are expended for the purpose of the grant, at which time they are recognized as unrestricted support. Costs incurred in excess of cash received are reflected as grants receivable.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(e) Net Assets:

The organization has adopted Financial Accounting Standards Board ASC No. 958-205-05 (formerly SFAS No. 117), *Financial Statements of Not-for-Profit Organizations*. Under FASB ASC No. 958-205-05, the organization is required to report information regarding its financial position and activities according to three classes of net assets.

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Charter School and changes therein are classified and reported as follows:

Unrestricted Net Assets - Net assets that are not subject to donor-imposed restrictions and over which the Board of Directors has discretionary control. This classification includes net assets subject to donor-imposed conditions, which have been met in the current year and net assets subject to donor-imposed restrictions that have been released from restrictions.

Temporarily Restricted Net Assets - Net assets subject to donor-imposed restrictions that may or will be met, either by actions of the Charter School and/or the passage of time. When a restriction expires, temporarily restricted net assets are classified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Temporarily restricted net assets were available at year end for the following purpose:

	June 30, 2011	June 30, 2010
YouthBuild USA Program	$ 32,430	$ -
Scholarship Fund - Hines	5,253	6,300
Total	$ 37,683	$ 6,300

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of events specified by donors for the following activities:

	June 30, 2011	June 30, 2010
YouthBuild USA Program	$ 32,430	$ -
Scholarship Fund - Hines	1,047	-
General - Time Restricted	-	10,000
Life Skills Workshop	-	200
Total Released	$ 33,477	$ 10,200

Permanently Restricted Net Assets - Net assets subject to donor-imposed stipulations that requires the net assets be maintained permanently by the Charter School. Generally, the donors of these assets permit the use of all or part of the income earned on any related investments for general or specific purposes. The Charter School did not have any permanently restricted net assets as of June 30, 2011 or 2010.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(f) Donated Services:

Services:

Donated legal services in the amount of $5,430 have been recognized in the financial statements during the year ended June 30, 2011. Contributions of services are recognized if the services received create or enhance nonfinancial assets or require specialized skills, and are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. Contributed services and promises to give services that do not meet the above criteria are not recognized. In addition, a substantial number of volunteers donated significant amounts of their time in the Charter School's supporting services for which no value has been assigned.

(g) Basic Programs:

Education - The YouthBuild Public Charter School inspires students to make a fresh start through education, employability skill development, and community service that leads to improved quality of life for themselves and others.

YouthBuild students:

- Complete their high school education by attaining a GED
- Achieve improved literacy levels
- Develop vocational skills in construction
- Learn life skills, leadership development, and job readiness
- Benefit from personalized support - mentoring, counseling, drug treatment groups, child care and housing assistance, and other services as needed
- Engage in community service to build or renovate housing for low-income residents

Respect, Community, Responsibility, Dignity

YouthBuild helps young people with troubled histories develop respect for themselves and others, find a sense of community belonging and responsibility, and lead productive lives with dignity. The experience at YouthBuild reflects real life and promotes a sense of personal responsibility. Students create and sign a code of conduct to foster personal responsibility, establish positive group norms, and set penalties for breaking rules. The code of conduct is enforced by a student-elected council, which also provides input on school operations. YouthBuild students receive a stipend to help meet family commitments, defray transportation costs, and to serve as an incentive to complete the program.

A Win-Win Solution

Statistics show that students who drop out of high school are more likely to live in poverty and suffer from unemployment, poor health, substance abuse, and violence. They need and deserve a second chance to establish stable, productive adult lives. While YouthBuild Public Charter School encourages students to pursue higher educational goals, we recognize that

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(g) Basic Programs: (Continued)

A Win-Win Solution (Continued)

some may choose to enter the workforce upon graduation. We ensure that they have the skills and credentials to do so. Employers, especially construction companies, need young, energetic, qualified and educated workers, particularly those from minority groups and bilingual English-Spanish speakers.

A Locally Grounded Part of a Nation-Wide Movement

The YouthBuild model has proven to be an effective change agent in the lives of at-risk youth. YouthBuild Public Charter School is part of a 273-member national network using an effective, tested model developed in 1978. Through YouthBuild, more than 100,000 youth nationwide have transformed their lives through education, rebuilt their communities, and created more than 20,000 units of affordable housing since 1994. As a charter school, we are part of a nationwide movement that recognizes the effectiveness of joining the YouthBuild model with public school education.

In addition to the strong national model, the YouthBuild Public Charter School has the additional support of growing out of a local nonprofit with 30 years of experience in providing services to an underserved community. The Latin American Youth Center (LAYC), YouthBuild Public Charter School's parent organization, is a firmly grounded local nonprofit organization with experience in forming and sustaining charter schools. These include the Latin American Montessori Bilingual Public Charter School and Next Step Public Charter School; the latter recently earned accreditation from the Middle States Association of Colleges and Schools. Since its founding in 1974, LAYC has conducted education, counseling, housing, college preparation, recreation and job placement programs for more than 5,000 youth and families per year. In 2002, LAYC was one of eight nonprofits nationwide that received the Annie E. Casey Foundation's "Families Count: The National Honors Program Award."

(h) Functional Expenses:

The costs of providing the School's various programs and supporting services have been summarized on a functional basis in the accompanying Statement of Activities. Accordingly, certain costs have been allocated among the programs, fundraising and supporting services benefited on the basis of direct labor.

(i) Use of Estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of support and revenues and expenses during the reporting period. Actual results could differ from those estimates.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(j) Fundraising:

During the years ended June 30, 2011 and 2010, expenses incurred for the purpose of fundraising were $52,108 and $97,442, respectively.

(k) Reclassifications:

Certain accounts in the prior year financial statements have been reclassified for comparative purposes to conform with the presentation in the current year financial statements.

2. NEW ACCOUNTING PRONOUNCEMENTS AND POLICIES:

(a) ASC 105-10 the Hierarchy of Generally Accepted Accounting Principles:

Effective for reporting periods ending after September 15, 2009, the FASB Accounting Standards Codification (Codification) became the single official source of authoritative, nongovernmental U.S. generally accepted accounting principles (GAAP), superseding existing Financial Accounting Standards Board, American Institute of Certified Public Accountants, Emerging Issues Task Force standards, pronouncements, interpretations and related literature.

Pursuant to the Codification, only one level of authoritative GAAP now exists, excluding the guidance issued by the Securities and Exchange Commission (SEC). The Codification did not change GAAP; instead, it introduced a new structure. The Codification reorganized the thousands of U.S. GAAP pronouncements into accounting topics displaying all topics using a consistent structure. Accordingly, the Latin American Youth Center YouthBuild Public Charter School is presenting these financial statements and related disclosures in accordance with the Codification.

(b) Accounting for Uncertain Tax Positions:

In June 2006, the Financial Accounting Standards Board (FASB) issued FASB ASC No. 740-10 [formerly Interpretation No. 48 (FIN 48)], *Accounting for Uncertainty in Income Taxes,* which is an interpretation of ASC 740's (formerly SFAS No. 109), *Accounting for Income Taxes*. FASB ASC No. 740-10 clarifies the accounting for uncertainty in income taxes recognized in Latin American Youth Center YouthBuild Public Charter School's financial statements in accordance with ASC 740's and prescribes a recognition threshold and measurement attribute for the financial statement recognition and measurement of a tax position taken or expected to be taken in a tax return. FASB ASC No. 740-10 requires the evaluation of tax positions taken or expected to be taken in the course of preparing the Latin American Youth Center YouthBuild Public Charter School's tax return to determine whether the tax positions have a "more-likely-than-not" probability of being sustained by the applicable tax authority.

2. NEW ACCOUNTING PRONOUNCEMENTS AND POLICIES: (Continued)

(b) Accounting for Uncertain Tax Positions: (Continued)

Tax positions deemed to meet the "more-likely-than-not" threshold would be recorded as a tax benefit or expense in the current year. FASB ASC No. 740-10 also provides guidance on de-recognition, classification, interest and penalties, accounting in interim periods, disclosure, and transition. Any cumulative effect from the change in accounting principle resulting from the application of FASB ASC No. 740-10 is to be recognized as an adjustment to opening net assets.

The Latin American Youth Center YouthBuild Public Charter School believes that it has appropriate support for any tax positions taken, and as such, does not have any uncertain tax positions that are material to the financial statements.

3. CASH AND CASH EQUIVALENTS AND INVESTMENTS:

Cash and Cash Equivalents:

Cash at June 30, 2011 and 2010 totaled $565,676 and $684,525, respectively, and consisted of the following:

	June 30, 2011	June 30, 2010
Interest Bearing Checking Account	$ 229,109	$ 178,668
Money Market Checking Account	2,641	102,156
Non-Interest Bearing Checking Account	397	3,653
Money Market Mutual	333,529	400,048
Total	$ 565,676	$ 684,525

For purposes of the cash flow statement and financial statement presentation, cash and cash equivalents are short term, highly liquid investments with maturities of three months or less. Certificates of Deposit with original maturities in excess of three months are considered to be cash, provided that the stated terms do not restrict the withdrawal of funds and such withdrawals do not have substantial penalties associated with them.

The Latin American Youth Center YouthBuild Public Charter School maintains its cash in one financial institution. In addition to the cash held at this financial institution, the Charter School holds money market funds with brokerage firms that are not FDIC insured. Federal Deposit Insurance Corporation (FDIC) insurance coverage was $100,000 per account category prior to October 2, 2008 and $250,000 thereafter. In addition, this financial institution was a participant in the FDIC Transaction Account Guarantee Program through the period ended December 31, 2009. Under this program, non-interest bearing accounts were fully guaranteed for the entire balance in the account. Effective December 31, 2010 through December 31, 2012, non-interest bearing accounts are insured in full under the Dodd-Frank rule.

As of June 30, 2011 and 2010, $11,677 and $100,693, respectively, of the bank balance was deposited in excess of Federal Deposit Insurance Corporation limits. Due to increased cash flows at certain times during the year, the amount of funds at risk may have been greater than at year end. The

3. CASH AND CASH EQUIVALENTS AND INVESTMENTS: (Continued)

Cash and Cash Equivalents: (Continued)

Latin American Youth Center YouthBuild Public Charter School was at risk for the funds held in excess of the insured amounts. The organization has not experienced any losses related to these accounts and does not believe it is exposed to any significant credit risk on cash and cash equivalents.

As of June 30, 2011 and 2010, $335,529 and $400,048, respectively, was held in money market funds that are not federally insured. Management has minimized their risk related to these money funds by investing in high quality short term securities as well as certain repurchase agreements that are backed by high quality securities. The money market fund seeks to maintain a share price of $1.00.

Investments:

The Latin American Youth Center YouthBuild Public Charter School invested in equity and debt securities during the year, which are subject to market fluctuations. Investments in debt and equity securities have been measured at fair value and are recorded as such in the statement of financial position. The fair values for marketable debt and equity securities are based on quoted market prices. Unrealized gains and losses are included in the change in net assets. A comparison of the carrying value of these financial instruments at year end were as follows:

June 30, 2011	Cost	Gross Unrealized Gains	Gross Unrealized Losses	Fair Value
Equity Securities				
Mutual Funds	$ 222,759	$ 11,706	$ 718	$ 233,747
Debt Securities:	43,469	5,971	-	49,440
Total - Investments	$ 266,228	$ 17,677	$ 718	$ 283,187

June 30, 2010	Cost	Gross Unrealized Gains	Gross Unrealized Losses	Fair Value
Equity Securities				
Mutual Funds	$ 178,169	$ 1,062	$ 4,415	$ 174,816
Debt Securities:	8,045	-	593	7,452
Total - Investments	$ 186,214	$ 1,062	$ 5,008	$ 182,268

Unrealized gains and losses on investments are based on the difference between book value and fair value. Net unrealized gains/(losses) at June 30, 2011 and 2010 were $16,959 and $(3,946), respectively.

3. CASH AND CASH EQUIVALENTS AND INVESTMENTS: (Continued)

Investments: (Continued)

The composition of investment return at June 30, 2011 and 2010, all of which was recorded as unrestricted support, consisted of the following:

	June 30, 2011	June 30, 2010
Interest	$ 1,390	$ 2,855
Dividends	11,788	2,331
Capital Gain Distributions	2,832	-
Realized Gains/(Loss)	(110)	-
Unrealized Gain/(Loss) on Investments	20,906	(3,946)
Total	$ 36,806	$ 1,240

4. FAIR VALUE MEASUREMENTS:

Financial Accounting Standards Board ASC No. 820-10, *Fair Value Measurements,* formerly FASB Statement No. 157, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy under FASB ASC No. 820-10 are described below:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the organization has the ability to access.

Level 2 - Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

4. FAIR VALUE MEASUREMENTS: (Continued)

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2011.

Mutual Funds: Valued at the net asset value ("NAV") of shares held by the organization at year end.

The methods described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the organization believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following table sets forth by level, within the fair value hierarchy, the organization's assets at fair value as of June 30, 2011.

	Level 1	Level 2	Level 3	Total
Mutual Funds	$ 233,747	$ -	$ -	$ 233,747
Debt Securities	49,440	-	-	49,440
Total Assets at Fair Value	$ 283,187	$ -	$ -	$ 283,187

5. ACCOUNTS, GRANTS AND PROMISES RECEIVABLE:

Accounts and Grants Receivable:

Accounts and grants receivable are current and considered to be fully collectible by management. Balances as of June 30, 2011 and 2010 consisted of the following:

	June 30, 2011	June 30, 2010
Accounts Receivable		
Reimbursable Expenses	$ 962	$ 1,172
Employee	2,864	1,050
Total	$ 3,826	$ 2,222
Grants Receivable		
D.C. Government (OSSE) - Public Facility Program	$ -	$ 105,239
D.C. Government - Special Education	60,900	
D.C. Grant (OSSE) - Quality School Incentive	35,849	-
U.S. Department of Labor - YouthBuild Program	-	28,205
OJJDP - Mentoring	3,880	-
AmeriCorps	2,601	-
Title III, Part A	741	-
Total	$ 103,971	$ 133,444

5. ACCOUNTS, GRANTS AND PROMISES RECEIVABLE: (Continued)

Accounts and Grants Receivable: (Continued)

The Organization's accounts and grants receivable consists of unsecured amounts due from funding sources whose ability to pay is subject to changes in general economic conditions. The Organization performs ongoing credit evaluations of its funding sources and generally does not require collateral. The Organization was at credit risk due to the type of organization for the balance of the accounts and grants receivable as of June 30, 2011 and 2010.

Accounts and grants receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectable amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts or grants receivable.

Trade receivables related to program service fees are recognized as revenue on the accrual basis of accounting at the time the program activity has occurred. Credit is extended for a period of 60 days with no interest accrual at which time payment is considered delinquent. Trade receivables are written off as uncollectable when payment has not been received after 180 days.

Promises Receivable:

Contributions are recognized when the donor makes a promise to give that is, in substance, unconditional. Promises to give represent amounts committed by donors that have not been received by the organization. The organization uses the allowance method to determine uncollectible promises to give.

	June 30, 2011	June 30, 2010
Classroom Buildout	$ -	$ 12,500
General - Unrestricted	3,000	-
General - Time Restricted	-	134
Total Promises Receivable	$ 3,000	$ 12,634

The above unconditional promises are due to be received within the next year.

6. FIXED ASSETS:

Furniture and equipment are recorded at cost, or in the case of contributed property at the fair market value at the date of contribution. If an expenditure in excess of $500 results in an asset having an estimated useful life which extends substantially beyond the year of acquisition, the expenditure is capitalized at cost and depreciated over the estimated useful lives of the assets. When assets are retired, or otherwise disposed of, the cost and related accumulated depreciation is removed from the accounts and other resulting gain or loss is reflected in income for the period. Depreciation has been provided on the straight-line method over the estimated useful lives of the assets. Depreciation expense for the years ended June 30, 2011 and 2010 was $44,136 and $42,209, respectively. Maintenance and repairs are charged to expenses as incurred.

6. FIXED ASSETS: (Continued)

Major classifications of fixed assets and their estimated useful lives are as summarized below:

June 30, 2011

	Depreciable Life	Cost	Accumulated Depreciation	Net Book Value
Leasehold Improvements	14 Years	$ 130,757	$ 19,407	$ 111,350
Computer Equipment	3 Years	55,624	39,603	16,021
Office Equipment	5 Years	117,817	48,122	69,695
Total		$ 304,198	$ 107,132	$ 197,066

June 30, 2010

	Depreciable Life	Cost	Accumulated Depreciation	Net Book Value
Leasehold Improvements	14 Years	$ 130,757	$ 10,023	$ 120,734
Computer Equipment	3 Years	53,828	30,919	22,909
Office Equipment	5 Years	112,571	26,786	85,785
Total		$ 297,156	$ 67,728	$ 229,428

During the year ended June 30, 2010, management began the preliminary phases to consider the feasibility of developing a second campus at 30 P Street, NW. Services for design, real estate development consulting, permitting, environmental, and legal in the amount of $157,442 were incurred as of June 30, 2010. This amount was carried as an asset under development as of June 30, 2010. During the year ended June 30, 2011, it was determined that the project was not feasible, and the total amount incurred of $340,672 was expensed.

7. REFUNDABLE ADVANCES:

The Latin American Youth Center YouthBuild Public Charter School records cash receipts on grants in excess of costs incurred on grants as refundable advances until they are expended for the purposes of the grant at which time they are recognized as unrestricted support. The balance of refundable advances consisted of the following:

	June 30, 2011	June 30, 2010
Per Pupil Funding - Summer School	$ 35,336	$ 19,793
Information Technology - Graham Fund	-	17,832
D.C. Commission on Arts and Humanities	-	5,625
Total	$ 35,336	$ 43,250

8. DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD CONTRACT:

The School has been approved by the District of Columbia Public Charter School Board (Board) to operate a charter school in the District of Columbia. The contract dated May 24, 2005, provides for a 15 year charter, unless sooner terminated in accordance with the contract. The School enrollment cannot be greater than 115 students. Enrollment for the 2010/2011 year averaged between 71 and 115 students and enrollment for the 2009/2010 year averaged between 58 and 106 students.

9. PER-PUPIL FUNDING ALLOCATION:

The School receives local funding from the District of Columbia in the form of per-pupil educational allotments and facility allotments. This funding is based on the equivalent number of full-time students and is determined annually. For the year ended June 30, 2011, the per-student rate was $10,261 for the educational allotment and $2,970 for the facility allotment. For the year ended June 30, 2010 the per-student rate was $10,261 for the educational allotment and $2,984 for the facility allotment. Additional allotments were made for Special Education Services and English as a Second Language. Per-pupil funding for the years ended June 30, 2011 and 2010 were as follows:

	June 30, 2011	June 30, 2010
Grade Level - Alternative	$ 1,180,004	$ 1,005,567
Special Education	65,460	27,362
English as a Second Language	209,165	193,379
Facilities Allowance	341,746	292,451
Summer School	27,010	28,482
Total	$ 1,823,385	$ 1,547,241

10. FEDERAL ENTITLEMENTS AND GRANTS:

During the years ended June 30, 2011 and 2010, the Latin American Youth Center YouthBuild Public Charter School participated in the following federal award programs:

	June 30, 2011	June 30, 2010
Department of Labor - YouthBuild Programs	$ 573,745	$ 526,255
District of Columbia - OSSE Public Facility Program	106,299	156,931
Federal Facility Allocation	19,746	140,050
Carl D. Perkins Act - Program Improvement Grant	-	50,000
Department of Labor - Employment and Training	39,898	45,798
District of Columbia - Quality School Incentive	35,849	-
AmeriCorps	25,365	-
OJJDP - Mentoring	22,055	-
District of Columbia - Teacher Compensation	16,459	-
Entitlement - Title III, Part A	741	-
Total	$ 840,157	$ 919,034

11. COMMITMENTS:

Building Lease:

The Latin American Youth Center YouthBuild Public Charter School originally entered into a sublease agreement with the Latin American Youth Center effective for a one year period commencing on July 1, 2006 and ending on June 30, 2007 for the rental of a building located at 3014 14th Street, NW, Washington DC. This lease was renewed on July 1, 2007 for an additional two year period through June 30, 2009.

During July 2008, the Latin American Youth Center YouthBuild Public Charter School executed an amendment to the current lease agreement which was to expire on June 30, 2009 by extending the lease term until June 30, 2023. The lease amendment increased the rented square footage from 6,962 square feet to 12,006 square feet and increased the monthly rental payment to $22,000 per month with yearly increases of 3%. As of June 30, 2011, this lease called for monthly lease payments of $23,340. The terms of the new lease commenced on May 15, 2009.

The School is obligated to pay a proportion of the annual increase in operating cost of the leased property in the event the landlord bills for such costs. Rental expense for the year ended June 30, 2011 and 2010 was $272,600 and $264,660, respectively.

Future minimum rental lease payment requirements for the next five years are as follows:

Year Ended June 30,	
2012	$ 280,778
2013	289,201
2014	297,877
2015	306,813
2016	316,018
Total	$ 1,490,687

Copier Lease:

The Latin American Youth Center YouthBuild Public Charter School entered into an operating lease on July 27, 2009 for the rental of a Copystar 500CI photocopier. This lease calls for thirty-sixty, (36) monthly payments of $364 commencing on August 27, 2009. Future minimum payments due under this lease are as follows:

Year Ended June 30,	
2012	$ 4,368
2013	728
Total	$ 5,096

Rental expense for the years ending June 30, 2011 and 2010 on this lease was $4,368 and $3,640, respectively.

12. RELATED PARTY TRANSACTIONS:

Latin American Youth Center:

The Latin American Youth Center YouthBuild Public Charter School was formed as a not-for-profit corporation on October 7, 2004 by the Latin American Youth Center, a separate 501(c)(3) organization. Prior to its formation, the YouthBuild Public Charter School operated as a separate program of the Latin American Youth Center. The Latin American Youth Center received a grant from the U.S. Department of Housing and Urban Development to assist in the operations of the YouthBuild Program. Various transactions occurred during the year between the two organizations including the following:

a) Employees of the YouthBuild Charter School are being included in certain benefit plans of the Latin American Youth Center.

b) Various bills were paid by the Latin American Youth Center on behalf of the Charter School. As such, an amount of $36,283 and $13,467 was due from the YouthBuild Charter School to the Latin American Youth Center at June 30, 2011 and 2010, respectively.

c) Office space is subleased by the School from the Latin American Youth Center. As of June 30, 2011, monthly payments were required in the amount of $23,340. Rent expense to the Latin American Youth Center for the years ended June 30, 2011 and 2010 was $272,600 and $264,660, respectively.

Contributions:

Various board members of the Latin American Youth Center YouthBuild Public Charter School, organizations for which they are affiliated, and relatives of board members gave contributions to the organization in the amount of $750 and $600 during the years ended June 30, 2011 and 2010 respectively.

The National Chapter of YouthBuild USA gave various donations and grants to the Latin American Youth Center YouthBuild Public Charter School during the year ended June 30, 2011. Total contributions and grants were as follows:

	June 30, 2011
YouthBuild Program Support - Passed Through Walmart Foundation	$ 64,860
National and Community Service - Passed Through AmeriCorps	25,365
National Mentoring Alliance - Passed Through U.S. Department of Justice	22,055
Total	$ 112,280

These transactions were conducted on an arm's length basis and there is no quid pro quo.

13. CONCENTRATIONS:

Revenues:

Based on the nature and purpose of the Latin American Youth Center YouthBuild Public Charter School, significant revenues are received through parties interested in helping out-of-school youth. The Latin American Youth Center YouthBuild Public Charter School receives public funds from the DC government based on the number of students they enroll according to the Uniform Per Student Funding Formula developed by the Mayor and City Council. This per pupil allocation is supplemented with extra funds for students with special needs. During the years ended June 30, 2011 and 2010, sixty-five percent (65%) and sixty-four percent (64%), respectively, of total support was received from the District of Columbia in the form of per pupil funding. In addition, twenty-one percent (21%) and twenty-two percent (22%), respectively, was received as a federal grant under the YouthBuild Program for the years ended June 30, 2011 and 2010.

Latin American Youth Center:

Many services are shared with the Latin American Youth Center, the founding organization. These services include information technology and benefits administration. In addition to these services, the YouthBuild Public Charter School leases space within the same facility owned by the Latin American Youth Center.

14. CONTINGENCIES:

The Latin American Youth Center YouthBuild Public Charter School was granted its charter by the District of Columbia Public Charter School Board and the District of Columbia Board of Education, authorized under the District of Columbia School Reform Act of 1995, Public Law 104-134, as amended. The Latin American Youth Center YouthBuild Public Charter School has no reason to believe that this relationship will be discontinued in the foreseeable future. However, any interruption of this relationship (i.e., the failure to continue this charter authorization or withholding funds) could adversely affect ability to finance ongoing operations.

Laws and regulations governing charter schools are complex and subject to interpretation. The Latin American Youth Center YouthBuild Public Charter School believes that it is in compliance with all applicable laws and regulations and is not aware of any pending or threatened investigations involving allegations of potential wrongdoing.

The viability of public charter schools and funding for these schools is dependent on the consensus of current and future administration of the District of Columbia Government. Any future change in dynamics could adversely affect the operations of public charter schools.

15. SUBSEQUENT EVENTS:

Financial Statement Preparation:

In preparing these financial statements, management has evaluated events and transactions for potential recognition or disclosure through October 21, 2011, the date the financial statements were available to be issued.

16. RETIREMENT PLAN:

403(b) Plan:

The Latin American Youth Center YouthBuild Public Charter School provides pension benefits for its employees through a defined contribution 403(b) retirement plan which is currently administered by TIAA Cref. In a defined contribution plan, benefits depend solely on amounts contributed to the plan plus investment earnings. Provisions of the plan allow for the employees to contribute up to the statutory limits set by the Internal Revenue Code.

In addition, the School contributes a discretionary percentage of compensation, which is determined on an annual basis. The School is currently making employer discretionary contributions of 3% of annual employee compensation for employees with two or more years of service. There is no unfunded past service liability. The School's contributions for the years ended June 30, 2011 and 2010 was $17,409 and $13,979, respectively.

17. EMPLOYEE BENEFITS:

The cost of fringe benefits incurred for the years ended June 30, 2011 and 2010 consisted of the following:

	June 30, 2011	June 30, 2010
Social Security/Medicare	$ 93,160	$ 79,053
Health Insurance	49,590	43,815
Life and Disability Insurance	3,181	2,050
Retirement	17,409	13,979
Unemployment	9,290	9,747
Workers Compensation	6,102	5,119
Tuition Reimbursement	1,993	5,525
De Minimus	2,406	4,721
Total	$ 183,131	$ 164,009

Flexible Benefits Plan:

The Latin American Youth Center YouthBuild Public Charter School adopted a Section 125 Flexible Benefits Plan (Cafeteria Plan). Under this plan, employees are permitted to use pre-tax benefit dollars through payroll deduction to pay for health and dental insurance premiums, and dependent care expenses.

Educational Assistance Program:

The Latin American Youth Center YouthBuild Public Charter School adopted a Section 127 Employee's Educational Assistance Program. Under this plan, payments up to an amount of $5,250 paid on behalf of an employee for tuition, fees, books and supplies are considered to be a tax free benefit.

18. OCCUPANCY COST:

The cost of occupancy for the years ended June 30, 2011 and 2010 consisted of the following:

	June 30, 2011	June 30, 2010
Rent	$ 274,812	$ 274,344
Janitorial Services/Supplies	32,658	36,265
Maintenance and Repair	6,192	4,081
Utilities	16,586	17,949
Pest Control	1,490	855
Total	$ 331,738	$ 333,494

19. CONSOLIDATION:

Management has applied the principles of FASB ASC 958-810 (formerly Statement of Position No. 94-3) Reporting of Related Entities by Not-for-Profit Organizations in assessing the need to consolidate the financial statements of the School with those of the Latin American Youth Center. Under FASB ASC 958-810, consolidation should occur if both an economic interest between the organizations and control by a majority of common board members exist. Based on the criteria stipulated in the pronouncement, management has determined that financial statement consolidation is not appropriate for the fiscal years ending June 30, 2011 and 2010. Therefore, the accompanying financial statements reflect only the activity and net assets of the School.

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	June 30, 2011				June 30, 2010			
	Total	Educational Services	General and Administrative	Fundraising	Total	Educational Services	General and Administrative	Fundraising
Personnel, Salaries and Benefits:								
Principal/Executive Salaries	$ 305,814	$ 178,862	$ 103,370	$ 23,582	$ 281,424	$ 169,901	$ 68,046	$ 43,477
Teacher's Salaries	494,003	494,003	-	-	414,676	414,676	-	-
Student Support Salaries	250,395	250,395	-	-	213,325	213,325	-	-
Other Educational Professional Salaries	51,754	51,754	-	-	49,985	49,985	-	-
Clerical Salaries	182,936	93,989	77,941	11,006	140,376	65,851	55,533	18,992
Employee Benefits	80,681	67,124	11,385	2,172	75,209	62,486	8,451	4,272
Payroll Taxes	102,450	85,235	14,457	2,758	88,800	73,778	9,978	5,044
Leased Employees and Temporary Help	5,892	5,892	-	-	2,231	2,231	-	-
Staff Development Costs	41,094	41,094	-	-	36,659	36,659	-	-
Other Staff Related Expenses	11,210	9,327	1,581	302	5,968	4,959	670	339
Total Personnel, Salaries and Benefits	$ 1,526,229	$ 1,277,675	$ 208,734	$ 39,820	$ 1,308,653	$ 1,093,851	$ 142,678	$ 72,124
Direct Student Costs:								
Student Supplies and Food	$ 37,206	$ 37,206	$ -	$ -	$ 27,586	$ 27,586	$ -	$ -
Textbooks and Subscriptions	20,312	20,312	-	-	20,015	20,015	-	-
Student Assessment Materials	13,026	13,026	-	-	7,014	7,014	-	-
Student Uniforms	5,405	5,405	-	-	4,258	4,258	-	-
Contracted Instructional/Student Services	74,173	74,173	-	-	24,201	24,201	-	-
Student Travel/Field Trips	29,870	29,870	-	-	16,155	16,155	-	-
Student Stipends	388,617	388,617	-	-	201,618	201,618	-	-
Student Counseling	20,727	20,727	-	-	-	-	-	-
Student Recruiting	20,891	20,891	-	-	-	-	-	-
Other Student Costs	14,657	14,657	-	-	25,740	25,740	-	-
Total Direct Student Costs	$ 624,884	$ 624,884	$ -	$ -	$ 326,587	$ 326,587	$ -	$ -
Occupancy Costs:								
Rent	$ 274,812	$ 228,636	$ 38,778	$ 7,398	$ 274,344	$ 227,934	$ 30,827	$ 15,583
Utilities	16,586	13,799	2,340	447	17,949	14,912	2,017	1,020
Cleaning and Maintenance	7,682	6,391	1,084	207	5,729	4,760	644	325
Contracted Building Services	32,658	27,171	4,609	878	35,472	29,471	3,986	2,015
Total Occupancy Costs	$ 331,738	$ 275,997	$ 46,811	$ 8,930	$ 333,494	$ 277,077	$ 37,474	$ 18,943

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	June 30, 2011				June 30, 2010			
	Total	Educational Services	General and Administrative	Fundraising	Total	Educational Services	General and Administrative	Fundraising
Office Expenses:								
Office Supplies and Materials	$ 9,107	$ 7,577	$ 1,285	$ 245	$ 12,760	$ 10,601	$ 1,434	$ 725
Equipment Rental and Maintenance	4,716	3,924	665	127	4,079	3,389	458	232
Telecommunications	11,261	9,369	1,589	303	9,671	8,035	1,087	549
Website Maintenance	4,720	3,927	666	127	-	-	-	-
Printing and Copying	15,702	13,063	2,216	423	13,042	10,836	1,465	741
Postage and Shipping	3,444	2,865	486	93	2,721	2,260	306	155
Computer Support	12,000	9,984	1,693	323	7,198	5,980	809	409
Consulting	2,523	2,523	-	-	489	-	489	-
Evaluation and Accreditation Fees	3,003	3,003	-	-	-	-	-	-
Meeting Expenses	4,040	3,361	570	109	4,800	3,988	539	273
Membership and Subscriptions	2,982	2,481	421	80	3,279	2,725	368	186
Marketing and Promotion	5,386	5,386	-	-	1,846	1,846	-	-
Total Office Expenses	$ 78,884	$ 67,463	$ 9,591	$ 1,830	$ 59,885	$ 49,660	$ 6,955	$ 3,270
General Expenses:								
Insurance	$ 12,636	$ 10,513	$ 1,783	$ 340	$ 12,448	$ 10,342	$ 1,399	$ 707
Legal Fees	5,430	-	5,430	-	-	-	-	-
Accounting Services	62,929	-	62,929	-	57,264	-	57,264	-
Authorizer Fee	8,836	-	8,836	-	7,608	-	7,608	-
Depreciation	44,136	36,720	6,228	1,188	42,209	35,068	4,743	2,398
Fees and Licenses	1,681	-	1,681	-	684	-	684	-
Total General Expenses	$ 135,648	$ 47,233	$ 86,887	$ 1,528	$ 120,213	$ 45,410	$ 71,698	$ 3,105
TOTAL FUNCTIONAL EXPENSES	$ 2,697,383	$ 2,293,252	$ 352,023	$ 52,108	$ 2,148,832	$ 1,792,585	$ 258,805	$ 97,442

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE SCHEDULE OF AVERAGE COST PER STUDENT
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

June 30, 2011

	Total Cost	Average Cost Per Student
Instructional	$ 2,017,255	$ 17,541.35
Occupancy Cost	275,997	2,399.97
Management and General	352,023	3,061.07
Fundraising	52,108	-
Total	$ 2,697,383	$ 23,002.39

The above is the average per student cost for the year ended June 30, 2011 and is based on a full time equivalent (FTE) enrollment of 115 students.

June 30, 2010

	Total Cost	Average Cost Per Student
Instructional	$ 1,515,508	$ 15,464.37
Occupancy Cost	277,077	2,827.32
Management and General	258,805	2,640.87
Fundraising	97,442	-
Total	$ 2,148,832	$ 20,932.56

The above is the average per student cost for the year ended June 30, 2010 and is based on a full time equivalent (FTE) enrollment of 98 students.

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF CONTRACTS IN EXCESS OF $25,000
FOR THE YEAR ENDED JUNE 30, 2011

Contractor/Purpose	Value	Submitted
Latin American Youth Center - Office Space Rental	$ 272,600	Yes
McGuire Williams, Inc. - Bookkeeping	$ 43,560	No
DSH Management, Inc. - Janitorial Services	$ 32,076	No
Wiencek & Associates - Architectural and Engineering Services	$ 111,654	Yes
Sheridon Venture - Real Estate Development and Project Management Consulting	$ 36,150	Yes
Sustainable Community Initiative - Vocation Training	$ 29,025	No

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2011

Federal Grantor/ Pass Through Grantor Program Title	Federal CFDA Number	Pass-Through Grantors Number	Program or Award Amount	Period of Award	Grant Receivable at 7/1/10	Refundable Advance at 7/1/10	Current Year Activity Receipts	Current Year Activity Disbursements Expenditures	Grant Receivable at 6/30/11	Refundable Advance at 6/30/11
U.S. Department of Labor:										
Direct Awards:										
YouthBuild Program	17.274	YB-19137-09-60-A-11	$ 1,100,000	07/01/09 to 06/30/12	$ 26,458	$ -	$ 600,203	$ 573,745	$ -	$ -
YouthBuild Program	17.274	YB-16931-08-60-A-11	$ 1,100,000	10/15/07 to 10/14/10	620	-	620	-	-	-
ARRA - Green Capacity Building Grant	17.275	LJ-19787-10-60-A-11	$ 100,000	12/01/09 to 11/30/10	1,126	-	41,024	39,898	-	-
Total U.S. Department of Labor					$ 28,204	$ -	$ 641,847	$ 613,643	$ -	$ -
U.S. Department of Justice:										
Passed Through YouthBuild USA, National Mentoring Alliance:										
Juvenile Mentoring Program	16.726	Unknown	$ 45,000	09/01/10 to 10/31/11	$ -	$ -	$ 18,175	$ 22,055	$ 3,880	$ -
Total U.S. Department of Justice					$ -	$ -	$ 18,175	$ 22,055	$ 3,880	$ -
U.S. Department of Education:										
Passed Through the District of Columbia Government and the Meridian Public Charter School:										
Title III A	84.365A	SG3654	$ 3,677	07/01/10 to 09/30/12	$ -	$ -	$ -	$ 741	$ 741	$ -
Total U.S. Department of Education					$ -	$ -	$ -	$ 741	$ 741	$ -
Corporation for National and Community Service:										
Passed Through YouthBuild USA:										
AmeriCorps	94.006	Unknown	$ 29,000	08/15/10 to 08/14/11	$ -	$ -	$ 22,765	$ 25,365	$ 2,600	$ -
Total Corporation for National and Community Service					$ -	$ -	$ 22,765	$ 25,365	$ 2,600	$ -
Subtotal Carried Forward to Next Page					$ 28,204	$ -	$ 682,787	$ 661,804	$ 7,221	$ -

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2011

Federal Grantor/ Pass Through Grantor Program Title	Federal CFDA Number	Pass-Through Grantors Number	Program or Award Amount	Period of Award	Grant Receivable at 7/1/10	Refundable Advance at 7/1/10	Current Year Activity Receipts	Current Year Activity Disbursements Expenditures	Grant Receivable at 6/30/11	Refundable Advance at 6/30/11
Subtotal from Prior Page					$ 28,204	$ -	$ 682,787	$ 661,804	$ 7,221	$ -
U.S Congress:										
Passed Through the District of Columbia Government:										
2009 Public Facility	99.xxx	RFA GDO-PF-09	$ 998,565	05/22/09 to 09/30/11	$ 105,239	$ -	$ 211,538	$ 106,299	$ -	$ -
Federal Facilities Allocation	99.xxx	Unknown	$ 19,746	07/01/10 to 06/30/11	-	-	19,746	19,746	-	-
Teachers Compensation Grant	99.xxx	Unknown	$ 37,500	07/01/10 to 06/30/12	-	-	16,459	16,459	-	-
Quality School Incentive Grant	99.xxx	Unknown	$ 50,000	07/01/10 to 10/31/11	-	-	-	35,849	35,849	-
Total U.S. Congress					$ 105,239	$ -	$ 247,743	$ 178,353	$ 35,849	$ -
TOTAL FEDERAL AWARDS					$ 133,443	$ -	$ 930,530	$ 840,157	$ 43,070	$ -

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2011

Note 1 - Basis of Accounting:

The accompanying Schedule of Expenditures of Federal Awards has been prepared on the accrual basis of accounting.

Note 2 - Major Program Selection:

The major Federal Award Program selected for testing is as follows:

U.S. Department of Labor

Opportunities for Youth - YouthBuild Program

The requirements of Office of Management and Budget Circular A-133 requires all major programs as determined by the auditor on a risk-based approach and/or at least 50% (25% for low risk auditees) of all federal awards be subject to specific control and compliance testing. For the Latin American Youth Center YouthBuild Public Charter School, Inc., the programs subject to these requirements are as listed above. The total expenditures of these programs represent 68.29% of the total federal expenditures.

Programs	CFDA #	Amount of Expenditures
Opportunities for Youth - YouthBuild Program	17.274	$ 573,745
ARRA - Green Capacity Building Grant	17.275	39,898
Juvenile Mentoring Program	16.726	22,055
Title III A	84.365A	741
AmeriCorps	94.006	25,365
2009 Public Facility Financing Grant	99.xxx	106,299
Quality School Incentive Grant	99.xxx	35,849
Federal Facilities Allocation	99.xxx	19,746
Teacher Compensation Grant	99.xxx	16,459
Total Federal Awards		$ 840,157

Note 3 - Major Program Disclosure:

Opportunities for Youth - YouthBuild Program

The YouthBuild program provides funding assistance for a wide range of multi-disciplinary activities and services to assist economically disadvantaged youth. The opportunities are designed to help disadvantaged young adults who have dropped out of high school to obtain the education and employment skills necessary to achieve economic self-efficiency and develop leadership skills and a commitment to community development in low income communities. Another important objective of the YouthBuild program is to expand the supply of permanent affordable housing for homeless persons and members of low income and very low income families. By giving disadvantaged young adults participating in the program meaningful on-site training experiences constructing or rehabilitating housing as a community service, they are helping to meet the housing needs of homeless and low income families in their community.

Kendall, Prebola and Jones
Certified Public Accountants

The Board of Directors
Latin American Youth Center
YouthBuild Public Charter School, Inc.
3014 14th Street, NW
Washington, DC 20009

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

We have audited the financial statements of the Latin American Youth Center YouthBuild Public Charter School (a nonprofit organization) as of and for the year ended June 30, 2011, and have issued our report thereon dated December 7, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Latin American Youth Center YouthBuild Public Charter School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Latin American Youth Center YouthBuild Public Charter School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Latin American Youth Center YouthBuild Public Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

133 MANN STREET, P.O. BOX 259, BEDFORD, PA 15522-0259 / (814) 623-1880

However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed an instance of noncompliance or other matter which is described in the accompanying schedule of findings and questioned costs as item 2011-1.

We noted certain matters that we reported to management of the Latin American Youth Center YouthBuild Public Charter School in a separate letter dated December 7, 2011.

The Latin American Youth Center YouthBuild Public Charter School's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. We did not audit management's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the audit committee, management, others within the organization and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Kendall, Prebola and Jones

Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
December 7, 2011

Kendall, Prebola and Jones
Certified Public Accountants

The Board of Directors
Latin American Youth Center
YouthBuild Public Charter School, Inc.
3014 14th Street, NW
Washington, DC 20009

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Compliance

We have audited the compliance of the Latin American Youth Center YouthBuild Public Charter School, Inc. (a nonprofit organization) with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2011. The Latin American Youth Center YouthBuild Public Charter School, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs and in the notes to the Schedule of Expenditures of Federal Awards. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of the Latin American Youth Center YouthBuild Public Charter School, Inc.'s management. Our responsibility is to express an opinion on the Latin American Youth Center YouthBuild Public Charter School, Inc.'s compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Latin American Youth Center YouthBuild Public Charter School, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Latin American Youth Center YouthBuild Public Charter School, Inc.'s compliance with those requirements.

In our opinion, the Latin American Youth Center YouthBuild Public Charter School, Inc. complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2011.

133 MANN STREET, P.O. BOX 259, BEDFORD, PA 15522-0259 / (814) 623-1880

Internal Control Over Compliance

The management of the Latin American Youth Center YouthBuild Public Charter School, Inc. is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the Latin American Youth Center YouthBuild Public Charter School, Inc.'s internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Latin American Youth Center YouthBuild Public Charter School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the audit committee, management, others within the organization and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Kendall, Prebola and Jones

Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
December 7, 2011

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2011

2010 -1 Compliance Issue – The School entered into a contract for bookkeeping services that exceeded the $25,000 threshold, however they did not obtain approval in relation to this contract in accordance with the DC Government Procurement Laws and Regulations. During the June 30, 2010 year, the School entered into a total of six (6) contracts, however the bookkeeping services was the only contract that did not receive the required approval.

Status – The Latin American Youth Center YouthBuild Public Charter School entered into various vendor contracts that exceeded the $25,000 threshold, however the contract specifics were not submitted to the DC Public Charter School Board. As such, this has been repeated as an issue in the current year.

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2011

I. Summary of Audit Results

a. The auditor's report expresses an unqualified opinion on the financial statements of the Latin American Youth Center YouthBuild Public Charter School, Inc.

b. No significant deficiencies relating to the audit of the financial statements have been reported.

c. One instance of noncompliance material to the financial statements of the Latin American Youth Center YouthBuild Public Charter School, Inc., was disclosed during the audit (2011-1).

d. No significant deficiencies relating to the audit of the major federal award program have been reported.

e. The Auditor's report on compliance for the major federal award program for the Latin American Youth Center YouthBuild Public Charter School, Inc. expresses an unqualified opinion.

f. There are no audit findings that are required to be reported in accordance with section 510 (a) of OMB Circular A-133 in the Schedule of Findings and Questioned Costs.

g. The major programs of the Latin American Youth Center YouthBuild Public Charter School, Inc. were as follows:

Programs	CFDA #
Opportunities for Youth- YouthBuild Program	17.274

h. The dollar threshold utilized to determine Type A programs was $300,000.

i. The Latin American Youth Center YouthBuild Public Charter School, Inc. qualified as a low-risk auditee.

II. Findings relating to the financial statements which are required to be reported in accordance with *Government Auditing Standards*

2011-1 Compliance Issue - The School entered into three separate vendor contracts for services that exceeded the $25,000 threshold, however they did not submit the contract details to the DC Public Charter School Board in accordance with the DC Government Procurement Laws and Regulations. These contracts are listed in Schedule 3 of this audit report.

Criteria - All contracts for services that exceed $25,000 should be submitted to the District of Columbia Public Charter School Board in advance of incurring the expense.

Effect - Service contract expenses could potentially be disallowed if the contracts are not submitted in advance of incurring the expense.

II. Findings relating to the financial statements which are required to be reported in accordance with *Government Auditing Standards* (Continued)

Cause - Unknown.

Auditor's Recommendations - We recommend that management monitor contracts for services to ensure that the proper data is submitted on contracts that exceed $25,000 in value. In addition, if there is any doubt as to which contracts require yearly submittal, a request in writing should be made to the District of Columbia Public Charter School Board to determine the applicable requirements.

Auditee Response - We are in agreement with this issue and will take steps to institute controls to ensure that all contracts in excess of $25,000 receive the proper approval. These contracts will be submitted to the District of Columbia Public Charter School Board for the June 30, 2012 year.

III. Findings relating to federal awards, which are required to be reported in accordance with OMB Circular A-133

None

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.

WASHINGTON, DC

COMPARATIVE AUDIT REPORT

FOR THE YEARS ENDED JUNE 30, 2012 AND 2011

KENDALL, PREBOLA AND JONES
Certified Public Accountants
P.O. BOX 259
BEDFORD, PENNSYLVANIA 15522-0259
(814) 623-1880
FAX (814) 623-7548

INDEX

	Page
Independent Auditor's Report	1-2
Comparative Statement of Financial Position, June 30, 2012 and 2011	3
Comparative Statement of Activities, For the Years Ended June 30, 2012 and 2011	4
Comparative Statement of Cash Flows, For the Years Ended June 30, 2012 and 2011	5
Notes to Financial Statements	6-26
Supplemental Information	
Schedule 1 - Comparative Schedule of Functional Expenses, For the Years Ended June 30, 2012 and 2011	27-28
Schedule 2 - Comparative Schedule of Average Cost Per Student, For the Years Ended June 30, 2012 and 2011	29
Schedule 3 - Schedule of Expenditures of Federal Awards, For the Year Ended June 30, 2012	30-31
Notes to Schedule of Expenditures of Federal Awards	32
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	33-34
Independent Auditor's Report on Compliance with Requirements that could have a Direct and Material Effect on Each Major Program and on Internal Control over Compliance in Accordance with OMB Circular A-133	35-36
Summary Schedule of Prior Audit Findings, For the Year Ended June 30, 2012	37
Schedule of Findings and Questioned Costs, For the Year Ended June 30, 2012	38

Kendall, Prebola and Jones
Certified Public Accountants

The Board of Directors
Latin American Youth Center
YouthBuild Public Charter School, Inc.
3014 14th Street, NW
Washington, DC 20009

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying statement of financial position of the Latin American Youth Center YouthBuild Public Charter School, Inc. (a nonprofit organization) as of June 30, 2012 and 2011, and the related statement of activities and statement of cash flows for the years then ended. These financial statements are the responsibility of the Charter School's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audit for the years ended June 30, 2012 and 2011 in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Latin American Youth Center YouthBuild Public Charter School, Inc. as of June 30, 2012 and 2011, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2012, on our consideration of the Latin American Youth Center YouthBuild Public Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audits were conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplemental schedules of functional expenses and average cost per student are presented for the purpose of additional analysis and are not a required part of the basic financial statements. In addition, the accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, "Audits of States, Local Governments and Non-Profit Organizations", and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements.

The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Kendall, Prebola and Jones

Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
October 26, 2012

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENT OF FINANCIAL POSITION
JUNE 30, 2012 AND 2011

	June 30, 2012	June 30, 2011
ASSETS		
Current Assets:		
Cash and Cash Equivalents	$ 360,285	$ 565,676
Investments	324,740	283,187
Accounts Receivable	136,418	64,726
Grants Receivable	45,179	43,071
Promises Receivable	500	3,000
Prepaid Expenses and Deposits	13,697	4,375
Total Current Assets	$ 880,819	$ 964,035
Fixed Assets:		
Fixed Assets	$ 306,101	$ 304,198
Less: Accumulated Depreciation	(148,867)	(107,132)
Total Fixed Assets	$ 157,234	$ 197,066
TOTAL ASSETS	$ 1,038,053	$ 1,161,101
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts Payable	$ 12,872	$ 98,615
Due to Related Party	-	36,283
Accrued Salary and Vacation	41,327	41,588
Payroll Withholdings and Related Liabilities	28,326	19,309
Refundable Advances	-	35,336
Total Current Liabilities	$ 82,525	$ 231,131
Total Liabilities	$ 82,525	$ 231,131
Net Assets:		
Unrestricted	$ 950,387	$ 892,287
Temporarily Restricted	5,141	37,683
Total Net Assets	$ 955,528	$ 929,970
TOTAL LIABILITIES AND NET ASSETS	$ 1,038,053	$ 1,161,101

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENT OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2012 AND 2011

	June 30, 2012			June 30, 2011		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
Revenues and Other Support:						
Per Pupil Funding Allocation	$ 1,763,019	$ -	$ 1,763,019	$ 1,803,639	$ -	$ 1,803,639
Per Pupil Funding Allocation - Federal	20,533	-	20,533	19,746	-	19,746
Federal Entitlements and Grants	634,258	-	634,258	820,411	-	820,411
State Grants - District of Columbia	-	-	-	5,625	-	5,625
Other Grants and Contributions	55,108	500	55,608	31,843	64,860	96,703
Donated Services and Materials	220	-	220	5,430	-	5,430
Interest and Dividends	16,575	-	16,575	13,178	-	13,178
Capital Gains	19,524	-	19,524	2,722	-	2,722
Unrealized Gain/(Loss) on Investments	(12,473)	-	(12,473)	20,906	-	20,906
Loss on Disposal of Fixed Assets	(631)	-	(631)	(2,799)	-	(2,799)
Recovery of Prior Year Expense	88,680	-	88,680	-	-	-
Net Assets Released from Restrictions (Satisfaction of Program Restrictions)	33,042	(33,042)	-	33,477	(33,477)	-
Total Revenues and Other Support	$ 2,617,855	$ (32,542)	$ 2,585,313	$ 2,754,178	$ 31,383	$ 2,785,561
Expenses and Losses:						
Educational Services	$ 2,187,025	$ -	$ 2,187,025	$ 2,293,252	$ -	$ 2,293,252
Fundraising	34,274	-	34,274	52,108	-	52,108
General and Administrative	338,456	-	338,456	352,023	-	352,023
Total Expenses	$ 2,559,755	$ -	$ 2,559,755	$ 2,697,383	$ -	$ 2,697,383
Abandonment of Building Under Development	-	-	-	340,672	-	340,672
Total Expenses and Losses	$ 2,559,755	$ -	$ 2,559,755	$ 3,038,055	$ -	$ 3,038,055
Changes in Net Assets	$ 58,100	$ (32,542)	$ 25,558	$ (283,877)	$ 31,383	$ (252,494)
Net Assets, Beginning of Year	892,287	37,683	929,970	1,176,164	6,300	1,182,464
Net Assets, End of Year	$ 950,387	$ 5,141	$ 955,528	$ 892,287	$ 37,683	$ 929,970

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENT OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2012 AND 2011

	June 30, 2012	June 30, 2011
Cash Flows from Operating Activities:		
Changes in Net Assets	$ 25,558	$ (252,494)
Adjustments to Reconcile Changes in Net Assets to Net Cash Flows From Operating Activities:		
Depreciation	44,729	44,136
Loss on Disposal of Fixed Assets	631	2,799
Unrealized (Gain)/Loss on Investments	12,473	(20,906)
Realized (Gain)/Loss on Sale of Investments	(17,082)	110
Abandonment of Building Under Development	-	340,672
Accounts Receivable - (Increase)/Decrease	(71,692)	(1,604)
Grants Receivable - (Increase)/Decrease	(2,108)	29,473
Promises Receivable - (Increase)/Decrease	2,500	9,634
Prepaid Expenses and Deposits - (Increase)/Decrease	(9,322)	16,588
Accounts Payable - Increase/(Decrease)	(85,743)	(24,093)
Due to Related Party - Increase/(Decrease)	(36,283)	22,816
Accrued Salary and Vacation - Increase/(Decrease)	(261)	(2,189)
Payroll Withholdings and Related Liabilities - Increase/(Decrease)	9,017	2,049
Refundable Advances - Increase/(Decrease)	(35,336)	(7,914)
Net Cash Flows From Operating Activities	$ (162,919)	$ 159,077
Cash Flows from Investing Activities:		
Purchase of Investments	$ (242,206)	$ (88,014)
Proceeds on Sale of Investments	205,262	7,891
Purchase of Fixed Assets	(5,528)	(14,573)
Payments Made for Assets Under Development	-	(183,230)
Net Cash Flows From Investing Activities	$ (42,472)	$ (277,926)
Net Increase/(Decrease) in Cash and Cash Equivalents	$ (205,391)	$ (118,849)
Cash and Cash Equivalents at Beginning of Year	565,676	684,525
Cash and Cash Equivalents at End of Year	$ 360,285	$ 565,676

Supplemental Disclosures:
a) No income taxes were paid during the years ended June 30, 2012 and 2011.
b) No interest was paid during the years ended June 30, 2012 and 2011.

(See Accompanying Notes and Auditor's Report)

The Latin American Youth Center YouthBuild Public Charter School, Inc. (The Charter School), a District of Columbia Not-for-Profit Corporation was incorporated on October 7, 2004, exclusively for educational purposes. The Public Charter School operates as part of the District of Columbia Public School system with its focus on out-of-school youth. The vision of the School is to transform the lives of out-of-school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability skill-building, and community service - a program designed to prepare young people for college or the workplace while they work to create housing for the city's low-income residents.

YouthBuild Public Charter School is one of the few alternative schools in the District of Columbia that serves youth ages 16-24 who have dropped or aged out of traditional high schools. The Charter School offers students a comprehensive, multi-discipline program in a non-traditional learning environment. The entire program is designed to emulate "real life" experience and to promote the student's sense of personal responsibility. The School is purposefully a small learning environment and utilizes innovative, evidence-based strategies and teaching methods that have been effective in working with students with low basic skills. Students spend 40% of their time learning the construction trade. Vocational training and skill development takes place at real-life construction sites. The Charter School has participated in the development of 110 affordable housing units in the District of Columbia.

The School's primary sources of support are local appropriations for Charter Schools from the District of Columbia Government.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

The significant accounting policies of the Charter School are summarized below:

(a) Basis of Accounting and Presentation:

The accompanying financial statements have been prepared on the accrual basis of accounting, which presents financial position, activities, functional expenses, and cash flows in accordance with principles generally accepted in the United States of America.

(b) Revenue Recognition:

Contributions -

The organization has adopted Financial Accounting Standards Board ASC No. 958-605-25 (formerly SFAS No. 116), *Accounting for Contributions Received and Contributions Made.* As such, contributions are recognized as revenue when they are received or unconditionally pledged.

All contributions are available for unrestricted use unless specifically restricted by the donor. Contributions and promises to give with donor imposed conditions are recognized as unrestricted support when the conditions on which they depend are substantially met. Contributions and promises to give with donor imposed restrictions are reported as temporarily restricted support. Unconditional promises to give due in the next year are recorded at their net realizable value.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(b) Revenue Recognition: (Continued)

Contributions - (Continued)

The Charter School reports gifts of equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. The Charter School reports expirations of donor restrictions when the donated or acquired assets are placed in service.

Federal and Charter School Funding -

The Latin American Youth Center YouthBuild Public Charter School receives a student allocation from the District of Columbia as well as federal funding to cover the cost of academic expenses. The student allocation is on a per pupil basis and includes the academic year funding, special education funding and a facilities allotment. The YouthBuild Public Charter School recognized this funding in the year in which the school term is conducted. Funding received in advance of the school term is recorded as deferred revenue.

Federal entitlements are recognized based on the allowable costs incurred.

(c) Income Taxes:

The Latin American Youth Center YouthBuild Public Charter School is exempt from federal income taxes under the provisions of Section 501(c)(3) of the Internal Revenue Code. Exemption from District of Columbia income taxes was granted to the Charter School effective November 19, 2004. Accordingly, no provisions for income taxes have been provided for in the accompanying financial statements. The organization is not a private foundation and contributions to the organization qualify as a charitable tax deduction by the contributor.

The Latin American Youth Center YouthBuild Public Charter School is also exempt from District of Columbia sales, real estate, and property taxes.

(d) Grants:

Grant revenues are received primarily from Federal agencies and the District of Columbia Government. These grants are subject to audit by the grantor agencies. Such audits could result in a request for reimbursement by the agency for expenditures disallowed under the terms and conditions of the appropriate grantor. No provision for possible adjustment has been made in the accompanying financial statements because, in the opinion of management, such adjustment, if any, would not have a material effect on the financial statements.

Cash receipts in excess of costs incurred for grants are reflected as refundable advances until they are expended for the purpose of the grant, at which time they are recognized as unrestricted support. Costs incurred in excess of cash received are reflected as grants receivable.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(e) Net Assets:

The organization has adopted Financial Accounting Standards Board ASC No. 958-205-05 (formerly SFAS No. 117), *Financial Statements of Not-for-Profit Organizations*. Under FASB ASC No. 958-205-05, the organization is required to report information regarding its financial position and activities according to three classes of net assets.

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Charter School and changes therein are classified and reported as follows:

Unrestricted Net Assets - Net assets that are not subject to donor-imposed restrictions and over which the Board of Directors has discretionary control. This classification includes net assets subject to donor-imposed conditions, which have been met in the current year and net assets subject to donor-imposed restrictions that have been released from restrictions.

Temporarily Restricted Net Assets - Net assets subject to donor-imposed restrictions that may or will be met, either by actions of the Charter School and/or the passage of time. When a restriction expires, temporarily restricted net assets are classified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Temporarily restricted net assets were available at year end for the following purpose:

	June 30, 2012	June 30, 2011
YouthBuild USA Program	$ -	$ 32,430
Scholarship Fund - Hines	5,141	5,253
Total	$ 5,141	$ 37,683

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of events specified by donors for the following activities:

	June 30, 2012	June 30, 2011
YouthBuild USA Program	$ 32,430	$ 32,430
Scholarship Fund - Hines	112	1,047
Tobacco Workshop	500	-
Total Released	$ 33,042	$ 33,477

Permanently Restricted Net Assets - Net assets subject to donor-imposed stipulations that requires the net assets be maintained permanently by the Charter School. Generally, the donors of these assets permit the use of all or part of the income earned on any related investments for general or specific purposes. The Charter School did not have any permanently restricted net assets as of June 30, 2012 or 2011.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(f) Donated Services and Materials:

During the year ended June 30, 2012, construction hardhats worth an estimated value of $220 were donated and recognized in the financial statements. Donated legal services in the amount of $5,430 have been recognized in the financial statements during the year ended June 30, 2011. Contributions of services are recognized if the services received create or enhance nonfinancial assets or require specialized skills, and are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. Contributed services and promises to give services that do not meet the above criteria are not recognized. In addition, a substantial number of volunteers donated significant amounts of their time in the Charter School's supporting services for which no value has been assigned.

(g) Basic Programs:

YouthBuild Public Charter School (YouthBuild PCS) is an alternative high school for young people seeking to transform their lives by re-engaging in their education in a non-traditional school environment. YouthBuild PCS prepares students for post-secondary education and the workplace by offering, in English and Spanish, academic, vocational and workforce development programs.

YouthBuild PCS is comprised of four core program areas: Academic Instruction, Workforce Development, Transition Services, and Support Services. Collectively, these core programs allow YouthBuild PCS to provide comprehensive instruction, interventions, services, and support to students so they are successfully prepared for the workforce and/or postsecondary education.

Our Academic Instruction Program equips students with the knowledge and skills needed to obtain a GED (General Education Development) diploma. Students are instructed in five major content areas: Reading, Writing, Math, Science, and Social Studies.

The Workforce Training Program is comprised of vocational education classes and on-site construction training. Together, the two components provide our students with the opportunity to develop employability skills and industry recognized certifications.

The Transition Services Program works to ensure that our students are successfully prepared to enter a career that will provide a living wage. Career development opportunities are offered including job fairs, job shadowing, and college tours.

Our Support Services Program has a singular focus to assist students with overcoming challenges, barriers and obstacles that impede their ability to be successful in school and, ultimately in life. Specific services provided include: substance abuse counseling, individual/ group counseling, assistance with obtaining housing, daycare, and medical insurance. Additionally, Life Skills classes are offered.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(g) Basic Programs: (Continued)

Respect, Community, Responsibility, Dignity

YouthBuild PCS helps young people with troubled histories develop respect for themselves and others, find a sense of community belonging and responsibility, and lead productive lives with dignity. The experience at YouthBuild reflects real life and promotes a sense of personal responsibility. Students create and sign a code of conduct to foster personal responsibility, establish positive group norms, and set penalties for breaking rules. The code of conduct is enforced by a student-elected council, which also provides input on school operations. YouthBuild students receive a stipend to help meet family commitments, defray transportation costs, and to serve as an incentive to complete the program.

A Win-Win Solution

Statistics show that students who drop out of high school are more likely to live in poverty and suffer from unemployment, poor health, substance abuse, and violence. They need and deserve a second chance to establish stable, productive adult lives. While YouthBuild PCS encourages students to pursue higher educational goals, we recognize that some may choose to enter the workforce upon graduation. We ensure that they have the skills and credentials to do so. Employers, especially construction companies, need young, energetic, qualified and educated workers, particularly those from minority groups and bilingual English-Spanish speakers.

Locally Grounded Part of a Nation-Wide Movement

The YouthBuild model has proven to be an effective change agent in the lives of at-risk youth. YouthBuild PCS is part of a 273-member national network using an effective, tested model developed in 1978. Through YouthBuild, more than 100,000 youth nationwide have transformed their lives through education, rebuilt their communities, and created more than 20,000 units of affordable housing since 1994.

In addition to the strong national model, the YouthBuild Public Charter School has the additional support of growing out of a local nonprofit with 30 years of experience in providing services to an underserved community. The Latin American Youth Center (LAYC), YouthBuild Public Charter School's parent organization, is a firmly grounded local nonprofit organization with experience in forming and sustaining charter schools.

(h) Functional Expense Allocation Policies and Procedures:

Management has elected to prepare a schedule of functional expenses that is presented as supplemental information to the financial statements. The schedule of functional expenses presents an allocation of each expense category between program services, management and general, and fundraising activities. Program service costs pertain to educating students. Management and general costs pertain to supporting activities. Fundraising expenses relate to fundraising activities such as special events.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(h) Functional Expense Allocation Policies and Procedures: (Continued)

Management has established functional expense allocation policies and procedures based on a reasonable analysis of cost drivers and reasonable allocation estimates based on financial results and industry standards.

Direct costs, where identifiable, are allocated in whole to the appropriate functional category. Direct student expenses (textbooks, materials, instructional supplies, assessment material, contract educational services, and field trips) are allocated entirely to program services.

Personnel expenses for salaries, payroll taxes and employee benefit plans are allocated based on job descriptions and management estimates of time spent on particular activities. Personnel expenses for salaries are divided into employee categories (executive, teachers, other educational staff, etc.) and then a percentage of time spent on program services, general and administrative activities, and fundraising activities is applied. All other personnel expenses (benefits, payroll taxes, staff development) are allocated based on the weighted average allocation of the direct salaries.

Occupancy expenses are allocated based on estimated square footage used for program services versus general and administrative activities and fundraising activities. Other expenses that are not directly identifiable by program are allocated based on management estimates of use of resources.

For other expenses where it would not be appropriate to designate 100 percent as a program service cost, management and general cost, or fundraising cost, the allocation formula for either personnel expenses or occupancy expenses is utilized for cost allocation purposes.

(i) Use of Estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of support and revenues and expenses during the reporting period. Actual results could differ from those estimates.

(j) Fundraising:

During the years ended June 30, 2012 and 2011, expenses incurred for the purpose of fundraising were $34,274 and $52,108, respectively.

(k) Recognition of Salary Expense:

Salary expense is recognized in the year the service is rendered, which coincides with the academic year. Salaries unpaid at June 30 are recognized as expense and accrued.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(l) Advertising Costs:

Advertising and marketing costs are expensed when incurred. Advertising and marketing expenses were $291 and $5,386 for the years ended June 30, 2012 and 2011, respectively.

(m) Reclassifications:

Certain accounts in the prior year financial statements have been reclassified for comparative purposes to conform with the presentation in the current year financial statements.

2. NEW ACCOUNTING PRONOUNCEMENTS AND POLICIES:

(a) ASC 105-10 the Hierarchy of Generally Accepted Accounting Principles:

Effective for reporting periods ending after September 15, 2009, the FASB Accounting Standards Codification (Codification) became the single official source of authoritative, nongovernmental U.S. generally accepted accounting principles (GAAP), superseding existing Financial Accounting Standards Board, American Institute of Certified Public Accountants, Emerging Issues Task Force standards, pronouncements, interpretations and related literature.

Pursuant to the Codification, only one level of authoritative GAAP now exists, excluding the guidance issued by the Securities and Exchange Commission (SEC). The Codification did not change GAAP; instead, it introduced a new structure. The Codification reorganized the thousands of U.S. GAAP pronouncements into accounting topics displaying all topics using a consistent structure. Accordingly, the Latin American Youth Center YouthBuild Public Charter School is presenting these financial statements and related disclosures in accordance with the Codification.

(b) Accounting for Uncertain Tax Positions:

In June 2006, the Financial Accounting Standards Board (FASB) issued FASB ASC No. 740-10 [formerly Interpretation No. 48 (FIN 48)], *Accounting for Uncertainty in Income Taxes,* which is an interpretation of ASC 740's (formerly SFAS No. 109), *Accounting for Income Taxes*. FASB ASC No. 740-10 clarifies the accounting for uncertainty in income taxes recognized in Latin American Youth Center YouthBuild Public Charter School's financial statements in accordance with ASC 740's and prescribes a recognition threshold and measurement attribute for the financial statement recognition and measurement of a tax position taken or expected to be taken in a tax return. FASB ASC No. 740-10 requires the evaluation of tax positions taken or expected to be taken in the course of preparing the Latin American Youth Center YouthBuild Public Charter School's tax return to determine whether the tax positions have a "more-likely-than-not" probability of being sustained by the applicable tax authority.

2. NEW ACCOUNTING PRONOUNCEMENTS AND POLICIES: (Continued)

(b) Accounting for Uncertain Tax Positions: (Continued)

The Latin American Youth Center YouthBuild Public Charter School performed an evaluation of uncertain tax positions for the year ended June 30, 2012, and determined that there were no matters that would require recognition in the financial statements or that may have any effect on its tax-exempt status. As of June 30, 2012, the statute of limitations for tax years 2008 through 2010 remains open with the U.S. federal jurisdiction or the various states and local jurisdictions in which the organization files tax returns. It is the School's policy to recognize interest and/or penalties related to uncertain tax positions, if any, in income tax expense. As of June 30, 2012, the School had no accruals for interest and/or penalties.

3. CASH AND CASH EQUIVALENTS AND INVESTMENTS:

Cash and Cash Equivalents:

Cash at June 30, 2012 and 2011 totaled $360,285 and $565,676, respectively, and consisted of the following:

	June 30, 2012	June 30, 2011
Interest Bearing Checking Account	$ 117,460	$ 229,109
Money Market Checking Account	28,032	2,641
Non-Interest Bearing Checking Account	1,342	397
Money Market Mutual	213,451	333,529
Total	$ 360,285	$ 565,676

For purposes of the cash flow statement and financial statement presentation, cash and cash equivalents are short term, highly liquid investments with maturities of three months or less. Certificates of Deposit with original maturities in excess of three months are considered to be cash, provided that the stated terms do not restrict the withdrawal of funds and such withdrawals do not have substantial penalties associated with them.

The Latin American Youth Center YouthBuild Public Charter School maintains its cash in one financial institution. In addition to the cash held at this financial institution, the Charter School holds money market funds with brokerage firms that are not FDIC insured. Federal Deposit Insurance Corporation (FDIC) insurance coverage was $100,000 per account category prior to October 2, 2008 and $250,000 thereafter. Effective December 31, 2010 through December 31, 2012, non-interest bearing accounts are insured in full under the Dodd-Frank rule.

As of June 30, 2011, $11,677 of the bank balance was deposited in excess of Federal Deposit Insurance Corporation limits. Due to increased cash flows at certain times during the year, the amount of funds at risk may have been greater than at year end. The Latin American Youth Center YouthBuild Public Charter School was at risk for the funds held in excess of the insured amounts. The organization has not experienced any losses related to these accounts and does not believe it is exposed to any significant credit risk on cash and cash equivalents.

3. CASH AND CASH EQUIVALENTS AND INVESTMENTS: (Continued)

Cash and Cash Equivalents: (Continued)

As of June 30, 2012 and 2011, $213,451 and $335,529, respectively, was held in money market funds that are not federally insured. Management has minimized their risk related to these money funds by investing in high quality short term securities as well as certain repurchase agreements that are backed by high quality securities. The money market fund seeks to maintain a share price of $1.00.

Investments:

The Latin American Youth Center YouthBuild Public Charter School invested in equity and debt securities during the year, which are subject to market fluctuations. Investments in debt and equity securities have been measured at fair value and are recorded as such in the statement of financial position. The fair values for marketable debt and equity securities are based on quoted market prices. Unrealized gains and losses are included in the change in net assets. A comparison of the carrying value of these financial instruments at year end were as follows:

June 30, 2012

	Cost	Gross Unrealized Gains	Gross Unrealized Losses	Fair Value
Equity Securities				
Mutual Funds	$ 228,340	$ 3,731	$ 1,371	$ 230,700
Debt Securities	91,914	2,815	689	94,040
Total - Investments	$ 320,254	$ 6,546	$ 2,060	$ 324,740

June 30, 2011

	Cost	Gross Unrealized Gains	Gross Unrealized Losses	Fair Value
Equity Securities				
Mutual Funds	$ 222,759	$ 11,706	$ 718	$ 233,747
Debt Securities	43,469	5,971	-	49,440
Total - Investments	$ 266,228	$ 17,677	$ 718	$ 283,187

Unrealized gains and losses on investments are based on the difference between book value and fair value. Net unrealized gains/(losses) at June 30, 2012 and 2011 were $4,486 and $16,959, respectively.

3. CASH AND CASH EQUIVALENTS AND INVESTMENTS: (Continued)

Investments: (Continued)

The composition of investment return at June 30, 2012 and 2011, all of which was recorded as unrestricted support, consisted of the following:

	June 30, 2012	June 30, 2011
Interest	$ 7,367	$ 1,390
Dividends	9,208	11,788
Capital Gain Distributions	2,442	2,832
Realized Gains/(Loss)	17,082	(110)
Unrealized Gain/(Loss) on Investments	(12,473)	20,906
Total	$ 23,626	$ 36,806

4. FAIR VALUE MEASUREMENTS:

Financial Accounting Standards Board ASC No. 820-10, *Fair Value Measurements,* formerly FASB Statement No. 157, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy under FASB ASC No. 820-10 are described below:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the organization has the ability to access.

Level 2 - Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

4. FAIR VALUE MEASUREMENTS: (Continued)

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2012.

Mutual Funds: Valued at the net asset value ("NAV") of shares held by the organization at year end.

The methods described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the organization believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following tables set forth by level, within the fair value hierarchy, the organization's assets at fair value as of June 30, 2012 and 2011.

June 30, 2012

	Level 1	Level 2	Level 3	Total
Mutual Funds	$ 230,700	$ -	$ -	$ 230,700
Debt Securities	94,040	-	-	94,040
Total Assets at Fair Value	$ 324,740	$ -	$ -	$ 324,740

June 30, 2011

	Level 1	Level 2	Level 3	Total
Mutual Funds	$ 233,747	$ -	$ -	$ 233,747
Debt Securities	49,440	-	-	49,440
Total Assets at Fair Value	$ 283,187	$ -	$ -	$ 283,187

5. ACCOUNTS, GRANTS AND PROMISES RECEIVABLE:

Accounts and Grants Receivable:

Accounts and grants receivable are current and considered to be fully collectible by management. Balances as of June 30, 2012 and 2011 consisted of the following:

	June 30, 2012	June 30, 2011
Accounts Receivable		
Per Pupil Funding - OSSE	$ 124,097	$ 60,900
Due from Related Parties	7,397	-
Reimbursable Expenses	3,424	962
Employee	1,500	2,864
Total	$ 136,418	$ 64,726

5. ACCOUNTS, GRANTS AND PROMISES RECEIVABLE: (Continued)

Accounts and Grants Receivable: (Continued)

	June 30, 2012	June 30, 2011
Grants Receivable		
D.C. Grant (OSSE) - Education Jobs Fund	$ 11,123	$ -
D.C. Grant (OSSE) - Quality School Incentive	-	35,849
U.S. Department of Labor - YouthBuild Program	21,411	-
OJJDP - Juvenile Mentoring Program	7,174	3,880
AmeriCorps	3,830	2,601
Title III, Part A	1,641	741
Total	$ 45,179	$ 43,071

The Organization's accounts and grants receivable consists of unsecured amounts due from funding sources whose ability to pay is subject to changes in general economic conditions. The Organization performs ongoing credit evaluations of its funding sources and generally does not require collateral. The Organization was at credit risk due to the type of organization for the balance of the accounts and grants receivable as of June 30, 2012 and 2011.

Accounts and grants receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectable amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts or grants receivable.

Trade receivables related to program service fees are recognized as revenue on the accrual basis of accounting at the time the program activity has occurred. Credit is extended for a period of 60 days with no interest accrual at which time payment is considered delinquent. Trade receivables are written off as uncollectable when payment has not been received after 180 days.

Promises Receivable:

Contributions are recognized when the donor makes a promise to give that is, in substance, unconditional. Promises to give represent amounts committed by donors that have not been received by the organization. The organization uses the allowance method to determine uncollectible promises to give.

	June 30, 2012	June 30, 2011
Tobacco Workshop	$ 500	$ -
General - Unrestricted	-	3,000
Total Promises Receivable	$ 500	$ 3,000

The above unconditional promises are due to be received within the next year.

6. FIXED ASSETS:

Furniture and equipment are recorded at cost, or in the case of contributed property at the fair market value at the date of contribution. If an expenditure in excess of $500 results in an asset having an estimated useful life which extends substantially beyond the year of acquisition, the expenditure is capitalized at cost and depreciated over the estimated useful lives of the assets. When assets are retired, or otherwise disposed of, the cost and related accumulated depreciation is removed from the accounts and other resulting gain or loss is reflected in income for the period. Depreciation has been provided on the straight-line method over the estimated useful lives of the assets. Depreciation expense for the years ended June 30, 2012 and 2011 was $44,729 and $44,136, respectively. Maintenance and repairs are charged to expenses as incurred.

Major classifications of fixed assets and their estimated useful lives are as summarized below:

June 30, 2012

	Depreciable Life	Cost	Accumulated Depreciation	Net Book Value
Leasehold Improvements	14 Years	$ 130,757	$ 28,791	$ 101,966
Computer Equipment	3 Years	58,955	50,162	8,793
Office Equipment	5 Years	116,389	69,914	46,475
Total		$ 306,101	$ 148,867	$ 157,234

June 30, 2011

	Depreciable Life	Cost	Accumulated Depreciation	Net Book Value
Leasehold Improvements	14 Years	$ 130,757	$ 19,407	$ 111,350
Computer Equipment	3 Years	55,624	39,603	16,021
Office Equipment	5 Years	117,817	48,122	69,695
Total		$ 304,198	$ 107,132	$ 197,066

During the year ended June 30, 2010, management began the preliminary phases to consider the feasibility of developing a second campus at 30 P Street, NW. Services for design, real estate development consulting, permitting, environmental, and legal in the amount of $157,442 were incurred as of June 30, 2010. This amount was carried as an asset under development as of June 30, 2010. During the year ended June 30, 2011, it was determined that the project was not feasible, and the total amount incurred of $340,672 was expensed.

7. REFUNDABLE ADVANCES:

The Latin American Youth Center YouthBuild Public Charter School records cash receipts on grants in excess of costs incurred on grants as refundable advances until they are expended for the purposes of the grant at which time they are recognized as unrestricted support. The balance of refundable advances consisted of the following:

	June 30, 2012	June 30, 2011
Per Pupil Funding - Summer School	$ -	$ 35,336
Total	$ -	$ 35,336

8. DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD CONTRACT:

The School has been approved by the District of Columbia Public Charter School Board (Board) to operate a charter school in the District of Columbia. The contract dated May 24, 2005, provides for a 15-year charter, unless sooner terminated in accordance with the contract. The School enrollment cannot be greater than 115 students. Enrollment for the 2011/2012 year averaged between 65 and 105 students and enrollment for the 2010/2011 year averaged between 71 and 115 students.

9. PER-PUPIL FUNDING ALLOCATION:

The School receives local funding from the District of Columbia in the form of per-pupil educational allotments and facility allotments. This funding is based on the equivalent number of full-time students and is determined annually. For the year ended June 30, 2012, the per-student rate was $10,466 for the educational allotment and $3,000 for the facility allotment. For the year ended June 30, 2011, the per-student rate was $10,261 for the educational allotment and $2,970 for the facility allotment. Additional allotments were made for Special Education Services and English as a Second Language. Per-pupil funding for the years ended June 30, 2012 and 2011 were as follows:

	June 30, 2012	June 30, 2011
Grade Level - Alternative	$ 1,098,894	$ 1,180,004
Special Education	66,301	65,460
English as a Second Language	281,750	209,165
Facilities Allowance	315,000	341,746
Summer School	21,607	27,010
Total	$ 1,783,552	$ 1,823,385

10. FEDERAL ENTITLEMENTS AND GRANTS:

During the years ended June 30, 2012 and 2011, the Latin American Youth Center YouthBuild Public Charter School participated in the following federal award programs:

	June 30, 2012	June 30, 2011
Department of Labor - YouthBuild Programs	$ 509,210	$ 573,745
District of Columbia - OSSE Public Facility Program	-	106,299
Federal Facility Allocation	20,533	19,746
District of Columbia -Education Jobs Fund	22,510	-
Department of Labor - Employment and Training	-	39,898
District of Columbia - Quality School Incentive	14,151	35,849
AmeriCorps	26,159	25,365
OJJDP - Juvenile Mentoring Program	40,287	22,055
District of Columbia - Teacher Compensation	21,041	16,459
Entitlement - Title III, Part A	900	741
Total	$ 654,791	$ 840,157

YouthBuild is a youth and community development program that simultaneously addresses several core issues facing low-income communities: housing, education, employment, crime prevention, and leadership development.

The YouthBuild model balances in-school learning, geared toward a high school diploma or passing the General Education Development (GED) test, and construction skills training, geared toward a career placement for the youth. The in-school component is an alternative education program that assists youth who are often significantly behind in basic skills to obtain a high school diploma or GED credential. The primary target populations for YouthBuild are high school dropouts that may also be adjudicated youth, youth aging out of foster care, and other at-risk youth populations. The YouthBuild model enables these youth to access the education they need to move on to post-secondary and high-growth, high demand jobs which will enable them to prosper in the 21st century economy. The funding for this grant is authorized by Subtitle D of Title I of the Workforce Investment Act (WIA).

Federal formula grants are allocations of money to States or their subdivisions in accordance with distribution formulas prescribed by law or administrative regulation, for activities of a continuing nature not confined to a specific project. The School receives federal formula grants under the provisions of the No Child Left Behind Act (NCLB) of 2001, P.L 107-110. NCLB funds are not intended to replace state or local educational funding. Rather, NCLB funds provide additional support to states, LEAs, and schools for specific purposes. Grants are provided by the U.S. Department of Education and pass through the District of Columbia Office of State Superintendent of Education.

11. COMMITMENTS:

Building Lease:

The Latin American Youth Center YouthBuild Public Charter School originally entered into a sublease agreement with the Latin American Youth Center effective for a one year period commencing on July 1, 2006 and ending on June 30, 2007 for the rental of a building located at 3014 14th Street, NW, Washington DC. This lease was renewed on July 1, 2007 for an additional two year period through June 30, 2009.

During July 2008, the Latin American Youth Center YouthBuild Public Charter School executed an amendment to the current lease agreement which was to expire on June 30, 2009 by extending the lease term until June 30, 2023. The lease amendment increased the rented square footage from 6,962 square feet to 12,006 square feet and increased the monthly rental payment to $22,000 per month with yearly increases of 3%. As of June 30, 2012, this lease called for monthly lease payments of $24,040. The terms of the new lease commenced on May 15, 2009.

The School is obligated to pay a proportion of the annual increase in operating cost of the leased property in the event the landlord bills for such costs. Rental expense for the years ended June 30, 2012 and 2011 was $280,778 and $272,600, respectively. Future minimum rental lease payment requirements for the next five years are as follows:

Year Ended June 30,	
2013	$ 289,201
2014	297,877
2015	306,813
2016	316,018
2017	325,498
Total	$ 1,535,407

Copier Lease:

The Latin American Youth Center YouthBuild Public Charter School entered into an operating lease on July 27, 2009 for the rental of a Copystar 500CI photocopier. This lease calls for thirty-sixty, (36) monthly payments of $364 commencing on August 27, 2009. Future minimum payments due under this lease are as follows:

Year Ended June 30,	
2013	$ 728
Total	$ 728

Rental expense for the years ending June 30, 2012 and 2011 on this lease was $4,368 and $4,368, respectively.

12. RELATED PARTY TRANSACTIONS:

Latin American Youth Center:

The Latin American Youth Center YouthBuild Public Charter School was formed as a not-for-profit corporation on October 7, 2004 by the Latin American Youth Center, a separate 501(c)(3) organization. Prior to its formation, the YouthBuild Public Charter School operated as a separate program of the Latin American Youth Center. The Latin American Youth Center received a grant from the U.S. Department of Housing and Urban Development to assist in the operations of the YouthBuild Program. Various transactions occurred during the year between the two organizations including the following:

a) Employees of the YouthBuild Charter School were included in certain benefit plans of the Latin American Youth Center through the period ended September 30, 2011.

b) Various bills were paid by the Latin American Youth Center on behalf of the Charter School. As such, an amount of $7,397 was due from the Latin American Youth Center as of June 30, 2012. In addition, an amount of $36,283 was payable from the YouthBuild Charter School to the Latin American Youth Center at June 30, 2011.

c) Office space is subleased by the School from the Latin American Youth Center. As of June 30, 2012, monthly payments were required in the amount of $24,040. Rent expense to the Latin American Youth Center for the years ended June 30, 2012 and 2011 was $280,778 and $272,600, respectively.

Recovery of Prior Year Expense:

The YouthBuild Public Charter School conducted studies to determine the feasibility of developing a second campus for which they incurred $340,672 of expenses. A grant was issued from the District of Columbia Government directly to the Latin American Youth Center which was sub-granted to the YouthBuild Public Charter School. The campus project was abandoned during the year ended June 30, 2011 and the $340,672 was expensed as an unusual item. The likelihood of reimbursement from the Latin American Youth Center through this grant was determined to be remote and as such no accrual was recorded for reimbursement. During the year ended June 30, 2012, the Latin American Youth Center reimbursed an amount of $85,000 for these expenses which has been recognized as a Recovery of a Prior Year Expense.

Contributions:

Various board members of the Latin American Youth Center YouthBuild Public Charter School, organizations for which they are affiliated, and relatives of board members gave contributions to the organization in the amount of $1,569 and $750 during the years ended June 30, 2012 and 2011 respectively.

The National Chapter of YouthBuild USA gave various donations and grants to the Latin American Youth Center YouthBuild Public Charter School during the years ended June 30, 2012 and 2011.

12. RELATED PARTY TRANSACTIONS: (Continued)

Contributions: (Continued)

Total contributions and grants were as follows:

	June 30, 2012	June 30, 2011
YouthBuild Program Support - Passed Through Walmart Foundation	$ -	$ 64,860
National and Community Service - Passed Through AmeriCorps	26,159	25,365
National Mentoring Alliance - Passed Through U.S. Department of Justice	40,287	22,055
Total	$ 66,446	$ 112,280

These transactions were conducted on an arm's length basis and there is no quid pro quo.

13. CONCENTRATIONS:

Revenues:

Based on the nature and purpose of the Latin American Youth Center YouthBuild Public Charter School, significant revenues are received through parties interested in helping out-of-school youth. The Latin American Youth Center YouthBuild Public Charter School receives public funds from the DC government based on the number of students they enroll according to the Uniform Per Student Funding Formula developed by the Mayor and City Council. This per pupil allocation is supplemented with extra funds for students with special needs. During the years ended June 30, 2012 and 2011, sixty-nine percent (69%) and sixty-five percent (65%), respectively, of total support was received from the District of Columbia in the form of per pupil funding. In addition, nineteen percent (19%) and twenty-one percent (21%), respectively, was received as a federal grant under the YouthBuild Program for the years ended June 30, 2012 and 2011.

The Latin American Youth Center YouthBuild Public Charter School is limited to enrolling students that are residents of the District of Columbia. As a DC Public Charter School, the School must compete for students against the DC Public School system as well as other DC Public Charter Schools.

Latin American Youth Center:

Many services are shared with the Latin American Youth Center, the founding organization. These services include information technology and benefits administration. In addition to these services, the YouthBuild Public Charter School leases space within the same facility owned by the Latin American Youth Center.

14. CONTINGENCIES:

The Latin American Youth Center YouthBuild Public Charter School was granted its charter by the District of Columbia Public Charter School Board and the District of Columbia Board of Education, authorized under the District of Columbia School Reform Act of 1995, Public Law 104-134, as amended. The Latin American Youth Center YouthBuild Public Charter School has no reason to believe that this relationship will be discontinued in the foreseeable future. However, any interruption of this relationship (i.e., the failure to continue this charter authorization or withholding funds) could adversely affect ability to finance ongoing operations.

Laws and regulations governing charter schools are complex and subject to interpretation. The Latin American Youth Center YouthBuild Public Charter School believes that it is in compliance with all applicable laws and regulations and is not aware of any pending or threatened investigations involving allegations of potential wrongdoing.

The viability of public charter schools and funding for these schools is dependent on the consensus of current and future administration of the District of Columbia Government. Any future change in dynamics could adversely affect the operations of public charter schools.

15. SUBSEQUENT EVENTS:

Financial Statement Preparation:

In preparing these financial statements, management has evaluated events and transactions for potential recognition or disclosure through October 26, 2012, the date the financial statements were available to be issued.

16. RETIREMENT PLAN:

403(b) Plan:

The Latin American Youth Center YouthBuild Public Charter School provides pension benefits for its employees through a defined contribution 403(b) retirement plan which is currently administered by John Hancock. In a defined contribution plan, benefits depend solely on amounts contributed to the plan plus investment earnings. Provisions of the plan allow for the employees to contribute up to the statutory limits set by the Internal Revenue Code.

In addition, the School contributes a discretionary percentage of compensation, which is determined on an annual basis. The School is currently making employer discretionary contributions of 3% of annual employee compensation for employees with two or more years of service. There is no unfunded past service liability. The School's contributions for the years ended June 30, 2012 and 2011 was $21,877 and $17,409, respectively.

17. EMPLOYEE BENEFITS:

The cost of fringe benefits incurred for the years ended June 30, 2012 and 2011 consisted of the following:

	June 30, 2012	June 30, 2011
Social Security/Medicare	$ 89,443	$ 93,160
Health Insurance	52,204	49,590
Life and Disability Insurance	5,433	3,181
Retirement	21,877	17,409
Unemployment	5,129	9,290
Workers Compensation	4,595	6,102
Tuition Reimbursement	1,664	1,993
De Minimus	4,105	2,406
Total	$ 184,450	$ 183,131

Flexible Benefits Plan:

The Latin American Youth Center YouthBuild Public Charter School adopted a Section 125 Flexible Benefits Plan (Cafeteria Plan). Under this plan, employees are permitted to use pre-tax benefit dollars through payroll deduction to pay for health and dental insurance premiums, and dependent care expenses.

Educational Assistance Program:

The Latin American Youth Center YouthBuild Public Charter School adopted a Section 127 Employee's Educational Assistance Program. Under this plan, payments up to an amount of $5,250 paid on behalf of an employee for tuition, fees, books and supplies are considered to be a tax free benefit.

18. OCCUPANCY COST:

The cost of occupancy for the years ended June 30, 2012 and 2011 consisted of the following:

	June 30, 2012	June 30, 2011
Rent	$ 280,778	$ 274,812
Janitorial Services/Supplies	34,140	32,658
Depreciation - Leasehold	9,384	-
Maintenance and Repair	7,076	6,192
Utilities	12,694	16,586
Pest Control	1,230	1,490
Total	$ 345,302	$ 331,738

19. CONSOLIDATION:

Management has applied the principles of FASB ASC 958-810 (formerly Statement of Position No. 94-3) Reporting of Related Entities by Not-for-Profit Organizations in assessing the need to consolidate the financial statements of the School with those of the Latin American Youth Center. Under FASB ASC 958-810, consolidation should occur if both an economic interest between the organizations and control by a majority of common board members exist. Based on the criteria stipulated in the pronouncement, management has determined that financial statement consolidation is not appropriate for the fiscal years ending June 30, 2012 and 2011. Therefore, the accompanying financial statements reflect only the activity and net assets of the School.

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30, 2012 AND 2011

	June 30, 2012				June 30, 2011			
	Total	Educational Services	General and Administrative	Fundraising	Total	Educational Services	General and Administrative	Fundraising
Personnel, Salaries and Benefits:								
Principal/Executive Salaries	$ 316,863	$ 193,517	$ 107,950	$ 15,396	$ 305,814	$ 178,862	$ 103,370	$ 23,582
Teachers' Salaries	459,266	459,266	-	-	494,003	494,003	-	-
Student Support Salaries	291,267	291,267	-	-	250,395	250,395	-	-
Other Educational Professional Salaries	16,744	16,744	-	-	51,754	51,754	-	-
Clerical Salaries	142,668	80,460	55,131	7,077	182,936	93,989	77,941	11,006
Employee Benefits	89,878	76,284	11,948	1,646	80,681	67,124	11,385	2,172
Payroll Taxes	94,572	80,268	12,572	1,732	102,450	85,235	14,457	2,758
Leased Employees and Temporary Help	2,075	2,075	-	-	5,892	5,892	-	-
Staff Development Costs	34,408	34,408	-	-	41,094	41,094	-	-
Other Staff Related Expenses	9,194	7,804	1,222	168	11,210	9,327	1,581	302
Total Personnel, Salaries and Benefits	$ 1,456,935	$ 1,242,093	$ 188,823	$ 26,019	$ 1,526,229	$ 1,277,675	$ 208,734	$ 39,820
Direct Student Costs:								
Student Supplies and Food	$ 8,155	$ 8,155	$ -	$ -	$ 37,206	$ 37,206	$ -	$ -
Textbooks and Subscriptions	17,037	17,037	-	-	20,312	20,312	-	-
Student Assessment Materials	11,626	11,626	-	-	13,026	13,026	-	-
Student Uniforms	14,491	14,491	-	-	5,405	5,405	-	-
Contracted Instructional/Student Services	73,723	73,723	-	-	74,173	74,173	-	-
Student Travel/Field Trips	37,362	37,362	-	-	29,870	29,870	-	-
Student Stipends	350,351	350,351	-	-	388,617	388,617	-	-
Student Counseling	23,199	23,199	-	-	20,727	20,727	-	-
Student Recruiting	5,669	5,669	-	-	20,891	20,891	-	-
Other Student Costs	10,973	10,973	-	-	14,657	14,657	-	-
Total Direct Student Costs	$ 552,586	$ 552,586	$ -	$ -	$ 624,884	$ 624,884	$ -	$ -
Occupancy Costs:								
Rent	$ 280,778	$ 238,311	$ 37,324	$ 5,143	$ 274,812	$ 228,636	$ 38,778	$ 7,398
Utilities	12,694	10,774	1,688	232	16,586	13,799	2,340	447
Depreciation - Leasehold Improvement	9,384	7,964	1,247	173	-	-	-	-
Maintenance and Repairs	8,306	7,050	1,104	152	7,682	6,391	1,084	207
Contracted Building Services	34,140	28,976	4,538	626	32,658	27,171	4,609	878
Total Occupancy Costs	$ 345,302	$ 293,075	$ 45,901	$ 6,326	$ 331,738	$ 275,997	$ 46,811	$ 8,930

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30, 2012 AND 2011

	June 30, 2012				June 30, 2011			
	Total	Educational Services	General and Administrative	Fundraising	Total	Educational Services	General and Administrative	Fundraising
Office Expenses:								
Office Supplies and Materials	$ 10,255	$ 8,704	$ 1,363	$ 188	$ 9,107	$ 7,577	$ 1,285	$ 245
Equipment Rental and Maintenance	4,717	4,004	627	86	4,716	3,924	665	127
Telecommunications	14,211	12,062	1,889	260	11,261	9,369	1,589	303
Website Maintenance	-	-	-	-	4,720	3,927	666	127
Printing and Copying	7,246	6,150	963	133	15,702	13,063	2,216	423
Postage and Shipping	3,647	3,095	485	67	3,444	2,865	486	93
Computer Support	12,000	10,185	1,595	220	12,000	9,984	1,693	323
Consulting	18,029	7,456	10,573	-	2,523	2,523	-	-
Evaluation and Accreditation Fees	2,170	2,170	-	-	3,003	3,003	-	-
Meeting Expenses	1,130	959	150	21	4,040	3,361	570	109
Membership and Subscriptions	4,281	3,634	569	78	2,982	2,481	421	80
Marketing and Promotion	291	291	-	-	5,386	5,386	-	-
Total Office Expenses	$ 77,977	$ 58,710	$ 18,214	$ 1,053	$ 78,884	$ 67,463	$ 9,591	$ 1,830
General Expenses:								
Insurance	$ 12,444	$ 10,562	$ 1,654	$ 228	$ 12,636	$ 10,513	$ 1,783	$ 340
Legal Fees	-	-	-	-	5,430	-	5,430	-
Accounting Services	69,166	-	69,166	-	62,929	-	62,929	-
Authorizer Fee	8,548	-	8,548	-	8,836	-	8,836	-
Depreciation	35,345	29,999	4,698	648	44,136	36,720	6,228	1,188
Fees and Licenses	1,452	-	1,452	-	1,681	-	1,681	-
Total General Expenses	$ 126,955	$ 40,561	$ 85,518	$ 876	$ 135,648	$ 47,233	$ 86,887	$ 1,528
TOTAL FUNCTIONAL EXPENSES	$ 2,559,755	$ 2,187,025	$ 338,456	$ 34,274	$ 2,697,383	$ 2,293,252	$ 352,023	$ 52,108

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE SCHEDULE OF AVERAGE COST PER STUDENT
FOR THE YEARS ENDED JUNE 30, 2012 AND 2011

June 30, 2012

	Total Cost	Average Cost Per Student
Instructional	$ 1,893,950	$ 18,037.62
Occupancy Cost	293,075	2,791.19
Management and General	338,456	3,223.39
Fundraising	34,274	-
Total	$ 2,559,755	$ 24,052.50

The above is the average per student cost for the year ended June 30, 2012 and is based on a full time equivalent (FTE) enrollment of 105 students.

June 30, 2011

	Total Cost	Average Cost Per Student
Instructional	$ 2,017,255	$ 17,541.35
Occupancy Cost	275,997	2,399.97
Management and General	352,023	3,061.07
Fundraising	52,108	-
Total	$ 2,697,383	$ 23,002.39

The above is the average per student cost for the year ended June 30, 2011 and is based on a full time equivalent (FTE) enrollment of 115 students.

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2012

Federal Grantor/ Pass Through Grantor Program Title	Federal CFDA Number	Pass-Through Grantors Number	Program or Award Amount	Period of Award	Grant Receivable at 7/1/11	Refundable Advance at 7/1/11	Current Year Activity Receipts	Current Year Activity Disbursements Expenditures	Grant Receivable at 6/30/12	Refundable Advance at 6/30/12
U.S. Department of Labor:										
Direct Awards:										
YouthBuild Program	17.274	YB-21751-11-60-A-11	$ 1,100,000	06/01/11 to 05/31/14	$ -	$ -	$ 432,799	$ 454,210	$ 21,411	$ -
YouthBuild Program	17.274	YB-19137-09-60-A-11	$ 1,100,000	07/01/09 to 06/30/12	-	-	55,000	55,000	-	-
Total U.S. Department of Labor					$ -	$ -	$ 487,799	$ 509,210	$ 21,411	$ -
U.S. Department of Justice:										
Passed Through YouthBuild USA, National Mentoring Alliance:										
Juvenile Mentoring Program	16.726	Unknown	$ 75,000	12/01/11 to 02/28/13	$ -	$ -	$ 12,128	$ 19,302	$ 7,174	$ -
Juvenile Mentoring Program	16.726	Unknown	$ 45,000	09/01/10 to 10/31/11	3,880	-	24,865	20,985	-	-
Total U.S. Department of Justice					$ 3,880	$ -	$ 36,993	$ 40,287	$ 7,174	$ -
U.S. Department of Education:										
Passed Through the District of Columbia Government:										
Education Jobs Fund	84.410A	12410A	$ 25,544	08/10/10 to 09/30/12	$ -	$ -	$ 11,387	$ 22,510	$ 11,123	$ -
Passed Through the District of Columbia Government and the Meridian Public Charter School:										
Title III, Part A	84.365A	SG365A	$ 3,677	07/01/10 to 09/30/12	$ 741	$ -	$ -	$ 900	$ 1,641	$ -
Total U.S. Department of Education					$ 741	$ -	$ 11,387	$ 23,410	$ 12,764	$ -

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2012

Federal Grantor/ Pass Through Grantor Program Title	Federal CFDA Number	Pass-Through Grantors Number	Program or Award Amount	Period of Award	Grant Receivable at 7/1/11	Refundable Advance at 7/1/11	Current Year Activity Receipts	Current Year Activity Disbursements Expenditures	Grant Receivable at 6/30/12	Refundable Advance at 6/30/12
Corporation for National and Community Service:										
Passed Through YouthBuild USA:										
AmeriCorps	94.006	Unknown	$ 29,000	08/15/11 to 08/14/12	$ -	$ -	$ 19,360	$ 23,190	$ 3,830	$ -
AmeriCorps	94.006	Unknown	$ 29,000	08/15/10 to 08/14/11	2,601	-	5,570	2,969	-	-
Total Corporation for National and Community Service					$ 2,601	$ -	$ 24,930	$ 26,159	$ 3,830	$ -
U.S Congress:										
Passed Through the District of Columbia Government:										
Federal Facilities Allocation	99.xxx	Unknown	$ 19,746	07/01/11 to 06/30/12	-	-	20,533	20,533	-	-
Teacher Compensation Grant	99.xxx	Unknown	$ 37,500	07/01/10 to 06/30/12	-	-	21,041	21,041	-	-
Quality School Incentive Grant	99.xxx	Unknown	$ 50,000	07/01/10 to 10/31/11	35,849	-	50,000	14,151	-	-
Total U.S. Congress					$ 35,849	$ -	$ 91,574	$ 55,725	$ -	$ -
TOTAL FEDERAL AWARDS					$ 43,071	$ -	$ 652,683	$ 654,791	$ 45,179	$ -

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2012

Note 1 - Basis of Accounting:

The accompanying Schedule of Expenditures of Federal Awards has been prepared on the accrual basis of accounting.

Note 2 - Major Program Selection:

The major Federal Award Program selected for testing is as follows:

U.S. Department of Labor

Opportunities for Youth - YouthBuild Program

The requirements of Office of Management and Budget Circular A-133 requires all major programs as determined by the auditor on a risk-based approach and/or at least 50% (25% for low risk auditees) of all federal awards be subject to specific control and compliance testing. For the Latin American Youth Center YouthBuild Public Charter School, Inc., the programs subject to these requirements are as listed above. The total expenditures of these programs represent 77.77% of the total federal expenditures.

Programs	CFDA #	Amount of Expenditures
Opportunities for Youth - YouthBuild Program	17.274	$ 509,210 *
Juvenile Mentoring Program	16.726	40,287
Education Jobs Fund	84.410A	22,510
Title III, Part A	84.365A	900
AmeriCorps	94.006	26,159
Quality School Incentive Grant	99.xxx	14,151
Federal Facilities Allocation	99.xxx	20,533
Teacher Compensation Grant	99.xxx	21,041
Total Federal Awards		$ 654,791

* Denotes Major Program

Note 3 - Major Program Disclosure:

Opportunities for Youth - YouthBuild Program

The YouthBuild program provides funding assistance for a wide range of multi-disciplinary activities and services to assist economically disadvantaged youth. The opportunities are designed to help disadvantaged young adults who have dropped out of high school to obtain the education and employment skills necessary to achieve economic self-efficiency and develop leadership skills and a commitment to community development in low income communities. Another important objective of the YouthBuild program is to expand the supply of permanent affordable housing for homeless persons and members of low income and very low income families. By giving disadvantaged young adults participating in the program meaningful on-site training experiences constructing or rehabilitating housing as a community service, they are helping to meet the housing needs of homeless and low income families in their community.

Kendall, Prebola and Jones
Certified Public Accountants

The Board of Directors
Latin American Youth Center
YouthBuild Public Charter School, Inc.
3014 14th Street, NW
Washington, DC 20009

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

We have audited the financial statements of the Latin American Youth Center YouthBuild Public Charter School (a nonprofit organization) as of and for the year ended June 30, 2012, and have issued our report thereon dated October 26, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of Latin American Youth Center YouthBuild Public Charter School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the Latin American Youth Center YouthBuild Public Charter School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Latin American Youth Center YouthBuild Public Charter School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Latin American Youth Center YouthBuild Public Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

133 MANN STREET, P.O. BOX 259, BEDFORD, PA 15522-0259 / (814) 623-1880

However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

We noted certain matters that we reported to management of the Latin American Youth Center YouthBuild Public Charter School in a separate letter dated October 26, 2012.

This report is intended solely for the information and use of the audit committee, management, others within the organization and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Kendall, Prebola and Jones

Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
October 26, 2012

Kendall, Prebola and Jones
Certified Public Accountants

The Board of Directors
Latin American Youth Center
YouthBuild Public Charter School, Inc.
3014 14th Street, NW
Washington, DC 20009

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Compliance

We have audited the compliance of the Latin American Youth Center YouthBuild Public Charter School, Inc. (a nonprofit organization) with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2012. The Latin American Youth Center YouthBuild Public Charter School, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs and in the notes to the Schedule of Expenditures of Federal Awards. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of the Latin American Youth Center YouthBuild Public Charter School, Inc.'s management. Our responsibility is to express an opinion on the Latin American Youth Center YouthBuild Public Charter School, Inc.'s compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Latin American Youth Center YouthBuild Public Charter School, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Latin American Youth Center YouthBuild Public Charter School, Inc.'s compliance with those requirements.

In our opinion, the Latin American Youth Center YouthBuild Public Charter School, Inc. complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2012.

133 MANN STREET, P.O. BOX 259, BEDFORD, PA 15522-0259 / (814) 623-1880

Internal Control Over Compliance

The management of the Latin American Youth Center YouthBuild Public Charter School, Inc. is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the Latin American Youth Center YouthBuild Public Charter School, Inc.'s internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Latin American Youth Center YouthBuild Public Charter School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the audit committee, management, others within the organization and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Kendall, Prebola and Jones

Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
October 26, 2012

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2012

2011 -1 Compliance Issue - The School entered into three separate vendor contracts for services that exceeded the $25,000 threshold, however they did not submit the contract details to the DC Public Charter School Board in accordance with the DC Government Procurement Laws and Regulations.

Status - The DC Public Charter School Board has temporarily suspended the compliance testing related to contracts in excess of $25,000. The School is required to submit their self-prepared listing directly to the Board. As such, this has not been reported as an issue in the current year.

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2012

I. Summary of Audit Results

a. The auditor's report expresses an unqualified opinion on the financial statements of the Latin American Youth Center YouthBuild Public Charter School, Inc.

b. No significant deficiencies relating to the audit of the financial statements have been reported.

c. No instances of noncompliance material to the financial statements of the Latin American Youth Center YouthBuild Public Charter School, Inc., were disclosed during the audit.

d. No significant deficiencies relating to the audit of the major federal award program have been reported.

e. The Auditor's report on compliance for the major federal award program for the Latin American Youth Center YouthBuild Public Charter School, Inc. expresses an unqualified opinion.

f. There are no audit findings that are required to be reported in accordance with section 510 (a) of OMB Circular A-133 in the Schedule of Findings and Questioned Costs.

g. The major programs of the Latin American Youth Center YouthBuild Public Charter School, Inc. were as follows:

Programs	CFDA #
Opportunities for Youth - YouthBuild Program	17.274

h. The dollar threshold utilized to determine Type A programs was $300,000.

i. The Latin American Youth Center YouthBuild Public Charter School, Inc. qualified as a low-risk auditee.

II. Findings relating to the financial statements which are required to be reported in accordance with *Government Auditing Standards*

None

III. Findings relating to federal awards, which are required to be reported in accordance with OMB Circular A-133

None

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.

WASHINGTON, DC

COMPARATIVE AUDIT REPORT

FOR THE YEARS ENDED JUNE 30, 2013 AND 2012

KENDALL, PREBOLA AND JONES
Certified Public Accountants
P.O. BOX 259
BEDFORD, PENNSYLVANIA 15522-0259
(814) 623-1880
FAX (814) 623-7548

INDEX

	Page
Independent Auditor's Report	1-2
Comparative Statements of Financial Position, June 30, 2013 and 2012	3
Comparative Statements of Activities, For the Years Ended June 30, 2013 and 2012	4
Comparative Statements of Cash Flows, For the Years Ended June 30, 2013 and 2012	5
Notes to Financial Statements	6-25
Supplemental Information	
Schedule 1 - Comparative Schedules of Functional Expenses, For the Years Ended June 30, 2013 and 2012	26-27
Schedule 2 - Comparative Schedules of Average Cost Per Student, For the Years Ended June 30, 2013 and 2012	28
Schedule 3 - Schedule of Expenditures of Federal Awards, For the Year Ended June 30, 2013	29
Notes to Schedule of Expenditures of Federal Awards	30
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	31-32
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by OMB Circular A-133	33-34
Summary Schedule of Prior Audit Findings, For the Year Ended June 30, 2013	35
Schedule of Findings and Questioned Costs, For the Year Ended June 30, 2013	36

Kendall, Prebola and Jones, LLC
Certified Public Accountants

The Board of Directors
Latin American Youth Center
YouthBuild Public Charter School, Inc.
3014 14th Street, NW
Washington, DC 20009

INDEPENDENT AUDITOR'S REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of the Latin American Youth Center YouthBuild Public Charter School, Inc., (a nonprofit organization) which comprise the comparative statements of financial position as of June 30, 2013 and 2012, and the related comparative statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Latin American Youth Center YouthBuild Public Charter School, Inc., as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental schedules of functional expenses and schedules of average cost per student are presented for purposes of additional analysis and are not a required part of the financial statements. In addition, the accompanying Schedule of Expenditures of Federal Awards as required by Office of Management and Budget Circular A-133, "Audits of States, Local Governments and Non-Profit Organizations," is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 18, 2013, on our consideration of the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s internal control over financial reporting and compliance.

Kendall, Prebola and Jones

Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
October 18, 2013

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2013 AND 2012

	June 30, 2013	June 30, 2012
ASSETS		
Current Assets:		
Cash and Cash Equivalents	$ 591,808	$ 360,285
Investments	287,161	324,740
Accounts Receivable	17,605	136,418
Grants Receivable	71,374	45,179
Promises Receivable	-	500
Prepaid Expenses and Deposits	15,744	13,697
Total Current Assets	$ 983,692	$ 880,819
Fixed Assets:		
Fixed Assets	$ 310,375	$ 306,101
Less: Accumulated Depreciation	(186,907)	(148,867)
Total Fixed Assets	$ 123,468	$ 157,234
TOTAL ASSETS	$ 1,107,160	$ 1,038,053
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts Payable	$ 15,555	$ 12,872
Accrued Salary and Vacation	60,367	41,327
Payroll Withholdings and Related Liabilities	26,279	28,326
Total Current Liabilities	$ 102,201	$ 82,525
Total Liabilities	$ 102,201	$ 82,525
Net Assets:		
Unrestricted	$ 989,818	$ 950,387
Temporarily Restricted	15,141	5,141
Total Net Assets	$ 1,004,959	$ 955,528
TOTAL LIABILITIES AND NET ASSETS	$ 1,107,160	$ 1,038,053

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2013 AND 2012

	June 30, 2013			June 30, 2012		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
Revenues and Other Support:						
Per Pupil Funding Allocation	$ 1,947,824	$ -	$ 1,947,824	$ 1,763,019	$ -	$ 1,763,019
Per Pupil Funding Allocation - Federal	-	-	-	20,533	-	20,533
Federal Entitlements and Grants	639,420	-	639,420	634,258	-	634,258
Other Grants and Contributions	79,638	10,000	89,638	55,108	500	55,608
Donated Services and Materials	-	-	-	220	-	220
Interest and Dividends	9,838	-	9,838	16,575	-	16,575
Capital Gains and Realized Gains	9,976	-	9,976	19,524	-	19,524
Unrealized Gain/(Loss) on Investments	4,564	-	4,564	(12,473)	-	(12,473)
Loss on Disposal of Fixed Assets	-	-	-	(631)	-	(631)
Recovery of Prior Year Expense	-	-	-	88,680	-	88,680
Net Assets Released from Restrictions (Satisfaction of Program Restrictions)	-	-	-	33,042	(33,042)	-
Total Revenues and Other Support	$ 2,691,260	$ 10,000	$ 2,701,260	$ 2,617,855	$ (32,542)	$ 2,585,313
Expenses and Losses:						
Educational Services	$ 2,271,487	$ -	$ 2,271,487	$ 2,187,025	$ -	$ 2,187,025
Fundraising	24,157	-	24,157	34,274	-	34,274
General and Administrative	356,185	-	356,185	338,456	-	338,456
Total Expenses	$ 2,651,829	$ -	$ 2,651,829	$ 2,559,755	$ -	$ 2,559,755
Changes in Net Assets	$ 39,431	$ 10,000	$ 49,431	$ 58,100	$ (32,542)	$ 25,558
Net Assets, Beginning of Year	950,387	5,141	955,528	892,287	37,683	929,970
Net Assets, End of Year	$ 989,818	$ 15,141	$ 1,004,959	$ 950,387	$ 5,141	$ 955,528

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2013 AND 2012

	June 30, 2013	June 30, 2012
Cash Flows from Operating Activities:		
Changes in Net Assets	$ 49,431	$ 25,558
Adjustments to Reconcile Changes in Net Assets to Net Cash Flows From Operating Activities:		
Depreciation	38,040	44,729
Loss on Disposal of Fixed Assets	-	631
Unrealized (Gain)/Loss on Investments	(4,564)	12,473
Realized (Gain)/Loss on Sale of Investments	(8,464)	(17,082)
Accounts Receivable - (Increase)/Decrease	118,813	(71,692)
Grants Receivable - (Increase)/Decrease	(26,195)	(2,108)
Promises Receivable - (Increase)/Decrease	500	2,500
Prepaid Expenses and Deposits - (Increase)/Decrease	(2,047)	(9,322)
Accounts Payable - Increase/(Decrease)	2,683	(85,743)
Due to Related Party - Increase/(Decrease)	-	(36,283)
Accrued Salary and Vacation - Increase/(Decrease)	19,040	(261)
Payroll Withholdings and Related Liabilities - Increase/(Decrease)	(2,047)	9,017
Refundable Advances - Increase/(Decrease)	-	(35,336)
Net Cash Flows From Operating Activities	$ 185,190	$ (162,919)
Cash Flows from Investing Activities:		
Purchase of Investments	$ (86,685)	$ (242,206)
Proceeds on Sale of Investments	137,292	205,262
Purchase of Fixed Assets	(4,274)	(5,528)
Net Cash Flows From Investing Activities	$ 46,333	$ (42,472)
Net Increase/(Decrease) in Cash and Cash Equivalents	$ 231,523	$ (205,391)
Cash and Cash Equivalents at Beginning of Year	360,285	565,676
Cash and Cash Equivalents at End of Year	$ 591,808	$ 360,285

Supplemental Disclosures:
a) No income taxes were paid during the years ended June 30, 2013 and 2012.
b) No interest was paid during the years ended June 30, 2013 and 2012.

(See Accompanying Notes and Auditor's Report)

The Latin American Youth Center YouthBuild Public Charter School, Inc. (The Charter School), a District of Columbia Not-for-Profit Corporation was incorporated on October 7, 2004, exclusively for educational purposes. The Public Charter School operates as part of the District of Columbia Public School system with its focus on out-of-school youth. The vision of the School is to transform the lives of out-of-school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability skill-building, and community service - a program designed to prepare young people for college or the workplace while they work to create housing for the city's low-income residents.

YouthBuild Public Charter School is one of the few alternative schools in the District of Columbia that serves youth ages 16-24 who have dropped or aged out of traditional high schools. The Charter School offers students a comprehensive, multi-discipline program in a non-traditional learning environment. The entire program is designed to emulate "real life" experience and to promote the student's sense of personal responsibility. The School is purposefully a small learning environment and utilizes innovative, evidence-based strategies and teaching methods that have been effective in working with students with low basic skills. Students spend 40% of their time learning the construction trade. Vocational training and skill development takes place at real-life construction sites. The Charter School has participated in the development of 110 affordable housing units in the District of Columbia.

The School's primary sources of support are local appropriations for Charter Schools from the District of Columbia Government.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

The significant accounting policies of the Charter School are summarized below:

(a) Basis of Accounting and Presentation:

The accompanying financial statements have been prepared on the accrual basis of accounting, which presents financial position, activities, functional expenses, and cash flows in accordance with principles generally accepted in the United States of America.

(b) Revenue Recognition:

Contributions -

The organization has adopted Financial Accounting Standards Board ASC No. 958-605-25 (formerly SFAS No. 116), *Accounting for Contributions Received and Contributions Made.* As such, contributions are recognized as revenue when they are received or unconditionally pledged.

All contributions are available for unrestricted use unless specifically restricted by the donor. Contributions and promises to give with donor imposed conditions are recognized as unrestricted support when the conditions on which they depend are substantially met. Contributions and promises to give with donor imposed restrictions are reported as temporarily restricted support. Unconditional promises to give due in the next year are recorded at their net realizable value.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(b) Revenue Recognition: (Continued)

Contributions - (Continued)

The Charter School reports gifts of equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. The Charter School reports expirations of donor restrictions when the donated or acquired assets are placed in service.

Federal and Charter School Funding -

The Latin American Youth Center YouthBuild Public Charter School receives a student allocation from the District of Columbia as well as federal funding to cover the cost of academic expenses. The student allocation is on a per pupil basis and includes the academic year funding, special education funding and a facilities allotment. The YouthBuild Public Charter School recognizes this funding in the year in which the school term is conducted. Funding received in advance of the school term is recorded as deferred revenue.

Federal entitlements are recognized based on the allowable costs incurred.

(c) Corporate Taxes:

The Latin American Youth Center YouthBuild Public Charter School is exempt from federal income taxes under the provisions of Section 501(c)(3) of the Internal Revenue Code. Exemption from District of Columbia income taxes was granted to the Charter School effective November 19, 2004. Accordingly, no provisions for income taxes have been provided for in the accompanying financial statements. The organization is not a private foundation and contributions to the organization qualify as a charitable tax deduction by the contributor.

The Latin American Youth Center YouthBuild Public Charter School is also exempt from District of Columbia sales, real estate, and property taxes.

(d) Grants:

Grant revenues are received primarily from Federal agencies and the District of Columbia Government. These grants are subject to audit by the grantor agencies. Such audits could result in a request for reimbursement by the agency for expenditures disallowed under the terms and conditions of the appropriate grantor. No provision for possible adjustment has been made in the accompanying financial statements because, in the opinion of management, such adjustment, if any, would not have a material effect on the financial statements.

Cash receipts in excess of costs incurred for grants are reflected as refundable advances until they are expended for the purpose of the grant, at which time they are recognized as unrestricted support. Costs incurred in excess of cash received are reflected as grants receivable.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(e) Net Assets:

The organization has adopted Financial Accounting Standards Board ASC No. 958-205-05 (formerly SFAS No. 117), *Financial Statements of Not-for-Profit Organizations*. Under FASB ASC No. 958-205-05, the organization is required to report information regarding its financial position and activities according to three classes of net assets.

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Charter School and changes therein are classified and reported as follows:

Unrestricted Net Assets - Net assets that are not subject to donor-imposed restrictions and over which the Board of Directors has discretionary control. This classification includes net assets subject to donor-imposed conditions, which have been met in the current year and net assets subject to donor-imposed restrictions that have been released from restrictions.

Temporarily Restricted Net Assets - Net assets subject to donor-imposed restrictions that may or will be met, either by actions of the Charter School and/or the passage of time. When a restriction expires, temporarily restricted net assets are classified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Temporarily restricted net assets were available at year end for the following purpose:

	June 30, 2013	June 30, 2012
General Operations - Time Restricted	$ 10,000	$ -
Scholarship Fund - Hines	5,141	5,141
Total	$ 15,141	$ 5,141

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of events specified by donors for the following activities:

	June 30, 2013	June 30, 2012
YouthBuild USA Program	$ -	$ 32,430
Scholarship Fund - Hines	-	112
Tobacco Workshop	-	500
Total Released	$ -	$ 33,042

Permanently Restricted Net Assets - Net assets subject to donor-imposed stipulations that requires the net assets be maintained permanently by the Charter School. Generally, the donors of these assets permit the use of all or part of the income earned on any related investments for general or specific purposes. The Charter School did not have any permanently restricted net assets as of June 30, 2013 or 2012.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(f) Donated Services and Materials:

There were no donated services or materials recognized during the year ended June 30, 2013. During the year ended June 30, 2012, construction hardhats worth an estimated value of $220 were donated and recognized in the financial statements. Contributions of services are recognized if the services received create or enhance nonfinancial assets or require specialized skills, and are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. Contributed services and promises to give services that do not meet the above criteria are not recognized. In addition, a substantial number of volunteers donated significant amounts of their time in the Charter School's supporting services for which no value has been assigned.

(g) Basic Programs:

YouthBuild Public Charter School (YouthBuild PCS) is an alternative high school for young people seeking to transform their lives by re-engaging in their education in a non-traditional school environment. YouthBuild PCS prepares students for post-secondary education and the workplace by offering, in English and Spanish, academic, vocational and workforce development programs.

YouthBuild PCS is comprised of four core program areas: Academic Instruction, Workforce Development, Transition Services, and Support Services. Collectively, these core programs allow YouthBuild PCS to provide comprehensive instruction, interventions, services, and support to students so they are successfully prepared for the workforce and/or postsecondary education.

Our Academic Instruction Program equips students with the knowledge and skills needed to obtain a GED (General Education Development) diploma. Students are instructed in five major content areas: Reading, Writing, Math, Science, and Social Studies.

The Workforce Training Program is comprised of vocational education classes and on-site construction training. Together, the two components provide our students with the opportunity to develop employability skills and industry recognized certifications.

The Transition Services Program works to ensure that our students are successfully prepared to enter a career that will provide a living wage. Career development opportunities are offered including job fairs, job shadowing, and college tours.

Our Support Services Program has a singular focus to assist students with overcoming challenges, barriers and obstacles that impede their ability to be successful in school and, ultimately in life. Specific services provided include: substance abuse counseling, individual/ group counseling, assistance with obtaining housing, daycare, and medical insurance. Additionally, Life Skills classes are offered.

Respect, Community, Responsibility, Dignity

YouthBuild PCS helps young people with troubled histories develop respect for themselves and others, find a sense of community belonging and responsibility, and lead productive lives with dignity.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(g) Basic Programs: (Continued)

Respect, Community, Responsibility, Dignity (Continued)

The experience at YouthBuild reflects real life and promotes a sense of personal responsibility. Students create and sign a code of conduct to foster personal responsibility, establish positive group norms, and set penalties for breaking rules. The code of conduct is enforced by a student-elected council, which also provides input on school operations. YouthBuild students receive a stipend to help meet family commitments, defray transportation costs, and to serve as an incentive to complete the program.

A Win-Win Solution

Statistics show that students who drop out of high school are more likely to live in poverty and suffer from unemployment, poor health, substance abuse, and violence. They need and deserve a second chance to establish stable, productive adult lives. While YouthBuild PCS encourages students to pursue higher educational goals, we recognize that some may choose to enter the workforce upon graduation. We ensure that they have the skills and credentials to do so. Employers, especially construction companies, need young, energetic, qualified and educated workers, particularly those from minority groups and bilingual English-Spanish speakers.

Locally Grounded Part of a Nation-Wide Movement

The YouthBuild model has proven to be an effective change agent in the lives of at-risk youth. YouthBuild PCS is part of a 273-member national network using an effective, tested model developed in 1978. Through YouthBuild, more than 100,000 youth nationwide have transformed their lives through education, rebuilt their communities, and created more than 20,000 units of affordable housing since 1994.

In addition to the strong national model, the YouthBuild Public Charter School has the additional support of growing out of a local nonprofit with 45 years of experience in providing services to an underserved community. The Latin American Youth Center (LAYC), YouthBuild Public Charter School's parent organization, is a firmly grounded local nonprofit organization with experience in forming and sustaining charter schools.

(h) Functional Expense Allocation Policies and Procedures:

Management has elected to prepare a schedule of functional expenses that is presented as supplemental information to the financial statements. The schedule of functional expenses presents an allocation of each expense category between program services, general and administrative, and fundraising activities. Program service costs pertain to educating students. General and administrative costs pertain to supporting activities. Fundraising expenses relate to fundraising activities such as soliciting contributions and special events.

Management has established functional expense allocation policies and procedures based on a reasonable analysis of cost drivers and reasonable allocation estimates based on financial results and industry standards.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(h) Functional Expense Allocation Policies and Procedures: (Continued)

Direct costs, where identifiable, are allocated in whole to the appropriate functional category. Direct student expenses (textbooks, materials, instructional supplies, assessment material, contract educational services, and field trips) are allocated entirely to program services.

Personnel expenses for salaries, payroll taxes and employee benefit plans are allocated based on job descriptions and management estimates of time spent on particular activities. Personnel expenses for salaries are divided into employee categories (executive, teachers, other educational staff, etc.) and then a percentage of time spent on program services, general and administrative activities, and fundraising activities is applied. All other personnel expenses (benefits, payroll taxes, staff development) are allocated based on the weighted average allocation of the direct salaries.

Occupancy expenses are allocated based on estimated square footage used for program services versus general and administrative activities and fundraising activities. Other expenses that are not directly identifiable by program are allocated based on management estimates of use of resources.

For other expenses where it would not be appropriate to designate 100 percent as a program service cost, general and administrative cost, or fundraising cost, the allocation formula for either personnel expenses or occupancy expenses is utilized for cost allocation purposes.

(i) Use of Estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of support and revenues and expenses during the reporting period. Actual results could differ from those estimates.

(j) Fundraising:

During the years ended June 30, 2013 and 2012, expenses incurred for the purpose of fundraising were $24,157 and $34,274, respectively.

(k) Recognition of Salary Expense:

Salary expense is recognized in the year the service is rendered, which coincides with the academic year. Salaries unpaid at June 30 are recognized as expense and accrued.

(l) Advertising Costs:

Advertising and marketing costs are expensed when incurred. Advertising and marketing expenses were $667 and $291 for the years ended June 30, 2013 and 2012, respectively.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(m) Reclassifications:

Certain accounts in the prior year financial statements have been reclassified for comparative purposes to conform with the presentation in the current year financial statements.

2. ACCOUNTING FOR UNCERTAIN TAX POSITIONS:

In June 2006, the Financial Accounting Standards Board (FASB) issued FASB ASC No. 740-10 [formerly Interpretation No. 48 (FIN 48)], *Accounting for Uncertainty in Income Taxes,* which is an interpretation of ASC 740's (formerly SFAS No. 109), *Accounting for Income Taxes*. FASB ASC No. 740-10 clarifies the accounting for uncertainty in income taxes recognized in Latin American Youth Center YouthBuild Public Charter School's financial statements in accordance with ASC 740's and prescribes a recognition threshold and measurement attribute for the financial statement recognition and measurement of a tax position taken or expected to be taken in a tax return. FASB ASC No. 740-10 requires the evaluation of tax positions taken or expected to be taken in the course of preparing the Latin American Youth Center YouthBuild Public Charter School's tax return to determine whether the tax positions have a "more-likely-than-not" probability of being sustained by the applicable tax authority.

The Latin American Youth Center YouthBuild Public Charter School performed an evaluation of uncertain tax positions for the year ended June 30, 2013, and determined that there were no matters that would require recognition in the financial statements or that may have any effect on its tax-exempt status. As of June 30, 2013, the statute of limitations for tax years 2009 through 2011 remains open with the U.S. federal jurisdiction or the various states and local jurisdictions in which the organization files tax returns. It is the School's policy to recognize interest and/or penalties related to uncertain tax positions, if any, in income tax expense. As of June 30, 2013, the School had no accruals for interest and/or penalties.

3. CASH AND CASH EQUIVALENTS:

Cash at June 30, 2013 and 2012 totaled $591,808 and $360,285, respectively, and consisted of the following:

	June 30, 2013	June 30, 2012
Interest Bearing Checking Account	$ 117,038	$ 117,460
Money Market Checking Account	100,185	28,032
Non-Interest Bearing Checking Account	1,350	1,342
Money Market Mutual	373,235	213,451
Total	$ 591,808	$ 360,285

For purposes of the cash flow statement and financial statement presentation, cash and cash equivalents are short term, highly liquid investments with maturities of three months or less. Certificates of Deposit with original maturities in excess of three months are considered to be cash, provided that the stated terms do not restrict the withdrawal of funds and such withdrawals do not have substantial penalties associated with them.

3. CASH AND CASH EQUIVALENTS: (Continued)

As of June 30, 2013 and 2012, $373,235 and $213,451, respectively, was held in money market funds that are not federally insured. Management has minimized their risk related to these money funds by investing in high quality short term securities as well as certain repurchase agreements that are backed by high quality securities. The money market fund seeks to maintain a share price of $1.00.

The Latin American Youth Center YouthBuild Public Charter School maintains its operating funds in one financial institution in the form of a business checking account and a money market account. These accounts are covered under the Federal Deposit Insurance Corporation (FDIC) Program. Federal Deposit Insurance Corporation Insurance coverage is $250,000 per account category. Under the Dodd-Frank Wall Street Reform and Consumer Protection Act, non-interest-bearing accounts were insured in full through December 31, 2012. The unlimited insurance coverage for non-interest-bearing transaction accounts provided under the Dodd-Frank Act expired on December 31, 2012. Deposits held in non-interest-bearing transaction accounts are now aggregated with any interest-bearing deposits and the combined total insured up to $250,000.

As of June 30, 2013, $775 of the bank balance was deposited in excess of Federal Deposit Insurance Corporation limits. Due to increased cash flows at certain times during the year, the amount of funds at risk may have been greater than at year end. The Latin American Youth Center YouthBuild Public Charter School was at risk for the funds held in excess of the insured amounts. The organization has not experienced any losses related to this account and does not believe it is exposed to any significant credit risk on cash and cash equivalents.

4. INVESTMENTS:

The Latin American Youth Center YouthBuild Public Charter School invested in equity and debt securities during the year, which are subject to market fluctuations. Investments in debt and equity securities have been measured at fair value and are recorded as such in the statement of financial position. The fair values for marketable debt and equity securities are based on quoted market prices. Unrealized gains and losses are included in the change in net assets.

Investments at market value at June 30, 2013 consisted of the following:

June 30, 2013

	Publicly Traded Investments	Alternative Investments Invested in Publicly Traded Investments	Alternative Investments Not Invested in Publicly Traded Investments	Total
Mutual Funds				
Domestic Equity	$ 89,891	$ -	$ -	$ 89,891
International Equity	13,792	-	-	13,792
Domestic Fixed Income	183,478	-	-	183,478
Total Investments	$ 287,161	$ -	$ -	$ 287,161

4. INVESTMENTS: (Continued)

Investments at market value at June 30, 2012 consisted of the following:

June 30, 2012

	Publicly Traded Investments	Alternative Investments Invested in Publicly Traded Investments	Alternative Investments Not Invested in Publicly Traded Investments	Total
Mutual Funds				
Domestic Equity	$ 159,771	$ -	$ -	$ 159,771
Domestic Fixed Income	164,969	-	-	164,969
Total Investments	$ 324,740	$ -	$ -	$ 324,740

Fixed Income:

This category includes domestic and international fixed income securities that primarily focus in debt or debt-like securities, including debt obligations issued or guaranteed by United States or foreign governments. The investment manager will generally acquire positions in debt securities and currencies that are rated investment grade (i.e., rated at least BBB-) by Standard and Poor's Credit Market Services, a division of the McGraw-Hill Companies, Inc., or Baa3 by Moody's Investors Services, Inc., or if unrated, an equivalent rating determined by the investment manager in his sole discretion. The investment manager seeks to retain a reasonable diversification of investments across countries and, consequently, will normally incur some exposure to foreign currencies. As of the end of the periods, all investments in this category may be redeemed with no restrictions.

Equity:

This category includes investments in funds that focus on domestic and international equities. The underlying assets are liquid and the funds' managers provide details of those assets. As of the end of the periods, all of the investments in the category can be redeemed with no restrictions.

A comparison of the carrying value of these financial instruments at year end were as follows:

June 30, 2013

	Cost	Gross Unrealized Gains	Gross Unrealized Losses	Fair Value
Equity Securities	$ 252,821	$ 12,505	$ 3,195	$ 262,131
Debt Securities	25,246	-	216	25,030
Total - Investments	$ 278,067	$ 12,505	$ 3,411	$ 287,161

4. INVESTMENTS: (Continued)

June 30, 2012

	Cost	Gross Unrealized Gains	Gross Unrealized Losses	Fair Value
Equity Securities	$ 228,340	$ 3,731	$ 1,371	$ 230,700
Debt Securities	91,914	2,815	689	94,040
Total - Investments	$ 320,254	$ 6,546	$ 2,060	$ 324,740

Unrealized gains and losses on investments are based on the difference between book value and fair value. Net unrealized gains/(losses) at June 30, 2013 and 2012 were $9,094 and $4,486, respectively.

The composition of investment return at June 30, 2013 and 2012, all of which was recorded as unrestricted support, consisted of the following:

	June 30, 2013	June 30, 2012
Interest	$ 1,433	$ 7,367
Dividends	8,405	9,208
Capital Gain Distributions	1,512	2,442
Realized Gains/(Loss)	8,464	17,082
Unrealized Gain/(Loss) on Investments	4,564	(12,473)
Total	$ 24,378	$ 23,626

5. FAIR VALUE MEASUREMENTS:

Financial Accounting Standards Board ASC No. 820-10, *Fair Value Measurements,* formerly FASB Statement No. 157, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy under FASB ASC No. 820-10 are described below:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the organization has the ability to access.

Level 2 - Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

5. FAIR VALUE MEASUREMENTS: (Continued)

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2013.

Mutual Funds: Valued at the net asset value ("NAV") of shares held by the organization at year end.

The methods described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the organization believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following tables set forth by level, within the fair value hierarchy, the organization's assets at fair value as of June 30, 2013 and 2012.

June 30, 2013

	Level 1	Level 2	Level 3	Total
Equity Securities	$ 262,131	$ -	$ -	$ 262,131
Debt Securities	25,030	-	-	25,030
Total Assets at Fair Value	$ 287,161	$ -	$ -	$ 287,161

June 30, 2012

	Level 1	Level 2	Level 3	Total
Equity Securities	$ 230,700	$ -	$ -	$ 230,700
Debt Securities	94,040	-	-	94,040
Total Assets at Fair Value	$ 324,740	$ -	$ -	$ 324,740

6. ACCOUNTS, GRANTS AND PROMISES RECEIVABLE:

Accounts and Grants Receivable:

Accounts and grants receivable are current and considered to be fully collectible by management. Balances as of June 30, 2013 and 2012 consisted of the following:

	June 30, 2013	June 30, 2012
Accounts Receivable		
Per Pupil Funding - OSSE	$ 9,937	$ 124,097
Due from Related Parties	6,097	7,397
Reimbursable Expenses	1,140	3,424
Employee	431	1,500
Total	$ 17,605	$ 136,418
Grants Receivable		
D.C. Grant (OSSE) - Education Jobs Fund	$ 3,034	$ 11,123
U.S. Department of Labor - YouthBuild Program	42,737	21,411
OJJDP - Juvenile Mentoring Program	9,216	7,174
AmeriCorps	12,709	3,830
Title III, Part A	3,678	1,641
Total	$ 71,374	$ 45,179

The Organization's accounts and grants receivable consists of unsecured amounts due from funding sources whose ability to pay is subject to changes in general economic conditions. The Organization does not require collateral and, as such, they are at credit risk due to the type of organization for the balance of the accounts and grants receivable as of June 30, 2013 and 2012.

Accounts and grants receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectable amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts or grants receivable.

Trade receivables related to program service fees are recognized as revenue on the accrual basis of accounting at the time the program activity has occurred. Credit is extended for a period of 60 days with no interest accrual at which time payment is considered delinquent. Trade receivables are written off as uncollectable when payment has not been received after 180 days.

6. ACCOUNTS, GRANTS AND PROMISES RECEIVABLE: (Continued)

Promises Receivable:

Contributions are recognized when the donor makes a promise to give that is, in substance, unconditional. Promises to give represent amounts committed by donors that have not been received by the organization. The organization uses the allowance method to determine uncollectible promises to give.

	June 30, 2013	June 30, 2012
Tobacco Workshop	$ -	$ 500
Total Promises Receivable	$ -	$ 500

The above unconditional promises are due to be received within the next year.

7. FIXED ASSETS:

Furniture and equipment are recorded at cost, or in the case of contributed property at the fair market value at the date of contribution. If an expenditure in excess of $500 results in an asset having an estimated useful life which extends substantially beyond the year of acquisition, the expenditure is capitalized at cost and depreciated over the estimated useful lives of the assets. When assets are retired, or otherwise disposed of, the cost and related accumulated depreciation is removed from the accounts and other resulting gain or loss is reflected in income for the period. Depreciation has been provided on the straight-line method over the estimated useful lives of the assets. Depreciation expense for the years ended June 30, 2013 and 2012 was $38,040 and $44,729, respectively. Maintenance and repairs are charged to expenses as incurred.

Major classifications of fixed assets and their estimated useful lives are as summarized below:

June 30, 2013

	Depreciable Life	Cost	Accumulated Depreciation	Net Book Value
Leasehold Improvements	14 Years	$ 130,757	$ 38,174	$ 92,583
Computer Equipment	3 Years	63,229	57,042	6,187
Office Equipment	5 Years	116,389	91,691	24,698
Total		$ 310,375	$ 186,907	$ 123,468

June 30, 2012

	Depreciable Life	Cost	Accumulated Depreciation	Net Book Value
Leasehold Improvements	14 Years	$ 130,757	$ 28,791	$ 101,966
Computer Equipment	3 Years	58,955	50,162	8,793
Office Equipment	5 Years	116,389	69,914	46,475
Total		$ 306,101	$ 148,867	$ 157,234

8. DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD CONTRACT:

The School has been approved by the District of Columbia Public Charter School Board (Board) to operate a charter school in the District of Columbia. The contract dated May 24, 2005, provides for a 15-year charter, unless sooner terminated in accordance with the contract. The School enrollment cannot be greater than 115 students. Enrollment for the 2012/2013 year averaged between 75 and 115 students and enrollment for the 2011/2012 year averaged between 65 and 105 students.

9. PER-PUPIL FUNDING ALLOCATION:

The School receives local funding from the District of Columbia in the form of per-pupil educational allotments and facility allotments. This funding is based on the equivalent number of full-time students and is determined annually. For the year ended June 30, 2013, the per-student rate was $10,675 for the educational allotment and $3,000 for the facility allotment. For the year ended June 30, 2012, the per-student rate was $10,466 for the educational allotment and $3,000 for the facility allotment. Additional allotments were made for Special Education Services and English as a Second Language. Per-pupil funding for the years ended June 30, 2013 and 2012 were as follows:

	June 30, 2013	June 30, 2012
Grade Level - Alternative	$ 1,227,619	$ 1,098,894
Special Education	235,609	66,301
English as a Second Language	139,596	281,750
Facilities Allowance	345,000	315,000
Summer School	-	21,607
Total	$ 1,947,824	$ 1,783,552

10. FEDERAL ENTITLEMENTS AND GRANTS:

During the years ended June 30, 2013 and 2012, the Latin American Youth Center YouthBuild Public Charter School participated in the following federal award programs:

	June 30, 2013	June 30, 2012
Department of Labor - YouthBuild Program	$ 577,003	$ 509,210
Federal Facility Allocation	-	20,533
District of Columbia - Education Jobs Fund	3,034	22,510
District of Columbia - Quality School Incentive	-	14,151
AmeriCorps	29,691	26,159
OJJDP - Juvenile Mentoring Program	27,655	40,287
District of Columbia - Teacher Compensation	-	21,041
Entitlement - Title III, Part A	2,037	900
Total	$ 639,420	$ 654,791

10. FEDERAL ENTITLEMENTS AND GRANTS: (Continued)

YouthBuild is a youth and community development program that simultaneously addresses several core issues facing low-income communities: housing, education, employment, crime prevention, and leadership development.

The YouthBuild model balances in-school learning, geared toward a high school diploma or passing the General Education Development (GED) test, and construction skills training, geared toward a career placement for the youth. The in-school component is an alternative education program that assists youth who are often significantly behind in basic skills to obtain a high school diploma or GED credential. The primary target populations for YouthBuild are high school dropouts that may also be adjudicated youth, youth aging out of foster care, and other at-risk youth populations. The YouthBuild model enables these youth to access the education they need to move on to post-secondary and high-growth, high demand jobs which will enable them to prosper in the 21st century economy. The funding for this grant is authorized by Subtitle D of Title I of the Workforce Investment Act (WIA).

Federal formula grants are allocations of money to States or their subdivisions in accordance with distribution formulas prescribed by law or administrative regulation, for activities of a continuing nature not confined to a specific project. The School receives federal formula grants under the provisions of the No Child Left Behind Act (NCLB) of 2001, P.L 107-110. NCLB funds are not intended to replace state or local educational funding. Rather, NCLB funds provide additional support to states, LEAs, and schools for specific purposes. Grants are provided by the U.S. Department of Education and pass through the District of Columbia Office of State Superintendent of Education.

11. COMMITMENTS:

Building Lease:

The Latin American Youth Center YouthBuild Public Charter School originally entered into a sublease agreement with the Latin American Youth Center effective for a one year period commencing on July 1, 2006 and ending on June 30, 2007 for the rental of a building located at 3014 14th Street, NW, Washington DC. This lease was renewed on July 1, 2007 for an additional two year period through June 30, 2009.

During July 2008, the Latin American Youth Center YouthBuild Public Charter School executed an amendment to the current lease agreement which was to expire on June 30, 2009 by extending the lease term until June 30, 2023. The lease amendment increased the rented square footage from 6,962 square feet to 12,006 square feet and increased the monthly rental payment to $22,000 per month with yearly increases of 3%. As of June 30, 2013, this lease called for monthly lease payments of $24,761. The terms of the new lease commenced on May 15, 2009.

The School is obligated to pay a proportion of the annual increase in operating cost of the leased property in the event the landlord bills for such costs. Rental expense for the years ended June 30, 2013 and 2012 was $289,201 and $280,778, respectively.

11. COMMITMENTS: (Continued)

Building Lease: (Continued)

Future minimum rental lease payment requirements for the next five years are as follows:

Year Ended June 30,	
2014	$ 297,877
2015	306,813
2016	316,018
2017	325,498
2018	335,263
Total	$ 1,581,469

Copier Leases:

The Latin American Youth Center YouthBuild Public Charter School entered into an operating lease on July 27, 2009 for the rental of a Copystar 500CI photocopier. This lease called for thirty-sixty (36) monthly payments of $364 commencing on August 27, 2009, and ending on November 27, 2012. Rental expense for the years ending June 30, 2013 and 2012 on this lease was $1,820 and $4,368, respectively.

The Latin American Youth Center YouthBuild Public Charter School entered into an operating lease with Wells Fargo Financial Leasing, Inc., on October 12, 2012, for the rental of a Copystar 4550CI photocopier. This lease calls for thirty-sixty (36) monthly payments of $364 commencing on October 27, 2012. Rental expense for the year ending June 30, 2013 was $3,005.

Future minimum payments due under this lease are as follows:

Year Ended June 30,	
2014	$ 4,368
2015	4,368
2016	1,456
Total	$ 10,192

12. RELATED PARTY TRANSACTIONS:

Latin American Youth Center:

The Latin American Youth Center YouthBuild Public Charter School was formed as a not-for-profit corporation on October 7, 2004 by the Latin American Youth Center, a separate 501(c)(3) organization. Prior to its formation, the YouthBuild Public Charter School operated as a separate program of the Latin American Youth Center. The Latin American Youth Center received a grant from the U.S. Department of Housing and Urban Development to assist in the operations of the YouthBuild Program.

12. RELATED PARTY TRANSACTIONS: (Continued)

Latin American Youth Center: (Continued)

Various transactions occurred during the year between the two organizations including the following:

a) Employees of the YouthBuild Charter School were included in certain benefit plans of the Latin American Youth Center through the period ended September 30, 2011.

b) As of June 30, 2013 and June 30, 2012, an amount of $6,097 and $7,397, respectively, was due from the Latin American Youth Center. In addition, an amount of $721 was due to the Latin American Youth Center for rent as of June 30, 2013.

c) Office space is subleased by the School from the Latin American Youth Center. As of June 30, 2013, monthly payments were required in the amount of $24,761. Rent expense to the Latin American Youth Center for the years ended June 30, 2013 and 2012 was $289,201 and $280,778, respectively.

d) The charter school pays the Latin American Youth Center an amount of $1,000 per month for information technology support. A total amount of $12,000 was paid during the years ended June 30, 2013 and 2012.

e) During the year ended June 30, 2013, the charter school reimbursed the Latin American Youth Center an amount of $1,300 for the rental of a parking space.

Recovery of Prior Year Expense:

The YouthBuild Public Charter School conducted studies to determine the feasibility of developing a second campus for which they incurred a total of $340,672 in expenses. This project was primarily financed through a grant received directly from the District of Columbia in the amount of $263,000. In addition, a second grant was awarded by the District of Columbia Government directly to the Latin American Youth Center which was a joint effort with the YouthBuild Public Charter School. The campus project was abandoned during the year ended June 30, 2011, and the $340,672 was expensed as an unusual item. The likelihood of reimbursement from the Latin American Youth Center for its share of this project under the second grant was determined to be remote and as such no provision for reimbursement was recorded during the year ended June 30, 2011. During the year ended June 30, 2012, the Latin American Youth Center reimbursed an amount of $85,000 for these expenses, which has been recognized as a Recovery of a Prior Year Expense.

Contributions:

Various board members of the Latin American Youth Center YouthBuild Public Charter School, organizations for which they are affiliated, and relatives of board members gave contributions to the organization in the amount of $325 and $1,569 during the years ended June 30, 2013 and 2012 respectively.

The National Chapter of YouthBuild USA gave various donations and grants to the Latin American Youth Center YouthBuild Public Charter School during the years ended June 30, 2013 and 2012.

12. RELATED PARTY TRANSACTIONS: (Continued)

Contributions: (Continued)

Total contributions and grants were as follows:

	June 30, 2013	June 30, 2012
National and Community Service - Passed Through AmeriCorps	$ 29,691	$ 26,159
National Mentoring Alliance - Passed Through U.S. Department of Justice	27,655	40,287
Total	$ 57,346	$ 66,446

These transactions were conducted on an arm's length basis and there is no quid pro quo.

13. CONCENTRATIONS:

Revenues:

Based on the nature and purpose of the Latin American Youth Center YouthBuild Public Charter School, significant revenues are received through parties interested in helping out-of-school youth. The Latin American Youth Center YouthBuild Public Charter School receives public funds from the DC government based on the number of students they enroll according to the Uniform Per Student Funding Formula developed by the Mayor and City Council. This per pupil allocation is supplemented with extra funds for students with special needs. During the years ended June 30, 2013 and 2012, seventy-two percent (72%) and sixty-nine percent (69%), respectively, of total support was received from the District of Columbia in the form of per pupil funding. In addition, twenty-one percent (21%) and nineteen percent (19%), respectively, was received as a federal grant under the YouthBuild Program for the years ended June 30, 2013 and 2012.

The Latin American Youth Center YouthBuild Public Charter School is limited to enrolling students that are residents of the District of Columbia. As a DC Public Charter School, the School must compete for students against the DC Public School system as well as other DC Public Charter Schools.

14. CONTINGENCIES:

The Latin American Youth Center YouthBuild Public Charter School was granted its charter by the District of Columbia Public Charter School Board and the District of Columbia Board of Education, authorized under the District of Columbia School Reform Act of 1995, Public Law 104-134, as amended. The Latin American Youth Center YouthBuild Public Charter School has no reason to believe that this relationship will be discontinued in the foreseeable future. However, any interruption of this relationship (i.e., the failure to continue this charter authorization or withholding funds) could adversely affect ability to finance ongoing operations.

Laws and regulations governing charter schools are complex and subject to interpretation. The Latin American Youth Center YouthBuild Public Charter School believes that it is in compliance with all applicable laws and regulations and is not aware of any pending or threatened investigations involving allegations of potential wrongdoing.

14. CONTINGENCIES: (Continued)

The viability of public charter schools and funding for these schools is dependent on the consensus of current and future administration of the District of Columbia Government. Any future change in dynamics could adversely affect the operations of public charter schools.

15. SUBSEQUENT EVENTS:

Financial Statement Preparation:

In preparing these financial statements, management has evaluated events and transactions for potential recognition or disclosure through October 18, 2013, the date the financial statements were available to be issued.

16. RETIREMENT PLAN:

403(b) Plan:

The Latin American Youth Center YouthBuild Public Charter School provides pension benefits for its employees through a defined contribution 403(b) retirement plan which is currently administered by John Hancock. In a defined contribution plan, benefits depend solely on amounts contributed to the plan plus investment earnings. Provisions of the plan allow for the employees to contribute up to the statutory limits set by the Internal Revenue Code.

In addition, the School contributes a discretionary percentage of compensation, which is determined on an annual basis. The School is currently making employer discretionary contributions of 3% of annual employee compensation for employees with two or more years of service. There is no unfunded past service liability. The School's contributions for the years ended June 30, 2013 and 2012 was $24,120 and $21,877, respectively.

17. EMPLOYEE BENEFITS:

The cost of fringe benefits incurred for the years ended June 30, 2013 and 2012 consisted of the following:

	June 30, 2013	June 30, 2012
Social Security/Medicare	$ 95,164	$ 89,443
Health Insurance	55,195	52,204
Life and Disability Insurance	6,110	5,433
Retirement	24,120	21,877
Unemployment	10,940	5,129
Workers Compensation	8,749	4,595
Tuition Reimbursement	1,038	1,664
De Minimus	6,569	4,105
Total	$ 207,885	$ 184,450

17. EMPLOYEE BENEFITS: (Continued)

Flexible Benefits Plan:

The Latin American Youth Center YouthBuild Public Charter School adopted a Section 125 Flexible Benefits Plan (Cafeteria Plan). Under this plan, employees are permitted to use pre-tax benefit dollars through payroll deduction to pay for health and dental insurance premiums, and dependent care expenses.

Educational Assistance Program:

The Latin American Youth Center YouthBuild Public Charter School adopted a Section 127 Employee's Educational Assistance Program. Under this plan, payments up to an amount of $5,250 paid on behalf of an employee for tuition, fees, books and supplies are considered to be a tax free benefit.

18. OCCUPANCY COST:

The cost of occupancy for the years ended June 30, 2013 and 2012 consisted of the following:

	June 30, 2013	June 30, 2012
Rent	$ 289,201	$ 280,778
Janitorial Services/Supplies	39,525	34,140
Depreciation - Leasehold	9,384	9,384
Maintenance and Repair	3,416	7,076
Utilities	11,240	12,694
Pest Control	1,260	1,230
Total	$ 354,026	$ 345,302

19. CONSOLIDATION:

Management has applied the principles of FASB ASC 958-810 (formerly Statement of Position No. 94-3) Reporting of Related Entities by Not-for-Profit Organizations in assessing the need to consolidate the financial statements of the School with those of the Latin American Youth Center. Under FASB ASC 958-810, consolidation should occur if both an economic interest between the organizations and control by a majority of common board members exist. Based on the criteria stipulated in the pronouncement, management has determined that financial statement consolidation is not appropriate for the fiscal years ending June 30, 2013 and 2012. Therefore, the accompanying financial statements reflect only the activity and net assets of the School.

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE SCHEDULES OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30, 2013 AND 2012

	June 30, 2013				June 30, 2012			
	Total	Educational Services	General and Administrative	Fundraising	Total	Educational Services	General and Administrative	Fundraising
Personnel, Salaries and Benefits:								
Academic Instruction	$ 279,031	$ 279,031	$ -	$ -	$ 267,587	$ 267,587	$ -	$ -
Workforce Training	264,103	264,103	-	-	194,838	194,838	-	-
Transition Services	133,417	133,417	-	-	128,315	128,315	-	-
Support Services	211,032	211,032	-	-	183,062	183,062	-	-
Administration	431,917	238,425	177,482	16,010	453,006	267,452	163,081	22,473
Employee Benefits	101,781	86,856	13,690	1,235	89,878	76,284	11,948	1,646
Payroll Taxes	106,104	90,545	14,272	1,287	94,572	80,268	12,572	1,732
Leased Employees and Temporary Help	680	680	-	-	2,075	2,075	-	-
Staff Development Costs	26,765	26,765	-	-	34,408	34,408	-	-
Other Staff Related Expenses	10,469	8,934	1,408	127	9,194	7,804	1,222	168
Total Personnel, Salaries and Benefits	$ 1,565,299	$ 1,339,788	$ 206,852	$ 18,659	$ 1,456,935	$ 1,242,093	$ 188,823	$ 26,019
Direct Student Costs:								
Student Supplies and Food	$ 2,937	$ 2,937	$ -	$ -	$ 8,155	$ 8,155	$ -	$ -
Textbooks and Subscriptions	11,656	11,656	-	-	17,037	17,037	-	-
Student Assessment Materials	13,170	13,170	-	-	11,626	11,626	-	-
Student Uniforms	14,539	14,539	-	-	14,491	14,491	-	-
Contracted Instructional/Student Services	15,447	15,447	-	-	73,723	73,723	-	-
Student Travel/Field Trips	42,790	42,790	-	-	37,362	37,362	-	-
Student Stipends	364,536	364,536	-	-	350,351	350,351	-	-
Student Counseling	46,367	46,367	-	-	23,199	23,199	-	-
Student Recruiting	11,017	11,017	-	-	5,669	5,669	-	-
Other Student Costs	8,194	8,194	-	-	10,973	10,973	-	-
Total Direct Student Costs	$ 530,653	$ 530,653	$ -	$ -	$ 552,586	$ 552,586	$ -	$ -
Occupancy Costs:								
Rent	$ 289,201	$ 246,793	$ 38,899	$ 3,509	$ 280,778	$ 238,311	$ 37,324	$ 5,143
Utilities	11,240	9,592	1,512	136	12,694	10,774	1,688	232
Depreciation - Leasehold Improvement	9,384	8,008	1,262	114	9,384	7,964	1,247	173
Maintenance and Repairs	4,676	3,990	629	57	8,306	7,050	1,104	152
Contracted Building Services	39,525	33,729	5,316	480	34,140	28,976	4,538	626
Total Occupancy Costs	$ 354,026	$ 302,112	$ 47,618	$ 4,296	$ 345,302	$ 293,075	$ 45,901	$ 6,326

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE SCHEDULES OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30, 2013 AND 2012

	June 30, 2013				June 30, 2012			
	Total	Educational Services	General and Administrative	Fundraising	Total	Educational Services	General and Administrative	Fundraising
Office Expenses:								
Office Supplies and Materials	$ 9,440	$ 8,055	$ 1,270	$ 115	$ 10,255	$ 8,704	$ 1,363	$ 188
Equipment Rental and Maintenance	4,760	4,062	640	58	4,717	4,004	627	86
Telecommunications	16,330	13,935	2,197	198	14,211	12,062	1,889	260
Printing and Copying	7,943	6,779	1,068	96	7,246	6,150	963	133
Postage and Shipping	2,606	2,224	350	32	3,647	3,095	485	67
Computer Support	12,275	10,475	1,651	149	12,000	10,185	1,595	220
Consulting	18,163	13,163	5,000	-	18,029	7,456	10,573	-
Evaluation and Accreditation Fees	574	574	-	-	2,170	2,170	-	-
Meeting Expenses	1,051	897	141	13	1,130	959	150	21
Membership and Subscriptions	3,642	3,108	490	44	4,281	3,634	569	78
Marketing and Promotion	667	667	-	-	291	291	-	-
Total Office Expenses	$ 77,451	$ 63,939	$ 12,807	$ 705	$ 77,977	$ 58,710	$ 18,214	$ 1,053
General Expenses:								
Insurance	$ 12,353	$ 10,541	$ 1,662	$ 150	$ 12,444	$ 10,562	$ 1,654	$ 228
Accounting Services	67,785	-	67,785	-	69,166	-	69,166	-
Authorizer Fee	13,152	-	13,152	-	8,548	-	8,548	-
Depreciation	28,656	24,454	3,855	347	35,345	29,999	4,698	648
Fees and Licenses	2,454	-	2,454	-	1,452	-	1,452	-
Total General Expenses	$ 124,400	$ 34,995	$ 88,908	$ 497	$ 126,955	$ 40,561	$ 85,518	$ 876
TOTAL FUNCTIONAL EXPENSES	$ 2,651,829	$ 2,271,487	$ 356,185	$ 24,157	$ 2,559,755	$ 2,187,025	$ 338,456	$ 34,274

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE SCHEDULE OF AVERAGE COST PER STUDENT
FOR THE YEARS ENDED JUNE 30, 2013 AND 2012

June 30, 2013

	Total Cost	Average Cost Per Student
Instructional	$ 1,969,375	$ 17,125.00
Occupancy Cost	302,112	2,627.06
General and Administrative	356,185	3,097.26
Fundraising	24,157	-
Total	$ 2,651,829	$ 22,849.32

The above is the average per student cost for the year ended June 30, 2013 and is based on a full time equivalent (FTE) enrollment of 115 students.

June 30, 2012

	Total Cost	Average Cost Per Student
Instructional	$ 1,893,950	$ 18,037.62
Occupancy Cost	293,075	2,791.19
General and Administrative	338,456	3,223.39
Fundraising	34,274	-
Total	$ 2,559,755	$ 24,052.20

The above is the average per student cost for the year ended June 30, 2012 and is based on a full time equivalent (FTE) enrollment of 105 students.

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2013

Federal Grantor/ Pass Through Grantor Program Title	Federal CFDA Number	Pass-Through Grantors Number	Program or Award Amount	Period of Award	Grant Receivable at 7/1/12	Refundable Advance at 7/1/12	Current Year Activity Receipts	Current Year Activity Disbursements Expenditures	Grant Receivable at 6/30/13	Refundable Advance at 6/30/13
U.S. Department of Labor:										
Direct Awards:										
YouthBuild Program	17.274	YB-21751-11-60-A-11	$ 1,100,000	06/01/11 to 05/31/14	$ 21,411	$ -	$ 555,677	$ 577,003	$ 42,737	$ -
Total U.S. Department of Labor					$ 21,411	$ -	$ 555,677	$ 577,003	$ 42,737	$ -
U.S. Department of Justice:										
Passed Through YouthBuild USA, National Mentoring Alliance:										
Juvenile Mentoring Program	16.726	Unknown	$ 75,000	12/01/11 to 02/28/13	$ 7,174	$ -	$ 25,613	$ 27,655	$ 9,216	$ -
Total U.S. Department of Justice					$ 7,174	$ -	$ 25,613	$ 27,655	$ 9,216	$ -
U.S. Department of Education:										
Passed Through the District of Columbia Government:										
Education Jobs Fund	84.410A	12410A	$ 25,544	08/10/10 to 09/30/12	$ 11,123	$ -	$ 11,123	$ 3,034	$ 3,034	$ -
Passed Through the District of Columbia Government and the Meridian Public Charter School:										
Title III, Part A	84.365A	SG365A	$ 3,677	07/01/10 to 09/30/12	$ 1,641	$ -	$ -	$ 2,037	$ 3,678	$ -
Total U.S. Department of Education					$ 12,764	$ -	$ 11,123	$ 5,071	$ 6,712	$ -
Corporation for National and Community Service:										
Passed Through YouthBuild USA:										
AmeriCorps	94.006	Unknown	$ 29,000	08/15/12 to 08/14/13	$ -	$ -	$ 11,505	$ 23,882	$ 12,377	$ -
AmeriCorps	94.006	Unknown	$ 29,000	08/15/11 to 08/14/12	3,830	-	9,307	5,809	332	-
Total Corporation for National and Community Service					$ 3,830	$ -	$ 20,812	$ 29,691	$ 12,709	$ -
TOTAL FEDERAL AWARDS					$ 45,179	$ -	$ 613,225	$ 639,420	$ 71,374	$ -

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2013

Note 1 - Basis of Accounting:

The accompanying Schedule of Expenditures of Federal Awards has been prepared on the accrual basis of accounting.

Note 2 - Major Program Selection:

The major Federal Award Program selected for testing is as follows:

U.S. Department of Labor

YouthBuild Program

The requirements of Office of Management and Budget Circular A-133 requires all major programs as determined by the auditor on a risk-based approach and/or at least 50% (25% for low risk auditees) of all federal awards be subject to specific control and compliance testing. For the Latin American Youth Center YouthBuild Public Charter School, Inc., the programs subject to these requirements are as listed above. The total expenditures of these programs represent 90.24% of the total federal expenditures.

Programs	CFDA #	Amount of Expenditures
YouthBuild Program	17.274	$ 577,003 *
Juvenile Mentoring Program	16.726	27,655
Education Jobs Fund	84.410A	3,034
Title III, Part A	84.365A	2,037
AmeriCorps	94.006	29,691
Total Federal Awards		$ 639,420

* Denotes Major Program

Note 3 - Major Program Disclosure:

YouthBuild Program

The YouthBuild program provides funding assistance for a wide range of multi-disciplinary activities and services to assist economically disadvantaged youth. The opportunities are designed to help disadvantaged young adults who have dropped out of high school to obtain the education and employment skills necessary to achieve economic self-efficiency and develop leadership skills and a commitment to community development in low income communities. Another important objective of the YouthBuild program is to expand the supply of permanent affordable housing for homeless persons and members of low income and very low income families. By giving disadvantaged young adults participating in the program meaningful on-site training experiences constructing or rehabilitating housing as a community service, they are helping to meet the housing needs of homeless and low income families in their community.

Kendall, Prebola and Jones, LLC
Certified Public Accountants

The Board of Directors
Latin American Youth Center
YouthBuild Public Charter School, Inc.
3014 14th Street, NW
Washington, DC 20009

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the Latin American Youth Center YouthBuild Public Charter School, Inc., (a nonprofit organization), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 18, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

133 MANN STREET, P.O. BOX 259, BEDFORD, PA 15522-0259 / (814) 623-1880

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted a matter that we reported to management of the Latin American Youth Center YouthBuild Public Charter School, Inc., in a separate letter dated October 18, 2013.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Kendall, Prebola and Jones

Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
October 18, 2013

Kendall, Prebola and Jones, LLC
Certified Public Accountants

Board of Directors
Latin American Youth Center
YouthBuild Public Charter School, Inc.
3014 14th Street, NW
Washington, DC 20009

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Report on Compliance for Each Major Federal Program

We have audited the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s (a nonprofit organization) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Latin American Youth Center YouthBuild Public Charter School, Inc.,'s major federal programs for the year ended June 30, 2013. The Latin American Youth Center YouthBuild Public Charter School, Inc.,'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs and in the notes to the Schedule of Expenditures of Federal Awards.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination on the Latin American Youth Center YouthBuild Public Charter School, Inc.'s compliance.

133 MANN STREET, P.O. BOX 259, BEDFORD, PA 15522-0259 / (814) 623-1880

Opinion on Each Major Federal Award Program

In our opinion, the Latin American Youth Center YouthBuild Public Charter School, Inc., complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

Report on Internal Control Over Compliance

Management of the Latin American Youth Center YouthBuild Public Charter School, Inc., is responsible for establishing and maintaining effective internal control over compliance with the types of requirements referred to above. In planning and performing our audit of compliance, we considered the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly we do not express an opinion on the effectiveness of the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Kendall, Prebola and Jones

Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
October 18, 2013

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2013

There were no findings reported in the prior year.

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

I. Summary of Audit Results

a. The auditor's report expresses an unqualified opinion on the financial statements of the Latin American Youth Center YouthBuild Public Charter School, Inc.

b. No significant deficiencies relating to the audit of the financial statements have been reported.

c. No instances of noncompliance material to the financial statements of the Latin American Youth Center YouthBuild Public Charter School, Inc., were disclosed during the audit.

d. No significant deficiencies relating to the audit of the major federal award program have been reported.

e. The Auditor's report on compliance for the major federal award program for the Latin American Youth Center YouthBuild Public Charter School, Inc. expresses an unqualified opinion.

f. There are no audit findings that are required to be reported in accordance with section 510 (a) of OMB Circular A-133 in the Schedule of Findings and Questioned Costs.

g. The major programs of the Latin American Youth Center YouthBuild Public Charter School, Inc. were as follows:

Programs	CFDA #
YouthBuild Program	17.274

h. The dollar threshold utilized to determine Type A programs was $300,000.

i. The Latin American Youth Center YouthBuild Public Charter School, Inc. qualified as a low-risk auditee.

II. Findings relating to the financial statements which are required to be reported in accordance with *Government Auditing Standards*

None

III. Findings relating to federal awards, which are required to be reported in accordance with OMB Circular A-133

None

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.

WASHINGTON, DC

COMPARATIVE AUDIT REPORT

FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

KENDALL, PREBOLA AND JONES
Certified Public Accountants
PO BOX 259
BEDFORD, PENNSYLVANIA 15522-0259
(814) 623-1880
FAX (814) 623-7548

INDEX

	Page
Independent Auditor's Report	1-2
Comparative Statements of Financial Position, June 30, 2014 and 2013	3
Comparative Statements of Activities, For the Years Ended June 30, 2014 and 2013	4
Comparative Statements of Cash Flows, For the Years Ended June 30, 2014 and 2013	5
Notes to Financial Statements	6-24
Supplemental Information	
Schedule 1 - Comparative Schedules of Functional Expenses, For the Years Ended June 30, 2014 and 2013	25-26
Schedule 2 - Comparative Schedules of Average Cost Per Student, For the Years Ended June 30, 2014 and 2013	27
Schedule 3 - Schedule of Expenditures of Federal Awards, For the Year Ended June 30, 2014	28-29
Notes to Schedule of Expenditures of Federal Awards	30
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	31-32
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by OMB Circular A-133	33-34
Summary Schedule of Prior Audit Findings, For the Year Ended June 30, 2014	35
Schedule of Findings and Questioned Costs, For the Year Ended June 30, 2014	36

Kendall, Prebola and Jones, LLC
Certified Public Accountants

The Board of Directors
Latin American Youth Center
YouthBuild Public Charter School, Inc.
3014 14th Street, NW
Washington, DC 20009

INDEPENDENT AUDITOR'S REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of the Latin American Youth Center YouthBuild Public Charter School, Inc., (a nonprofit organization) which comprise the comparative statements of financial position as of June 30, 2014 and 2013, and the related comparative statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Latin American Youth Center YouthBuild Public Charter School, Inc., as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental schedules of functional expenses and schedules of average cost per student are presented for purposes of additional analysis and are not a required part of the financial statements. In addition, the accompanying Schedule of Expenditures of Federal Awards, as required by Office of Management and Budget Circular A-133, "Audits of States, Local Governments and Non-Profit Organizations," is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 10, 2014, on our consideration of the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s internal control over financial reporting and compliance.

Kendall, Prebola and Jones

Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
October 10, 2014

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2014 AND 2013

	June 30, 2014	June 30, 2013
ASSETS		
Current Assets:		
Cash and Cash Equivalents	$ 253,115	$ 591,808
Investments	409,386	287,161
Accounts Receivable	7,732	17,605
Grants Receivable	56,869	71,374
Prepaid Expenses and Deposits	23,915	15,744
Total Current Assets	$ 751,017	$ 983,692
Fixed Assets:		
Fixed Assets	$ 307,237	$ 310,375
Less: Accumulated Depreciation	(209,482)	(186,907)
Total Fixed Assets	$ 97,755	$ 123,468
TOTAL ASSETS	$ 848,772	$ 1,107,160
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts Payable	$ 20,849	$ 15,555
Accrued Salary and Vacation	71,253	60,367
Payroll Withholdings and Related Liabilities	1,922	26,279
Total Current Liabilities	$ 94,024	$ 102,201
Total Liabilities	$ 94,024	$ 102,201
Net Assets:		
Unrestricted	$ 740,107	$ 989,818
Temporarily Restricted	14,641	15,141
Total Net Assets	$ 754,748	$ 1,004,959
TOTAL LIABILITIES AND NET ASSETS	$ 848,772	$ 1,107,160

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

	June 30, 2014			June 30, 2013		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
Revenues and Other Support:						
Per Pupil Funding Allocation	$ 1,821,801	$ -	$ 1,821,801	$ 1,947,824	$ -	$ 1,947,824
Federal Entitlements and Grants	665,069	-	665,069	639,420	-	639,420
State Government Grants	5,800	-	5,800	-	-	-
Private Grants and Contributions	64,141	10,000	74,141	79,638	10,000	89,638
Donated Services	162,400	-	162,400	-	-	-
Interest and Dividends	13,581	-	13,581	9,838	-	9,838
Capital Gains and Realized Gains	11,770	-	11,770	9,976	-	9,976
Unrealized Gain/(Loss) on Investments	22,307	-	22,307	4,564	-	4,564
Net Assets Released from Restrictions (Satisfaction of Program Restrictions)	10,500	(10,500)	-	-	-	-
Total Revenues and Other Support	$ 2,777,369	$ (500)	$ 2,776,869	$ 2,691,260	$ 10,000	$ 2,701,260
Expenses:						
Educational Services	$ 2,591,100	$ -	$ 2,591,100	$ 2,271,487	$ -	$ 2,271,487
Fundraising	30,469	-	30,469	24,157	-	24,157
General and Administrative	405,511	-	405,511	356,185	-	356,185
Total Expenses	$ 3,027,080	$ -	$ 3,027,080	$ 2,651,829	$ -	$ 2,651,829
Changes in Net Assets	$ (249,711)	$ (500)	$ (250,211)	$ 39,431	$ 10,000	$ 49,431
Net Assets, Beginning of Year	989,818	15,141	1,004,959	950,387	5,141	955,528
Net Assets, End of Year	$ 740,107	$ 14,641	$ 754,748	$ 989,818	$ 15,141	$ 1,004,959

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

	June 30, 2014	June 30, 2013
Cash Flows from Operating Activities:		
Changes in Net Assets	$ (250,211)	$ 49,431
Adjustments to Reconcile Changes in Net Assets to Net Cash Flows From Operating Activities:		
Depreciation	32,880	38,040
Unrealized (Gain)/Loss on Investments	(22,307)	(4,564)
Accounts Receivable - (Increase)/Decrease	9,873	118,813
Grants Receivable - (Increase)/Decrease	14,505	(26,195)
Promises Receivable - (Increase)/Decrease	-	500
Prepaid Expenses and Deposits - (Increase)/Decrease	(8,171)	(2,047)
Accounts Payable - Increase/(Decrease)	5,294	2,683
Accrued Salary and Vacation - Increase/(Decrease)	10,886	19,040
Payroll Withholdings and Related Liabilities - Increase/(Decrease)	(24,357)	(2,047)
Net Cash Flows From Operating Activities	$ (231,608)	$ 193,654
Cash Flows from Investing Activities:		
Purchase of Investments	$ (141,556)	$ (95,149)
Proceeds on Sale of Investments	41,638	137,292
Purchase of Fixed Assets	(7,167)	(4,274)
Net Cash Flows From Investing Activities	$ (107,085)	$ 37,869
Net Increase/(Decrease) in Cash and Cash Equivalents	$ (338,693)	$ 231,523
Cash and Cash Equivalents at Beginning of Year	591,808	360,285
Cash and Cash Equivalents at End of Year	$ 253,115	$ 591,808

Supplemental Disclosures:
a) No income taxes were paid during the years ended June 30, 2014 and 2013.
b) No interest was paid during the years ended June 30, 2014 and 2013.

(See Accompanying Notes and Auditor's Report)

The Latin American Youth Center YouthBuild Public Charter School, Inc. (YouthBuild PCS), a District of Columbia Not-for-Profit Corporation was incorporated on October 7, 2004, exclusively for educational purposes. The Public Charter School operates as part of the District of Columbia Public School system with its focus on out-of-school youth. The vision of the School is to transform the lives of out-of-school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability skill-building, and community service - a program designed to prepare young people for college or the workplace while they work to create housing for the city's low-income residents.

YouthBuild PCS is one of the few alternative schools in the District of Columbia that serves youth ages 16-24 who have dropped or aged out of traditional high schools. The Charter School offers students a comprehensive, multi-discipline program in a non-traditional learning environment. The entire program is designed to emulate "real life" experience and to promote the student's sense of personal responsibility. The School is purposefully a small learning environment and utilizes innovative, evidence-based strategies and teaching methods that have been effective in working with students with low basic skills. Students spend 40% of their time learning a vocational trade.

The School's primary sources of support are local appropriations for Charter Schools from the District of Columbia Government.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

The significant accounting policies of the Charter School are summarized below:

(a) Basis of Accounting and Presentation:

The accompanying financial statements have been prepared on the accrual basis of accounting, which presents financial position, activities, functional expenses, and cash flows in accordance with principles generally accepted in the United States of America.

(b) Revenue Recognition:

Contributions

The Charter School has adopted Financial Accounting Standards Board ASC No. 958-605-25 (formerly SFAS No. 116), *Accounting for Contributions Received and Contributions Made.* As such, contributions are recognized as revenue when they are received or unconditionally pledged.

All contributions are available for unrestricted use unless specifically restricted by the donor. Contributions and promises to give with donor imposed conditions are recognized as unrestricted support when the conditions on which they depend are substantially met. Contributions and promises to give with donor imposed restrictions are reported as temporarily restricted support. Unconditional promises to give due in the next year are recorded at their net realizable value.

The Charter School reports gifts of equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. The Charter School reports expirations of donor restrictions when the donated or acquired assets are placed in service.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(b) Revenue Recognition: (Continued)

Federal and Charter School Funding

The Latin American Youth Center YouthBuild Public Charter School receives a student allocation from the District of Columbia as well as federal funding to cover the cost of academic expenses. The student allocation is on a per pupil basis and includes the academic year funding, special education funding and a facilities allotment. The YouthBuild Public Charter School recognizes this funding in the year in which the school term is conducted. Funding received in advance of the school term is recorded as a refundable advance.

Federal entitlements are recognized based on the allowable costs incurred.

(c) Corporate Taxes:

The Latin American Youth Center YouthBuild Public Charter School is exempt from federal income taxes under the provisions of Section 501(c)(3) of the Internal Revenue Code. Exemption from District of Columbia income taxes was granted to the Charter School effective November 19, 2004. Accordingly, no provisions for income taxes have been provided for in the accompanying financial statements. The organization is not a private foundation and contributions to the organization qualify as a charitable tax deduction by the contributor.

The Latin American Youth Center YouthBuild Public Charter School is also exempt from District of Columbia sales, real estate, and property taxes.

(d) Grants:

Grant revenues are received primarily from Federal agencies and the District of Columbia Government. These grants are subject to financial and compliance audits by the grantor agencies. Such audits could result in a request for reimbursement by the agency for expenditures disallowed under the terms and conditions of the appropriate grantor. No provision for possible adjustment has been made in the accompanying financial statements because, in the opinion of management, such adjustment, if any, would not have a material effect on the financial statements.

Cash receipts in excess of costs incurred for grants are reflected as refundable advances until they are expended for the purpose of the grant, at which time they are recognized as unrestricted support. Costs incurred in excess of cash received are reflected as grants receivable.

(e) Net Assets:

The Charter School has adopted Financial Accounting Standards Board ASC No. 958-205-05 (formerly SFAS No. 117), *Financial Statements of Not-for-Profit Organizations*. Under FASB ASC No. 958-205-05, the Charter School is required to report information regarding its financial position and activities according to three classes of net assets.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(e) Net Assets: (Continued)

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Charter School and changes therein are classified and reported as follows:

Unrestricted Net Assets - Net assets that are not subject to donor-imposed restrictions and over which the Board of Directors has discretionary control. This classification includes net assets subject to donor-imposed conditions, which have been met in the current year and net assets subject to donor-imposed restrictions that have been released from restrictions.

Temporarily Restricted Net Assets - Net assets subject to donor-imposed restrictions that may or will be met, either by actions of the Charter School and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Temporarily restricted net assets were available at year end for the following purpose:

	June 30, 2014	June 30, 2013
General Operations - Time Restricted	$ 10,000	$ 10,000
Scholarship Fund - Hines	4,641	5,141
Total	$ 14,641	$ 15,141

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of events specified by donors for the following activities:

	June 30, 2014	June 30, 2013
General Operations - Time Restricted	$ 10,000	$ -
Scholarship Fund - Hines	500	-
Total Released	$ 10,500	$ -

Permanently Restricted Net Assets - Net assets subject to donor-imposed stipulations that requires the net assets be maintained permanently by the Charter School. Generally, the donors of these assets permit the use of all or part of the income earned on any related investments for general or specific purposes. The Charter School did not have any permanently restricted net assets as of June 30, 2014 or 2013.

(f) Donated Services and Materials:

Contributions of services are recognized if the services received create or enhance nonfinancial assets or require specialized skills, and are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(f) Donated Services and Materials: (Continued)

Contributed services and promises to give services that do not meet the above criteria are not recognized. The time devoted by members of the Board of Directors is uncompensated and is not reflected as donated services. The estimated value of donated services and materials has been recorded in the financial statements as follows:

	June 30, 2014	June 30, 2013
Strategic Planning Consulting	$ 162,400	$ -
Total	$ 162,400	$ -

(g) Basic Programs:

YouthBuild PCS is an alternative high school for young people seeking to transform their lives by re-engaging in their education in a non-traditional school environment. YouthBuild PCS prepares students for post-secondary education and the workplace by offering, in English and Spanish, academic, vocational and workforce development programs.

YouthBuild PCS is comprised of four core program areas: Academic Instruction, Workforce Development, Transition Services, and Support Services. Collectively, these core programs allow YouthBuild PCS to provide comprehensive instruction, interventions, services, and support to students so they are successfully prepared for the workforce and/or postsecondary education.

Our Academic Instruction Program equips students with the knowledge and skills needed to obtain a GED (General Education Development) diploma. Students are instructed in five major content areas: Reading, Writing, Math, Science, and Social Studies.

The Workforce Training Program is comprised of vocational education classes and on-site training. Together, the two components provide our students with the opportunity to develop employability skills and earn industry recognized certifications.

The Transition Services Program works to ensure that students are successfully prepared to enter a career that will provide a living wage. Career development opportunities are offered including job fairs, job shadowing, internships and college tours.

Our Support Services Program has a singular focus to assist students with overcoming challenges, barriers and obstacles that impede their ability to be successful in school and, ultimately in life. Specific services provided include: substance abuse counseling, individual/group counseling, assistance with obtaining housing, daycare, and medical insurance. Additionally, Life Skills classes are offered.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(g) Basic Programs: (Continued)

Respect, Community, Responsibility, Dignity

YouthBuild PCS helps young people with troubled histories develop respect for themselves and others, find a sense of community belonging and responsibility, and lead productive lives with dignity. The experience at YouthBuild PCS reflects real life and promotes a sense of personal responsibility. Students create and sign a code of conduct to foster personal responsibility, establish positive group norms, and set penalties for breaking rules. The code of conduct is enforced by a student-elected council, which also provides input on school operations. YouthBuild PCS students receive a stipend to help meet family commitments, defray transportation costs, and to serve as an incentive to complete the program.

A Win-Win Solution

Statistics show that students who drop out of high school are more likely to live in poverty and suffer from unemployment, poor health, substance abuse, and violence. They need and deserve a second chance to establish stable, productive adult lives. While YouthBuild PCS encourages students to pursue higher educational goals, we recognize that some may choose to enter the workforce upon graduation. We ensure that they have the skills and credentials to do so. Employers, especially construction companies, need young, energetic, qualified and educated workers, particularly those from minority groups and bilingual English-Spanish speakers.

Locally Grounded Part of a Nation-Wide Movement

The YouthBuild model has proven to be an effective change agent in the lives of at-risk youth. YouthBuild PCS is part of a 273-member national network using an effective, tested model developed in 1978. Through YouthBuild, more than 100,000 youth nationwide have transformed their lives through education, rebuilt their communities, and created more than 20,000 units of affordable housing since 1994.

In addition to the strong national model, the YouthBuild PCS has the additional support of growing out of a local nonprofit with extensive experience in providing services to an underserved community. The Latin American Youth Center (LAYC), YouthBuild PCS's parent organization, is a firmly grounded local nonprofit organization with experience in forming and sustaining charter schools.

(h) Functional Expense Allocation Policies and Procedures:

Management has elected to prepare a schedule of functional expenses that is presented as supplemental information to the financial statements. The schedule of functional expenses presents an allocation of each expense category between program services, general and administrative, and fundraising activities. Program service costs pertain to educating students. General and administrative costs pertain to supporting activities. Fundraising expenses relate to fundraising activities such as soliciting contributions and special events.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(h) Functional Expense Allocation Policies and Procedures: (Continued)

Management has established functional expense allocation policies and procedures based on a reasonable analysis of cost drivers and reasonable allocation estimates based on financial results and industry standards.

Direct costs, where identifiable, are allocated in whole to the appropriate functional category. Direct student expenses (textbooks, materials, instructional supplies, assessment material, contract educational services, and field trips) are allocated entirely to program services.

Personnel expenses for salaries, payroll taxes and employee benefit plans are allocated based on job descriptions and management estimates of time spent on particular activities. Personnel expenses for salaries are divided into employee categories (executive, teachers, other educational staff, etc.) and then a percentage of time spent on program services, general and administrative activities, and fundraising activities is applied. All other personnel expenses (benefits, payroll taxes, staff development) are allocated based on the weighted average allocation of the direct salaries.

For other expenses where it would not be appropriate to designate 100 percent as a program service cost, general and administrative cost, or fundraising cost, the allocation formula for personnel expenses is utilized for cost allocation purposes.

(i) Use of Estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of support and revenues and expenses during the reporting period. Actual results could differ from those estimates.

(j) Fundraising:

During the years ended June 30, 2014 and 2013 , expenses incurred for the purpose of fundraising were $30,469 and $24,157, respectively.

(k) Recognition of Salary Expense:

Salary expense is recognized in the year the service is rendered, which coincides with the academic year. Salaries unpaid at June 30 are recognized as expense and accrued salaries payable.

(l) Fair Value of Certain Financial Instruments:

Some of the Charter School's financial instruments are not measured at fair value on a recurring basis but nevertheless are recorded at amounts that approximate fair value due to their liquid or short-term nature. Such accounts include cash, accounts receivable, prepaid expenses, accounts payable, and accrued expenses.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(m) Advertising Costs:

Advertising and marketing costs are expensed when incurred. Advertising and marketing expenses were $147 and $667 for the years ended June 30, 2014 and 2013, respectively.

(n) Reclassifications:

Certain accounts in the prior year financial statements have been reclassified for comparative purposes to conform with the presentation in the current year financial statements.

2. ACCOUNTING FOR UNCERTAIN TAX POSITIONS:

In June 2006, the Financial Accounting Standards Board (FASB) issued FASB ASC No. 740-10 [formerly Interpretation No. 48 (FIN 48)], *Accounting for Uncertainty in Income Taxes,* which is an interpretation of ASC 740's (formerly SFAS No. 109), *Accounting for Income Taxes*. FASB ASC No. 740-10 clarifies the accounting for uncertainty in income taxes recognized in Latin American Youth Center YouthBuild Public Charter School's financial statements in accordance with ASC 740's and prescribes a recognition threshold and measurement attribute for the financial statement recognition and measurement of a tax position taken or expected to be taken in a tax return. FASB ASC No. 740-10 requires the evaluation of tax positions taken or expected to be taken in the course of preparing the Latin American Youth Center YouthBuild Public Charter School's tax return to determine whether the tax positions have a "more-likely-than-not" probability of being sustained by the applicable tax authority.

The Latin American Youth Center YouthBuild Public Charter School performed an evaluation of uncertain tax positions for the year ended June 30, 2014, and determined that there were no matters that would require recognition in the financial statements or that may have any effect on its tax-exempt status. As of June 30, 2014, the statute of limitations for tax years 2010 through 2012 remains open with the U.S. federal jurisdiction or the various states and local jurisdictions in which the Charter School files tax returns. It is the Charter School's policy to recognize interest and/or penalties related to uncertain tax positions, if any, in income tax expense. As of June 30, 2014, the Charter School had no accruals for interest and/or penalties.

3. CASH AND CASH EQUIVALENTS:

Cash at June 30, 2014 and 2013 totaled $253,115 and $591,808, respectively, and consisted of the following:

	June 30, 2014	June 30, 2013
Interest Bearing Checking Account	$ 79,068	$ 117,038
Money Market Checking Account	25,304	100,185
Non-Interest Bearing Checking Account	2,066	1,350
Money Market Mutual	146,677	373,235
Total	$ 253,115	$ 591,808

For purposes of the cash flow statement and financial statement presentation, cash and cash equivalents are short term, highly liquid investments with maturities of three months or less.

3. CASH AND CASH EQUIVALENTS: (Continued)

As of June 30, 2014 and 2013, $146,677 and $373,235, respectively, was held in money market funds that are not federally insured. Management has minimized their risk related to these money funds by investing in high quality short term securities as well as certain repurchase agreements that are backed by high quality securities. The money market fund seeks to maintain a share price of $1.00.

The Latin American Youth Center YouthBuild Public Charter School maintains its operating funds in one financial institution in the form of a business checking account and a money market account. These accounts are covered under the Federal Deposit Insurance Corporation (FDIC) Program. Federal Deposit Insurance Corporation Insurance coverage is $250,000 per account category. Deposits held in non-interest-bearing transaction accounts are aggregated with any interest-bearing deposits and the combined total insured up to $250,000.

As of June 30, 2014 and 2013, $-0- and $775, respectively, of the bank balance was deposited in excess of Federal Deposit Insurance Corporation limits. Due to increased cash flows at certain times during the year, the amount of funds at risk may have been greater than at year end. The Latin American Youth Center YouthBuild Public Charter School was at risk for the funds held in excess of the insured amounts. The Charter School has not experienced any losses related to this account and does not believe it is exposed to any significant credit risk on cash and cash equivalents.

4. INVESTMENTS:

The Latin American Youth Center YouthBuild Public Charter School invested in equity and debt securities during the year, which are subject to market fluctuations. Investments in debt and equity securities have been measured at fair value and are recorded as such in the statement of financial position. The fair values for marketable debt and equity securities are based on quoted market prices. Unrealized gains and losses are included in the change in net assets. Investments are managed by Keeney Financial Group of LPL Financial.

Investments at market value at June 30, 2014, consisted of the following:

June 30, 2014

	Publicly Traded Investments	Alternative Investments Invested in Publicly Traded Investments	Alternative Investments Not Invested in Publicly Traded Investments	Total
Mutual Funds				
Domestic Equity	$ 178,843	$ -	$ -	$ 178,843
International Equity	34,906	-	-	34,906
Domestic Fixed Income	195,637	-	-	195,637
Total Investments	$ 409,386	$ -	$ -	$ 409,386

4. INVESTMENTS: (Continued)

Investments at market value at June 30, 2013, consisted of the following:

June 30, 2013

	Publicly Traded Investments	Alternative Investments Invested in Publicly Traded Investments	Alternative Investments Not Invested in Publicly Traded Investments	Total
Mutual Funds				
Domestic Equity	$ 89,891	$ -	$ -	$ 89,891
International Equity	13,792	-	-	13,792
Domestic Fixed Income	183,478	-	-	183,478
Total Investments	$ 287,161	$ -	$ -	$ 287,161

Fixed Income:

This category includes domestic and international fixed income securities that primarily focus in debt or debt-like securities, including debt obligations issued or guaranteed by United States or foreign governments. The investment manager will generally acquire positions in debt securities and currencies that are rated investment grade (i.e., rated at least BBB-) by Standard and Poor's Credit Market Services, a division of the McGraw-Hill Companies, Inc., or Baa3 by Moody's Investors Services, Inc., or if unrated, an equivalent rating determined by the investment manager in his sole discretion. The investment manager seeks to retain a reasonable diversification of investments across countries and, consequently, will normally incur some exposure to foreign currencies. As of the end of the periods, all investments in this category may be redeemed with no restrictions.

Equity:

This category includes investments in funds that focus on domestic and international equities. The underlying assets are liquid and the funds' managers provide details of those assets. As of the end of the periods, all of the investments in the category can be redeemed with no restrictions.

A comparison of the carrying value of these financial instruments at year end were as follows:

June 30, 2014

	Cost	Gross Unrealized Gains	Gross Unrealized Losses	Fair Value
Equity Securities	$ 281,469	$ 29,478	$ 661	$ 310,286
Debt Securities	96,560	2,540	-	99,100
Total - Investments	$ 378,029	$ 32,018	$ 661	$ 409,386

4. INVESTMENTS: (Continued)

June 30, 2013	Cost	Gross Unrealized Gains	Gross Unrealized Losses	Fair Value
Equity Securities	$ 252,821	$ 12,505	$ 3,195	$ 262,131
Debt Securities	25,246	-	216	25,030
Total - Investments	$ 278,067	$ 12,505	$ 3,411	$ 287,161

Unrealized gains and losses on investments are based on the difference between book value and fair value. Net unrealized gains/(losses) at June 30, 2014 and 2013 were $31,357 and $9,094, respectively.

The composition of investment return at June 30, 2014 and 2013, all of which was recorded as unrestricted support, consisted of the following:

	June 30, 2014	June 30, 2013
Interest	$ 647	$ 1,433
Dividends	12,934	8,405
Capital Gain Distributions	3,274	1,512
Realized Gains/(Loss)	8,496	8,464
Unrealized Gain/(Loss) on Investments	22,307	4,564
Total	$ 47,658	$ 24,378

5. FAIR VALUE MEASUREMENTS:

Financial Accounting Standards Board ASC No. 820-10, *Fair Value Measurements,* formerly FASB Statement No. 157, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy under FASB ASC No. 820-10 are described below:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the organization has the ability to access.

Level 2 - Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

5. FAIR VALUE MEASUREMENTS: (Continued)

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2014.

Mutual Funds: Valued at the net asset value ("NAV") of shares held by the organization at year end.

The methods described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the organization believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following tables set forth by level, within the fair value hierarchy, the organization's assets at fair value as of June 30, 2014 and 2013.

June 30, 2014

	Level 1	Level 2	Level 3	Total
Equity Securities	$ 310,286	$ -	$ -	$ 310,286
Debt Securities	99,100	-	-	99,100
Total Assets at Fair Value	$ 409,386	$ -	$ -	$ 409,386

June 30, 2013

	Level 1	Level 2	Level 3	Total
Equity Securities	$ 262,131	$ -	$ -	$ 262,131
Debt Securities	25,030	-	-	25,030
Total Assets at Fair Value	$ 287,161	$ -	$ -	$ 287,161

6. ACCOUNTS AND GRANTS RECEIVABLE:

Accounts and grants receivable are current and considered to be fully collectible by management. Balances as of June 30, 2014 and 2013 consisted of the following:

	June 30, 2014	June 30, 2013
Accounts Receivable		
Due from Related Parties	$ 4,897	$ 6,097
Employee	1,911	431
Reimbursable Expenses	924	1,140
Per Pupil Funding - OSSE	-	9,937
Total	$ 7,732	$ 17,605
Grants Receivable		
U.S. Department of Labor - YouthBuild Program	$ 40,215	$ 42,737
AmeriCorps	8,897	12,709
D.C. Grant (OSSE) - Vocational Education	7,757	-
D.C. Grant (OSSE) - Education Jobs Fund	-	3,034
OJJDP - Juvenile Mentoring Program	-	9,216
Title III, Part A	-	3,678
Total	$ 56,869	$ 71,374

The Charter School's accounts and grants receivable consists of unsecured amounts due from funding sources whose ability to pay is subject to changes in general economic conditions. Because the Charter School does not require collateral, it is at credit risk due to the type of organization for the balance of the accounts and grants receivable as of June 30, 2014 and 2013.

Accounts and grants receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectable amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts or grants receivable.

Trade receivables related to program service fees are recognized as revenue on the accrual basis of accounting at the time the program activity has occurred. Credit is extended for a period of 60 days with no interest accrual at which time payment is considered delinquent. Trade receivables are written off as uncollectable when payment has not been received after 180 days.

7. FIXED ASSETS:

Furniture and equipment are recorded at cost, or in the case of contributed property at the fair market value at the date of contribution. If an expenditure in excess of $500 results in an asset having an estimated useful life which extends substantially beyond the year of acquisition, the expenditure is capitalized at cost and depreciated over the estimated useful lives of the assets.

7. FIXED ASSETS: (Continued)

When assets are retired, or otherwise disposed of, the cost and related accumulated depreciation is removed from the accounts and other resulting gain or loss is reflected in income for the period. Depreciation has been provided on the straight-line method over the estimated useful lives of the assets. Depreciation expense for the years ended June 30, 2014 and 2013 was $32,880 and $38,040, respectively. Maintenance and repairs are charged to expenses as incurred. Major classifications of fixed assets and their estimated useful lives are as summarized below:

June 30, 2014

	Depreciable Life	Cost	Accumulated Depreciation	Net Book Value
Leasehold Improvements	14 Years	$ 130,757	$ 47,558	$ 83,199
Computer Equipment	3 Years	56,938	50,689	6,249
Office Equipment	5 Years	119,542	111,235	8,307
Total		$ 307,237	$ 209,482	$ 97,755

June 30, 2013

	Depreciable Life	Cost	Accumulated Depreciation	Net Book Value
Leasehold Improvements	14 Years	$ 130,757	$ 38,174	$ 92,583
Computer Equipment	3 Years	63,229	57,042	6,187
Office Equipment	5 Years	116,389	91,691	24,698
Total		$ 310,375	$ 186,907	$ 123,468

8. DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD CONTRACT:

The School has been approved by the District of Columbia Public Charter School Board to operate a charter school in the District of Columbia. The contract dated May 24, 2005, provides for a 15-year charter, unless sooner terminated in accordance with the contract. The School enrollment cannot be greater than 115 students. Enrollment for the 2013/2014 year averaged between 55 and 115 students and enrollment for the 2012/2013 year averaged between 75 and 115 students.

9. PER-PUPIL FUNDING ALLOCATION:

The School receives local funding from the District of Columbia in the form of per-pupil educational allotments and facility allotments. This funding is based on the equivalent number of full-time students and is determined annually. For the year ended June 30, 2014, the per-student rate was $10,888 for the educational allotment and $3,000 for the facility allotment. For the year ended June 30, 2013, the per-student rate was $10,675 for the educational allotment and $3,000 for the facility allotment. Additional allotments were made for Special Education Services and English as a Second Language.

9. PER-PUPIL FUNDING ALLOCATION: (Continued)

Per-pupil funding for the years ended June 30, 2014 and 2013 were as follows:

	June 30, 2014	June 30, 2013
Grade Level - Alternative	$ 1,259,777	$ 1,227,619
Special Education	95,576	235,609
English as a Second Language	121,448	139,596
Facilities Allowance	345,000	345,000
Total	$ 1,821,801	$ 1,947,824

10. FEDERAL ENTITLEMENTS AND GRANTS:

During the years ended June 30, 2014 and 2013, the Latin American Youth Center YouthBuild Public Charter School participated in the following federal award programs:

	June 30, 2014	June 30, 2013
Department of Labor - YouthBuild Program	$ 585,700	$ 577,003
District of Columbia - Vocational Education	47,468	-
AmeriCorps	38,547	29,691
District of Columbia - Education Jobs Fund	(3,034)	3,034
Entitlement - Title III, Part A	(2,778)	2,037
OJJDP - Juvenile Mentoring Program	(834)	27,655
Total	$ 665,069	$ 639,420

YouthBuild is a youth and community development program that simultaneously addresses several core issues facing low-income communities: housing, education, employment, crime prevention, and leadership development.

The YouthBuild model balances in-school learning, geared toward a high school diploma or passing the General Education Development (GED) test, and construction skills training, geared toward a career placement for the youth. The in-school component is an alternative education program that assists youth who are often significantly behind in basic skills to obtain a high school diploma or GED credential. The primary target populations for YouthBuild are high school dropouts that may also be adjudicated youth, youth aging out of foster care, and other at-risk youth populations. The YouthBuild model enables these youth to access the education they need to move on to post-secondary and high-growth, high demand jobs which will enable them to prosper in the 21st century economy. The funding for this grant is authorized by Subtitle D of Title I of the Workforce Investment Act (WIA).

Federal formula grants are allocations of money to States or their subdivisions in accordance with distribution formulas prescribed by law or administrative regulation, for activities of a continuing nature not confined to a specific project. The Charter School receives federal formula grants under the provisions of the No Child Left Behind Act (NCLB) of 2001, P.L 107-110. NCLB funds are not intended to replace state or local educational funding. Rather, NCLB funds provide additional support to states, LEAs, and schools for specific purposes. Grants are provided by the U.S. Department of Education and pass through the District of Columbia Office of State Superintendent of Education.

11. COMMITMENTS:

Building Lease:

The Latin American Youth Center YouthBuild Public Charter School originally entered into a sublease agreement with the Latin American Youth Center effective for a one year period commencing on July 1, 2006, and ending on June 30, 2007, for the rental of a building located at 3014 14th Street, NW, Washington DC. This lease was renewed on July 1, 2007 for an additional two year period through June 30, 2009.

During July 2008, the Latin American Youth Center YouthBuild Public Charter School executed an amendment to the current lease agreement which was to expire on June 30, 2009 by extending the lease term until June 30, 2023. The lease amendment increased the rented square footage from 6,962 square feet to 12,006 square feet and increased the monthly rental payment to $22,000 per month with yearly increases of 3%. As of June 30, 2014, this lease called for monthly lease payments of $25,504. The terms of the new lease commenced on May 15, 2009.

The School is obligated to pay a proportion of the annual increase in operating cost of the leased property in the event the landlord bills for such costs. Rental expense for the years ended June 30, 2014 and 2013 was $297,877 and $289,201, respectively. Future minimum rental lease payment requirements for the next five years are as follows:

Year Ended June 30,	
2015	$ 306,813
2016	316,018
2017	325,498
2018	335,263
2019	345,321
Total	$ 1,628,913

Copier Leases:

The Latin American Youth Center YouthBuild Public Charter School entered into an operating lease on July 27, 2009 for the rental of a Copystar 500CI photocopier. This lease called for thirty-sixty (36) monthly payments of $364 commencing on August 27, 2009, and ending on November 27, 2012. Rental expense for the years ending June 30, 2014 and 2013 on this lease was $-0- and $1,820, respectively.

The Latin American Youth Center YouthBuild Public Charter School entered into an operating lease with Wells Fargo Financial Leasing, Inc., on October 12, 2012, for the rental of a Copystar 4550CI photocopier. This lease calls for thirty-sixty (36) monthly payments of $364 commencing on October 27, 2012. Rental expense for the years ending June 30, 2014 and 2013 was $4,171 and $3,005, respectively. Future minimum payments due under this lease are as follows:

Year Ended June 30,	
2015	$ 4,368
2016	1,456
Total	$ 5,824

12. RELATED PARTY TRANSACTIONS:

Latin American Youth Center:

The Latin American Youth Center YouthBuild Public Charter School was formed as a not-for-profit corporation on October 7, 2004 by the Latin American Youth Center, a separate 501(c)(3) organization. Prior to its formation, the YouthBuild Public Charter School operated as a separate program of the Latin American Youth Center. The Latin American Youth Center received a grant from the U.S. Department of Housing and Urban Development to assist in the operations of the YouthBuild Program. Various transactions occurred during the year between the two organizations including the following:

a) As of June 30, 2014 and June 30, 2013, an amount of $4,897 and $6,097, respectively, was due from the Latin American Youth Center. In addition, an amount of $721 was due to the Latin American Youth Center for rent as of June 30, 2013.

b) Office space is subleased by the School from the Latin American Youth Center. As of June 30, 2014, monthly payments were required in the amount of $25,504. Rent expense to the Latin American Youth Center for the years ended June 30, 2014 and 2013 was $297,877 and $289,201, respectively.

c) The charter school pays the Latin American Youth Center an amount of $1,000 per month for information technology support. A total amount of $3,000 and $12,000, respectively, was paid during the years ended June 30, 2014 and 2013.

d) During the years ended June 30, 2014 and 2013, the charter school reimbursed the Latin American Youth Center an amount of $1,200 and $1,300, respectively, for the rental of a parking space.

Contributions:

Various board members of the Latin American Youth Center YouthBuild Public Charter School, organizations for which they are affiliated, and relatives of board members gave contributions to the organization in the amount of $573 and $325 during the years ended June 30, 2014 and 2013, respectively.

The National Chapter of YouthBuild USA gave various donations and grants to the Latin American Youth Center YouthBuild Public Charter School during the years ended June 30, 2014 and 2013. Total contributions and grants were as follows:

	June 30, 2014	June 30, 2013
National and Community Service - Passed Through AmeriCorps	$ 38,547	$ 29,691
National Mentoring Alliance - Passed Through U.S. Department of Justice	-	27,655
General Donation	2,500	-
Total	$ 41,047	$ 57,346

These transactions were conducted on an arm's length basis and there is no quid pro quo.

13. CONCENTRATIONS:

Revenues:

Based on the nature and purpose of the Latin American Youth Center YouthBuild Public Charter School, significant revenues are received through parties interested in helping out-of-school youth. The Latin American Youth Center YouthBuild Public Charter School receives public funds from the DC government based on the number of students they enroll according to the Uniform Per Student Funding Formula developed by the Mayor and City Council. This per pupil allocation is supplemented with extra funds for students with special needs. During the years ended June 30, 2014 and 2013, sixty-six percent (66%) and seventy-two percent (72%), respectively, of total support was received from the District of Columbia in the form of per pupil funding. In addition, twenty-one percent (21%) and twenty-one percent (21%), respectively, was received as a federal grant under the YouthBuild Program for the years ended June 30, 2014 and 2013.

The Latin American Youth Center YouthBuild Public Charter School is limited to enrolling students that are residents of the District of Columbia. As a DC Public Charter School, the School must compete for students against the DC Public School system as well as other DC Public Charter Schools.

14. CONTINGENCIES:

The Latin American Youth Center YouthBuild Public Charter School was granted its charter by the District of Columbia Public Charter School Board and the District of Columbia Board of Education, authorized under the District of Columbia School Reform Act of 1995, Public Law 104-134, as amended. The Latin American Youth Center YouthBuild Public Charter School has no reason to believe that this relationship will be discontinued in the foreseeable future. However, any interruption of this relationship (i.e., the failure to continue this charter authorization or withholding funds) could adversely affect ability to finance ongoing operations.

Laws and regulations governing charter schools are complex and subject to interpretation. The Latin American Youth Center YouthBuild Public Charter School believes that it is in compliance with all applicable laws and regulations and is not aware of any pending or threatened investigations involving allegations of potential wrongdoing. The viability of public charter schools and funding for these schools is dependent on the consensus of current and future administration of the District of Columbia Government. Any future change in dynamics could adversely affect the operations of public charter schools.

15. SUBSEQUENT EVENTS:

Financial Statement Preparation:

In preparing these financial statements, management has evaluated events and transactions for potential recognition or disclosure through October 10, 2014, the date the financial statements were available to be issued, and has determined that no adjustments are necessary to the amounts reported in the accompanying financial statements.

16. RETIREMENT PLAN:

401(k) Plan:

The Latin American Youth Center YouthBuild Public Charter School provides pension benefits for its employees through a defined contribution 401(k) retirement plan which is currently administered by John Hancock. In a defined contribution plan, benefits depend solely on amounts contributed to the plan plus investment earnings. Provisions of the plan allow for the employees to contribute up to the statutory limits set by the Internal Revenue Code.

In addition, the School contributes a discretionary percentage of compensation, which is determined on an annual basis. The School is currently making employer discretionary contributions of 3% of annual employee compensation for employees with two or more years of service. There is no unfunded past service liability. The School's contributions for the years ended June 30, 2014 and 2013 was $26,863 and $24,120, respectively.

17. EMPLOYEE BENEFITS:

The cost of fringe benefits incurred for the years ended June 30, 2014 and 2013 consisted of the following:

	June 30, 2014	June 30, 2013
Social Security/Medicare	$ 107,845	$ 95,164
Health Insurance	78,686	55,195
Life and Disability Insurance	7,834	6,110
Retirement	26,863	24,120
Unemployment	16,302	10,940
Workers Compensation	23,024	8,749
Tuition Reimbursement	3,000	1,038
De Minimus	4,150	6,569
Total	$ 267,704	$ 207,885

Flexible Benefits Plan:

The Latin American Youth Center YouthBuild Public Charter School adopted a Section 125 Flexible Benefits Plan (Cafeteria Plan). Under this plan, employees are permitted to use pre-tax benefit dollars through payroll deduction to pay for health and dental insurance premiums, and dependent care expenses.

Educational Assistance Program:

The Latin American Youth Center YouthBuild Public Charter School adopted a Section 127 Employee's Educational Assistance Program. Under this plan, payments up to an amount of $5,250 paid on behalf of an employee for tuition, fees, books and supplies are considered to be a tax free benefit.

18. OCCUPANCY COST:

The cost of occupancy for the years ended June 30, 2014 and 2013 consisted of the following:

	June 30, 2014	June 30, 2013
Rent	$ 297,877	$ 289,201
Janitorial Services/Supplies	38,236	39,525
Depreciation - Leasehold	9,383	9,384
Maintenance and Repair	3,852	3,416
Utilities	13,459	11,240
Pest Control	1,155	1,260
Total	$ 363,962	$ 354,026

19. CONSOLIDATION:

Management has applied the principles of FASB ASC 958-810 (formerly Statement of Position No. 94-3) Reporting of Related Entities by Not-for-Profit Organizations in assessing the need to consolidate the financial statements of the School with those of the Latin American Youth Center. Under FASB ASC 958-810, consolidation should occur if both an economic interest between the organizations and control by a majority of common board members exist. Based on the criteria stipulated in the pronouncement, management has determined that financial statement consolidation is not appropriate for the fiscal years ending June 30, 2014 and 2013. Therefore, the accompanying financial statements reflect only the activity and net assets of the School.

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE SCHEDULES OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

	June 30, 2014				June 30, 2013			
	Total	Educational Services	General and Administrative	Fundraising	Total	Educational Services	General and Administrative	Fundraising
Personnel, Salaries and Benefits:								
Academic Instruction	$ 303,177	$ 303,177	$ -	$ -	$ 279,031	$ 279,031	$ -	$ -
Workforce Training	330,020	330,020	-	-	264,103	264,103	-	-
Transition Services	117,534	117,534	-	-	133,417	133,417	-	-
Support Services	227,268	227,268	-	-	211,032	211,032	-	-
Administration	498,700	268,194	210,307	20,199	431,917	238,425	177,482	16,010
Employee Benefits	143,557	121,148	20,445	1,964	101,781	86,856	13,690	1,235
Payroll Taxes	124,147	104,768	17,681	1,698	106,104	90,545	14,272	1,287
Leased Employees and Temporary Help	4,601	4,041	560	-	680	680	-	-
Staff Development Costs	22,709	22,709	-	-	26,765	26,765	-	-
Other Staff Related Expenses	6,983	5,893	994	96	10,469	8,934	1,408	127
Total Personnel, Salaries and Benefits	$ 1,778,696	$ 1,504,752	$ 249,987	$ 23,957	$ 1,565,299	$ 1,339,788	$ 206,852	$ 18,659
Direct Student Costs:								
Student Supplies and Food	$ 4,246	$ 4,246	$ -	$ -	$ 2,937	$ 2,937	$ -	$ -
Textbooks and Subscriptions	9,126	9,126	-	-	11,656	11,656	-	-
Student Assessment Materials	16,441	16,441	-	-	13,170	13,170	-	-
Student Uniforms	9,178	9,178	-	-	14,539	14,539	-	-
Contracted Instructional/Student Services	78,979	78,979	-	-	15,447	15,447	-	-
Student Travel/Field Trips	33,797	33,797	-	-	42,790	42,790	-	-
Student Stipends	317,933	317,933	-	-	364,536	364,536	-	-
Student Counseling	18,397	18,397	-	-	46,367	46,367	-	-
Student Recruiting	15,252	15,252	-	-	11,017	11,017	-	-
Other Student Costs	9,889	9,889	-	-	8,194	8,194	-	-
Total Direct Student Costs	$ 513,238	$ 513,238	$ -	$ -	$ 530,653	$ 530,653	$ -	$ -
Occupancy Costs:								
Rent	$ 297,877	$ 251,380	$ 42,423	$ 4,074	$ 289,201	$ 246,793	$ 38,899	$ 3,509
Utilities	13,459	11,358	1,917	184	11,240	9,592	1,512	136
Depreciation - Leasehold Improvement	9,383	7,919	1,336	128	9,384	8,008	1,262	114
Maintenance and Repairs	3,852	3,250	549	53	4,676	3,990	629	57
Contracted Building Services	39,391	33,242	5,610	539	39,525	33,729	5,316	480
Total Occupancy Costs	$ 363,962	$ 307,149	$ 51,835	$ 4,978	$ 354,026	$ 302,112	$ 47,618	$ 4,296

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE SCHEDULES OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

	June 30, 2014				June 30, 2013			
	Total	Educational Services	General and Administrative	Fundraising	Total	Educational Services	General and Administrative	Fundraising
Office Expenses:								
Office Supplies and Materials	$ 11,248	$ 9,492	$ 1,602	$ 154	$ 9,440	$ 8,055	$ 1,270	$ 115
Equipment Rental and Maintenance	5,157	4,352	734	71	4,760	4,062	640	58
Telecommunications	18,407	15,534	2,621	252	16,330	13,935	2,197	198
Printing and Copying	9,110	7,688	1,297	125	7,943	6,779	1,068	96
Postage and Shipping	2,577	2,175	367	35	2,606	2,224	350	32
Computer Support	24,567	20,733	3,499	335	12,275	10,475	1,651	149
Consulting	171,100	171,100	-	-	18,163	13,163	5,000	-
Evaluation and Accreditation Fees	-	-	-	-	574	574	-	-
Meeting Expenses	1,153	973	164	16	1,051	897	141	13
Membership and Subscriptions	4,282	3,614	610	58	3,642	3,108	490	44
Marketing and Promotion	147	147	-	-	667	667	-	-
Total Office Expenses	$ 247,748	$ 235,808	$ 10,894	$ 1,046	$ 77,451	$ 63,939	$ 12,807	$ 705
General Expenses:								
Insurance	$ 12,233	$ 10,323	$ 1,743	$ 167	$ 12,353	$ 10,541	$ 1,662	$ 150
Accounting Services	72,252	-	72,252	-	67,785	-	67,785	-
Authorizer Fee	12,815	-	12,815	-	13,152	-	13,152	-
Depreciation	23,497	19,830	3,346	321	28,656	24,454	3,855	347
Fees and Licenses	2,639	-	2,639	-	2,454	-	2,454	-
Total General Expenses	$ 123,436	$ 30,153	$ 92,795	$ 488	$ 124,400	$ 34,995	$ 88,908	$ 497
TOTAL FUNCTIONAL EXPENSES	$ 3,027,080	$ 2,591,100	$ 405,511	$ 30,469	$ 2,651,829	$ 2,271,487	$ 356,185	$ 24,157

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE SCHEDULES OF AVERAGE COST PER STUDENT
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

June 30, 2014

	Total Cost	Average Cost Per Student
Instructional	$ 2,283,951	$ 19,860.44
Occupancy Cost	307,149	2,670.86
General and Administrative	405,511	3,526.18
Fundraising	30,469	-
Total	$ 3,027,080	$ 26,057.48

The above is the average per student cost for the year ended June 30, 2014, and is based on a full time equivalent (FTE) enrollment of 115 students.

June 30, 2013

	Total Cost	Average Cost Per Student
Instructional	$ 1,969,375	$ 17,125.00
Occupancy Cost	302,112	2,627.06
General and Administrative	356,185	3,097.26
Fundraising	24,157	-
Total	$ 2,651,829	$ 22,849.32

The above is the average per student cost for the year ended June 30, 2013, and is based on a full time equivalent (FTE) enrollment of 115 students.

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2014

Federal Grantor/Pass Through Grantor Program Title	Federal CFDA Number	Pass-Through Grantors Number	Program or Award Amount	Period of Award	Grant Receivable at 7/1/13	Refundable Advance at 7/1/13	Current Year Activity Receipts	Current Year Activity Disbursements Expenditures	Grant Receivable at 6/30/14	Refundable Advance at 6/30/14
U.S. Department of Labor:										
Direct Awards:										
YouthBuild Program	17.274	YB-24751-13-60-A-11	$ 1,100,000	07/15/13 to 11/14/16	$ -	$ -	$ 479,513	$ 516,913	$ 37,400	$ -
YouthBuild Program	17.274	YB-21751-11-60-A-11	$ 1,100,000	06/01/11 to 05/31/14	42,737	-	108,709	68,787	2,815	-
Total U.S. Department of Labor					$ 42,737	$ -	$ 588,222	$ 585,700	$ 40,215	$ -
U.S. Department of Justice:										
Passed Through YouthBuild USA, National Mentoring Alliance:										
Juvenile Mentoring Program	16.726	Unknown	$ 75,000	12/01/11 to 02/28/13	$ 8,382	$ -	$ 8,382	$ -	$ -	$ -
Total U.S. Department of Justice					$ 8,382	$ -	$ 8,382	$ -	$ -	$ -
U.S. Department of Education:										
Passed Through the District of Columbia Government:										
Vocational Education – Basic Grants to States	84.048A	Unknown	$ 55,825	07/01/13 to 09/30/14	$ -	$ -	$ 39,711	$ 47,468	$ 7,757	$ -
Passed Through the District of Columbia Government and the Meridian Public Charter School:										
Title III, Part A	84.365A	SG365A	$ 3,677	07/01/10 to 09/30/12	$ 900	$ -	$ 900	$ -	$ -	$ -
Total U.S. Department of Education					$ 900	$ -	$ 40,611	$ 47,468	$ 7,757	$ -
Corporation for National and Community Service:										
Passed Through YouthBuild USA:										
AmeriCorps	94.006	Unknown	$ 52,000	08/15/13 to 08/14/14	$ -	$ -	$ 24,532	$ 33,429	$ 8,897	$ -
AmeriCorps	94.006	Unknown	$ 29,000	08/15/12 to 08/14/13	12,377	-	17,495	5,118	-	-
AmeriCorps	94.006	Unknown	$ 29,000	08/15/11 to 08/14/12	332	-	332	-	-	-
Total Corporation for National and Community Service					$ 12,709	$ -	$ 42,359	$ 38,547	$ 8,897	$ -
TOTAL FEDERAL AWARDS					$ 64,728	$ -	$ 679,574	$ 671,715	$ 56,869	$ -

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2014

Balance per Schedule of Expenditures of Federal Awards		$ 671,715
Less: Bad Debt - Uncollectible		
Juvenile Mentoring Program	16.726	(834)
Education Jobs Fund	84.410A	(3,034)
Title III, Part A	84.365A	(2,778)
Total Federal Entitlements and Grants per Statement of Activities		$ 665,069

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2014

Note 1 - Basis of Accounting:

The accompanying Schedule of Expenditures of Federal Awards has been prepared on the accrual basis of accounting.

Note 2 - Major Program Selection:

The major Federal Award Program selected for testing is as follows:

U.S. Department of Labor

YouthBuild Program

The requirements of Office of Management and Budget Circular A-133 requires all major programs as determined by the auditor on a risk-based approach and/or at least 50% (25% for low risk auditees) of all federal awards be subject to specific control and compliance testing. For the Latin American Youth Center YouthBuild Public Charter School, Inc., the programs subject to these requirements are as listed above. The total expenditures of these programs represent 87.19% of the total federal expenditures.

Programs	CFDA #	Amount of Expenditures
YouthBuild Program	17.274	$ 585,700 *
Vocational Education - Basic Grants to States	84.048A	47,468
AmeriCorps	94.006	38,547
Total Federal Awards		$ 671,715

* Denotes Major Program

Note 3 - Major Program Disclosure:

YouthBuild Program

The YouthBuild program provides funding assistance for a wide range of multi-disciplinary activities and services to assist economically disadvantaged youth. The opportunities are designed to help disadvantaged young adults who have dropped out of high school to obtain the education and employment skills necessary to achieve economic self-efficiency and develop leadership skills and a commitment to community development in low income communities. Another important objective of the YouthBuild program is to expand the supply of permanent affordable housing for homeless persons and members of low income and very low income families. By giving disadvantaged young adults participating in the program meaningful on-site training experiences constructing or rehabilitating housing as a community service, they are helping to meet the housing needs of homeless and low income families in their community.

Kendall, Prebola and Jones, LLC
Certified Public Accountants

The Board of Directors
Latin American Youth Center
YouthBuild Public Charter School, Inc.
3014 14th Street, NW
Washington, DC 20009

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the Latin American Youth Center YouthBuild Public Charter School, Inc., (a nonprofit organization), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 10, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

133 MANN STREET, P.O. BOX 259, BEDFORD, PA 15522-0259 / (814) 623-1880

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Kendall, Prebola and Jones

Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
October 10, 2014

Kendall, Prebola and Jones, LLC
Certified Public Accountants

Board of Directors
Latin American Youth Center
YouthBuild Public Charter School, Inc.
3014 14th Street, NW
Washington, DC 20009

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY OMB CIRCULAR A-133

Report on Compliance for Each Major Federal Program

We have audited the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s (a nonprofit organization) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Latin American Youth Center YouthBuild Public Charter School, Inc.,'s major federal programs for the year ended June 30, 2014. The Latin American Youth Center YouthBuild Public Charter School, Inc.,'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs and in the notes to the Schedule of Expenditures of Federal Awards.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Latin American Youth Center YouthBuild Public Charter School, Inc.'s compliance.

133 MANN STREET, P.O. BOX 259, BEDFORD, PA 15522-0259 / (814) 623-1880

Opinion on Each Major Federal Award Program

In our opinion, the Latin American Youth Center YouthBuild Public Charter School, Inc., complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014.

Report on Internal Control Over Compliance

Management of the Latin American Youth Center YouthBuild Public Charter School, Inc., is responsible for establishing and maintaining effective internal control over compliance with the types of requirements referred to above. In planning and performing our audit of compliance, we considered the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly we do not express an opinion on the effectiveness of the Latin American Youth Center YouthBuild Public Charter School, Inc.,'s internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Kendall, Prebola and Jones

Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
October 10, 2014

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2014

There were no findings reported in the prior year.

LATIN AMERICAN YOUTH CENTER
YOUTHBUILD PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2014

I. Summary of Audit Results

a. The auditor's report expresses an unmodified opinion on the financial statements of the Latin American Youth Center YouthBuild Public Charter School, Inc.

b. No significant deficiencies relating to the audit of the financial statements have been reported.

c. No instances of noncompliance material to the financial statements of the Latin American Youth Center YouthBuild Public Charter School, Inc., were disclosed during the audit.

d. No significant deficiencies relating to the audit of the major federal award program have been reported.

e. The Auditor's report on compliance for the major federal award program for the Latin American Youth Center YouthBuild Public Charter School, Inc. expresses an unmodified opinion.

f. There are no audit findings that are required to be reported in accordance with section 510 (a) of OMB Circular A-133 in the Schedule of Findings and Questioned Costs.

g. The major programs of the Latin American Youth Center YouthBuild Public Charter School, Inc. were as follows:

Programs	CFDA #
YouthBuild Program	17.274

h. The dollar threshold utilized to determine Type A programs was $300,000.

i. The Latin American Youth Center YouthBuild Public Charter School, Inc. qualified as a low-risk auditee.

II. Findings relating to the financial statements which are required to be reported in accordance with *Government Auditing Standards*

None

III. Findings relating to federal awards, which are required to be reported in accordance with OMB Circular A-133

None

Appendix S

I. Purpose of this Plan

The purpose of this plan is to outline key objectives, action steps, and proposed timing for the YouthBuild PCS school improvement process. Though the plan is organized by areas of improvement, it should be noted that some objectives and action steps are overlapping. This plan also addresses Conditions for Continuance outlined in the PCSB's Preliminary 10-Year Charter Review Report.

II. Commitment to Corrective Action Steps

1. Commitment to Maintaining Special Education Compliance

a. YouthBuild PCS will conduct a Qualitative Assurance Review of its special education programming in fall 2015 and develop an action plan based on identified areas of concern.
b. YouthBuild PCS will also maintain compliance with federal special education requirements and correct instances of noncompliance identified in OSSE reports within 365 days of the report's publication.

2. Commitment to Revising Goals and Academic Achievement Expectations and Amending Charter Accordingly

YouthBuild PCS will revise its Charter Goals and Academic Achievement Expectations by October 2015.

a. Goals and academic achievement expectations will be reviewed and revised to include measurable GED, ELL, and attendance targets and will incorporate employment and/or post-secondary enrollment.
b. As part of this review process, Youthbuild PCS will amend its charter to remove goals not historically pursued or measured, or begin collecting evidence on outcomes and reporting on those outcomes in its annual report.
c. Data on outcomes will include all relevant business rules, student n-sizes, and details/specificity regarding student certification and employment.

3. Commitment to Obtaining Accreditation

YouthBuild PCS will complete the accreditation process and obtain accreditation from the Middle States Association (MSA) by April 2016.

4. Commitment to Meeting Charter Renewal Guidelines

Youthbuild PCS commits to meeting the charter renewal guidelines specified in the PCSB's Preliminary 10-Year Charter Review Report, namely that:

a. YouthBuild PCS will aim to meet its charter goals when it undergoes 15-year charter renewal in five years.
b. YouthBuild PCS understands that the school may be subject to another charter review prior to the 15-year renewal process.

III. School Improvement Objectives and Action Steps

Overview

Over the past eighteen months, YouthBuild PCS has taken several steps leading up to the comprehensive school improvement plan detailed below:

- During 2013-2014, YouthBuild engaged Compass to begin a strategic planning process. Our initial goal was to use the changes in the GED as an opportunity to continue to strengthen our overall academic program and to consider offering other career preparation options. At the end of the first stage of the process, however, it became clear to our board that numerous operational and programmatic hurdles would limit our ability to implement strategic changes.

- At the same time, after reviewing the PCSB's Spring 2014 Qualitative Site Review along with school performance data, our board's academic committee conducted a preliminary assessment of the school's academic results. After discussion with the school leadership, who disagreed with some of its findings, we retained an independent outside evaluator to carry out a comprehensive needs assessment.

- We commissioned Joe Feldman, founding principal of Thurgood Marshall Academy and former Director of Charter School Development for the New York City Department of Education to complete an audit, identifying strengths and weaknesses in YouthBuild PCS. (See findings below).

- As Mr. Feldman began his assessment, we took several more immediate steps to improve:

    - At the beginning of the 2014-15 school year, we contracted with an education consultant from the George Washington University Graduate School of Education to begin to improve our instructional program and provide ongoing professional development to our teachers—to improve teaching and learning, and at the same time, to provide coaching support to our principal.

    - We also began working with FOCUS to conduct a systematic review of how well we are using data to improve student learning and manage performance, and to make recommendations for improvement.

    - And, we initiated a partnership with Charter Board Partners to add new YouthBuild PCS Board Members and to strengthen the overall capacity of the board.

- The audit, completed in January 2015, revealed several key findings:

    1. YouthBuild PCS serves arguably the most needy students in the District of Columbia, and its mission and vision obligate it to provide a multitude of resources to an extremely wide spectrum of students.
    2. YouthBuild PCS provides a deeply caring environment for students.
    3. Staff and faculty are dedicated to the students' successes, and students are invested in the school to meet their needs and achieve their goals.
    4. There is a need to improve GED passage rates, as well as student growth in literacy and mathematics.
    5. Professional development should be strengthened.
    6. The school would benefit from certain improvements in infrastructure, systems, and policies.
    7. Given changes in GED and the Adult Ed PMF, now is an appropriate time to engage in a strategic planning and a school improvement process to make sure we are effectively reacting to these changes.

- Based on this audit, we partnered with TenSquare to help us develop a comprehensive School Improvement Plan. We have also prepared an RFP for comprehensive school improvement services, informed, among other sources, by Feldman's assessment, the QSR, Compass's findings, and TenSquare's own observations during its current engagement. We envision implementing the plan detailed below in partnership with an experienced school improvement partner, beginning before the end of this school year.

The plan outlined in the next few pages specifies objectives, action steps and proposed timelines for each component. It is designed to draw on our strengths—a supportive, caring learning environment that provides disconnected youth with career and technical skills as well as academic preparation—while also addressing the areas in need of improvement.

Leadership and Human Capital

One of the areas identified in our needs assessment and through our work with TenSquare, is the need to strengthen our leadership, staffing, and human capital capacity and systems. To address these challenges, we propose the following:

Objectives

1. Evaluate and retain high-performing staff leaders; if necessary, replace current staff leaders.
2. Identify and retain high-performing teaching, support, and transition staff; evaluate and release low-performing staff.
3. Continue to build the capacity of the board of directors.

Objective	Action Steps	Proposed Timing
Evaluate and Strengthen Leadership at the Staff Level	• Evaluate current staff leaders' performance • Retain high-performing leaders • Implement a targeted recruitment and retention plan for 2015-16	• May - June 2015
Recruit and Retain Excellent	• Conduct structured classroom observations • Conduct structured worksite observations	• May - June 2015

Objective	Action Steps	Proposed Timing
Teaching Staff	• Complete performance reviews • Implement a targeted recruitment and retention plan for 2015-16	
Recruit and Retain Excellent Support and Transition Staff	• Complete performance reviews • Implement a targeted recruitment and retention plan for 2015-16	• May - June 2015
Add Additional Leadership Capacity at the Board Level	• Work with Charter Board Partners to review current board members' capacity • Implement a targeted recruitment and retention plan • Recruit at least three new board members • Reconstitute and restructure the board's committee structure to support amended charter goals.	• Spring 2015 • Spring 2015 • Summer 2015

Program Model and Goals

As the Preliminary 10-Year Charter Review Report noted—and as our recent needs assessment found—we will review our mission and goals (and our educational model), refine our goals and academic achievement expectations, and strengthen the ways in which we track and measure our success in meeting those goals and expectations.

<u>Objectives</u>

- Review and refine mission, goals, and educational model.
- Identify clear and measurable goals and academic achievement expectations for GED completion, ELL proficiency, industry certification, and employment and/or post-secondary acceptance and enrollment.
- Develop and implement better systems to track, measure, and report on attainment of goals and academic achievement expectations.

Objective	Action Steps	Proposed Timing
Review and refine mission, goals, and educational model	• Review current mission, goals, and educational model • Align with best practices in adult education for disconnected youth • Refine mission and model (e.g. change calendar, enrollment periods, program of study) as needed, consistent with various authorizers and funders (e.g. PCSB, DOL, and YouthBuild USA) requirements.	• May-July 2015
Refine GED, ELL, Industry Certification, and Employment/Post-Secondary Enrollment Goals	• Review current GED completion goals and academic achievement expectations; refine to ensure that expectations are high and that goals are clear and measurable • Review current ELL literacy goals and academic achievement expectations; refine to ensure that expectations are high and that goals are clear and measurable • Review current industry certification goals (and programs, e.g. construction and CDA); refine to ensure that programmatic offerings and goals align, that expectations are high, and that goals are clearly defined and measurable • Review current employment/post-secondary acceptance and enrollment goals; refine to ensure that expectations are high and that goals are clearly defined and measurable	• May-July 2015
Refine and Develop Systems to Track, Measure, and Report on Attainment of Goals and Achievement Expectations	• Complete a review of current data management, tracking, and reporting systems and infrastructure. • Refine or develop new systems/add new infrastructure, where appropriate, that meets operations, management, and reporting needs.	• May-July 2015

Objective	Action Steps	Proposed Timing
Amend Charter Accordingly	• Work in consultation with PCSB to amend charter.	• By October 2015

Curriculum, Assessment, Instruction, and Professional Development

As noted in the PCSB's Preliminary 10-Year Charter Review Report and April 2014 Qualitative Site Review (QSR), though our teachers have a number of strengths—including "creating a classroom environment of respect and rapport," which the QSR team found in 92% of classrooms observed—our academic program faces some challenges as well. These findings were also echoed in our needs assessment.

Challenges include the need to : 1) boost GED passage rates, ELL proficiency progress, and student academic growth in reading, and to a lesser extent, mathematics; 2) continue to strengthen curriculum and assessment; 3) increase the rigor of instruction and strengthen expectations for student progress and achievement; 4) continue to improve professional development (PD); and 5) strengthen the special education program—to improve the quality of instruction and ensure compliance with special education law and regulations.

<u>Objectives</u>

- Boost GED completion rates, ELL proficiency progress, and student academic growth in reading and mathematics to prepare students for employment and post-secondary success.
- Strengthen curriculum and assessment; ensure that materials and resources supporting GED preparation, English language learning, employability and post-secondary preparation are rigorous and aligned to the new GED and current industry best-practice.
- Improve the quality of instruction, so that it is student-centered, rigorous, promotes high expectations for learning, and is directly connected to revised YouthBuild PCS goals and achievement expectations.
- Continue to improve professional development; ensure that it is on-going and job-embedded; has clear goals and metrics for assessing teacher performance and support for continual improvement; and is linked to student academic performance.

- Strengthen the special education program by continuing to improve teaching and learning and ensuring compliance with applicable special education laws and regulations.

Objective	Action Steps	Proposed Timing
Strengthen Student Academic Growth and Achievement	• Work with an academic expert to refine and align curriculum, assessment, instruction, and PD to boost GED passage rates, ELL proficiency progress, and student academic growth in reading and mathematics • Align to refined educational model and revised charter goals and academic achievement expectations	• Summer 2015
Align Curriculum and Assessment to Best Practices in Applicable Areas of Adult Education	• Refine and revise curricula and assessments to meet goals and academic achievement expectations. • Identify and procure high-quality, aligned curriculum and assessment materials and resources, including technology and on-line resources • Prepare staff to use and implement improved curriculum and assessment	• Summer 2015 • Summer 2015 • Summer 2015
Improve the Quality of Instruction	• Implement aligned instructional initiatives (that are rigorous and focus on student-centered learning, for example) that boost student progress and academic achievement • Strengthen teachers' and leaders' use of assessment data to guide and improve instruction • Implement high-frequency, low-stakes classroom walkthroughs; provide high-quality instructional coaching	• Fall 2015

Objective	Action Steps	Proposed Timing
Strengthen Professional Development	• Refine and implement 1) high-quality teacher and staff on-boarding practices, and 2) ongoing, job-embedded professional development policies and practices • Revise annual pre-service institute to ensure that teachers and staff have clear expectations and training on high-impact strategies, strategies that will enable students to meet goals and academic achievement expectations • Model direct instructional coaching and give leaders tools (e.g. aligned observation protocols) and support (training and leadership coaching) to implement high-quality instructional coaching • Incorporate high-quality PD days into school calendar that enable teachers and leaders to work collaboratively to use student performance and classroom observation data to improve instruction	• Summer 2015 • Plan - June-July; Implement August 2015 • Train - Summer 2015; implement model coaching and coaching support Fall 2015 • Summer 2015
Strengthen Special Education	• Conduct special education Quality Assurance Review • Use findings to 1) continue to strengthen special education teaching and learning, and 2) improve systems and processes to ensure compliance with all applicable special education laws and regulations (e.g. to ensure that IEPs and evaluations are completed in a timely manner)	• Fall 2015

School Culture and Operational Supports

Both the Preliminary 10-Year Charter Review Report and our assessment identify a number of areas in our school culture and operations that need improvement: 1) lower than expected student attendance rates (and a need to improve systems to track and record attendance effectively); 2) concerns about student attrition rates; 3) a need to continue to strengthen expectations for student achievement; 4) higher than expected suspension and expulsion rates (and a need to continue to improve systems

to identify and track discipline incidents and student withdraws); and 5) a need to continue to strengthen infrastructure, systems, policies, and practices.

Objectives

To meet these challenges, we will draw on one of our primary strengths: a respectful and caring learning environment for students, where, as our needs assessment noted, leaders and staff "feel a *calling* to serve."

- Improve student attendance rates, as well as systems and supports for monitoring and improving attendance.
- Continue to strengthen student retention rates.
- Build a culture of universally high expectations.
- Continue to decrease suspension and expulsion rates, and ensure that effective systems and supports are in place to monitor and continue to improve school culture.
- Continue to strengthen infrastructure, systems, policies, and practices.

Objective	Action Steps	Proposed Timing
Improve Student Attendance Rates and Systems	• Review current attendance systems, policies, and practices • Identify and Implement best practices in adult education (e.g. flexible schedules, advisory/mentor model) for boosting attendance for disconnected youth • Refine and continue to improve attendance systems, policies and practices	• Spring 2015 • Spring/Summer 2015 • Fall 2015
Continue to Strengthen Student Retention Rates	• Identify primary causes of student attrition • Identify and implement best practices in adult education to improve student retention (e.g. alternative enrollment cycles)	• Spring 2015 • Summer/Fall 2015

Objective	Action Steps	Proposed Timing
Build a Culture of Universally High Expectations	• Continue to strengthen leader and staff expectations; align to newly revised goals and achievement expectations • Ensure that expectations are supported throughout the school and classroom environment (e.g. expectations are mirrored in school publications, on classroom walls and at worksites, and in teaching, counseling and transition support.) • Continue to improve performance management tools (observation protocols and leader/teacher/staff evaluation instruments); ensure that tools support a culture of universally high expectations for students, staff, and leaders.	• Summer 2015/August PD Institute • Review and refine Summer 2015; Monitor and Continue to Improve in Fall 2015 • Review and Refine Summer 2015; Implement, Monitor and Continue to Improve in Fall 2015
Continue to Decrease Suspension and Expulsion Rates, and Improve Systems and Supports to Strengthen School Culture	• Review and strengthen current behavior expectations, data management and monitoring systems. • Develop and communicate common, agreed-upon behavior expectations in alignment with a culture of high expectations; ensure that leaders, teachers, and staff have training and resources to implement expectations effectively.	• Spring 2015 • Summer 2015; Provide Training during August Institute and Ongoing Support in Fall 2015
Continue to improve Systems, Policies, and Practices	• Conduct a systematic review of organizational structure, systems, and policies • Refine organizational structure, systems, and policies; continue to improve a culture of accountability and high-performance • Review and refine performance management metrics; ensure alignment with goals and achievement expectations	• May-June 2015 • Summer 2015 • Summer 2015

Appendix T

Memorandum

To: Darren Woodruff, Chair, District of Columbia Public Charter School Board
From: Mark Jordan, Chair, YouthBuild PCS Board of Directors
Date: June 4, 2015
Re: 10-Year Charter Review: Rationale for Proposed School Improvement Targets

---

YouthBuild Public Charter School is pleased to submit the attached School Improvement Targets aligned to the Adult Education Performance Management Framework (PMF).

We appreciate the time, effort, and thoughtful consideration PCSB staff members have dedicated to working with us to set mutually agreeable targets, and we are in general agreement with almost all of the PCSB staff's proposed targets. We disagree, however, in two areas: 1) 2014-15 targets in all PMF categories, and 2) 2015-16 and 2016-17 attendance targets. Below, we lay out the rationale for our proposed changes.

As we detail in the paragraphs that follow, we are committed to a long-term and comprehensive school improvement process. We believe the targets we have outlined would hold us to high standards, while also giving us time to make the changes we have proposed. With our School Improvement Plan in mind, we respectfully ask that you approve the School Improvement Targets we have proposed.

Background

As we outlined in the School Improvement Plan submitted to the PCSB on April 2 (included here) and when our respective boards met on April 3, this past winter we began the initial phase of a major school improvement process.

Between December and June this year, we contracted with a former charter school leader to conduct a comprehensive needs assessment, FOCUS to conduct an assessment of our data systems, Charter Board Partners to add capacity to our board, and TenSquare to help us develop a school improvement plan based on the assessment findings and PCSB's staff's Preliminary 10-Year Charter Review.

We also issued an RFP for a school improvement partner, and, since we last met, have selected TenSquare to lead a comprehensive school improvement process. TenSquare has already begun work and is currently laying the groundwork for the major changes previewed in our April 2 School Improvement Plan. They are

evaluating all staff, and we will have a new TenSquare Head of School in place this summer.

The attached School Improvement Targets that we are proposing are designed to hold us to high standards, while also giving us time to implement a comprehensive school improvement effort that will include:

- changing our leadership and staffing structure;
- reevaluating our school model and potentially changing enrollment periods, school hours, work-based and classroom interaction, and other elements of our approach to ensure that we are offering the highest quality program to prepare students for post-secondary and career success;
- continuing to improve special education and strengthen instruction in order to boost student progress and ensure that a high percentage of our students earn their GED; and
- realigning and building high-performing operations to support our new model.

Rationale for our Proposed Changes to PCSB Targets

2014-15 Targets--Currently, PCSB staff have proposed 2014-15 targets that would match our performance on the 2013-14 Adult Education PMF. While this trajectory may make sense for most schools with a conditional continuance, we do not believe that it makes sense in this case.

Last year, YouthBuild performed very well on the Adult Education PMF. In fact, had the PMF been tiered using the 2014-15 calculator, *we would have missed Tier 1 status in only one category*--student progress--where our score, 58.8, would put us at a high Tier 2 level (65 is equivalent to Tier 1 status).

Historically, schools put into conditional continuance performed against the PMF at Tier 3, or very low Tier 2 PMF scores. Improvement targets are established from that very low baseline, and performance drops are not acceptable.

In our case, however, because of our baseline performance levels, we would be expected to make Tier 1 in most categories, a much higher bar than others schools who have received conditional continuance at the 10 year mark. We believe this approach is inconsistent with a school improvement process requiring substantial organizational and operational changes. In addition, it is noteworthy that academic year 2014 -15 was the first full year during which the revised GED was in place. Nationally, the new GED has proven to be a much more difficult test for students to pass than the previous version. This shift has been very challenging for our students this year and has impacted their morale.

Instead, we propose a general Tier 2 performance threshold (going no lower than 40% in each category, i.e. Student Progress; College and Career Readiness: Employment and Postsecondary Outcomes; and Leading Indicators) for 2014-15. This threshold aligns with what PCSB has required of other schools receiving a

conditional continuance. Moreover, it would allow for reasonable flexibility. While we would like to guarantee that we will see no decline in performance on any measure, the increased rigor of the GED and the transitional nature of this year will require a reasonable set of expectations.

With the exception of attendance, which we address below, we are in agreement with proposed PCSB targets for 15-16 and beyond. The non-attendance targets, too, are high targets. But we believe they are achievable once we have implemented the changes we propose.

Attendance Targets--The second area where we disagree with proposed PCSB targets is in the area of attendance for years 2015-16 and 2016-17. The goal PCSB staff members have proposed, 70%, is currently the target for all adult education schools (the floor is 50%).

In 2013-14, however, no schools that serve *young* adults (including LAYC Career Academy, Next Step, and Maya Angelou Young Adult Learning Center) reached 70% attendance. Next Step's rate was 66.2%, LAYCCA's rate was 60.9%, and Maya Angelou's was 64.1%. Our 2013-14 rate was higher--67.8%, but *not* 70%.

While this may seem like a minor difference--only 2.2 percentage points--the fact that no young adult schools are attaining 70% attendance suggests that the target is high for the young adult sector.

Instead, we would propose an initial rate of 66% for 2015-16, with an increase to 68% in 2016-17. This is in alignment with Next Step's 2014 rate, and is higher than LAYCCA and Maya Angelou's rates. Additionally, and perhaps more importantly, it would allow us time to make the changes we are proposing in order to reach a 70% attendance rate in 2017-18 and beyond.

Conclusion

On behalf of the YouthBuild Board, I want to thank Public Charter School Board Members for carefully considering our proposal. We are committed to a rigorous improvement process that strengthens our model and improves performance outcomes. We appreciate the Board's time and attention throughout this high stakes charter review.

YouthBuild Proposed School Improvement Targets - 2016-2020
Submitted to the PCSB June 4, 2015

School Year and Proposed Target Figures in black represent PCSB proposed targets. Figures in red represent our proposed changes.						
Measure	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**
Student Progress (ABE or ESL)	58.8% **Tier 2**	60%	65%	65%	65%	65%
Student Achievement (GED Passage Rate)	n/a. This will be considered baseline, given the new assessment.	Meet or exceed state average, or show at minimum 5% improvement over the previous year.	Meet or exceed state average.	Meet or exceed state average.	Meet or exceed state average.	Meet or exceed state average.
Entered Employment or Entered Post-Secondary	65% **Tier 2**	65%	70%	70%	70%	70%
Retained Employment or Entered Post-Secondary	83% **Tier 2**	83%	85%	85%	85%	85%
In-Seat Attendance Rate	67.8% **Tier 2**	70% **66%**	70% **68%**	70%	70%	70%
Retention Rate	60% **Tier 2**	65%	65%	70%	72%	75%