



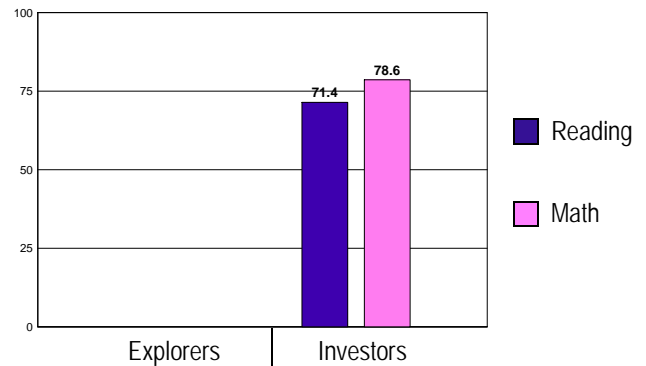
# CAREER AND TECHNICAL EDUCATION



## District Summary

Carl D. Perkins Career and Technical Education Act of 2006, 20 U.S.C. §§ 2301 et seq. as amended by P.L. 109-270 (Perkins IV or the Act). Section 113(c) of Perkins IV requires each eligible agency that receives an allotment under section 111 of Title I of the Act (State basic grant) to annually prepare and submit to the Secretary a report regarding the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance and additional indicators of performance, including the levels of performance for special population categories described in section 3(29) of Perkins IV and other student categories described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001.

Reading and Math Performances - District Level				
	Explorers		Investors	
	Reading	Math	Reading	Math
# of Students	1	1	70	70
% of Meet/Exceed			71.4	78.6



Percentage of Annual Adjusted Level of Performance (AALP) - District Level								
	1S1 Academic Attainment - Reading	1S2 Academic Attainment - Mathematics	2S1 Technical Skill Attainment	3S1 Secondary School Completion	4S1 Student Graduation Rates	5S1 Secondary Placement	6S1 Nontraditional Participation	6S2 Nontraditional Completion
Minimum Target	36.41	36.18	45.00	85.50	--	40.50	14.85	12.60

**1S1 - Academic Attainment-Reading/Language Arts (%)** AALP: 36.41 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	70	55	15	41	0	25	2	0	0	2
% of Meet/Exceed	71.4	69.1	80.0	82.9		52.0				
Met AALP?	Yes	Yes		Yes						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	13	59	12	0	0
% of Meet/Exceed		38.5	74.6	66.7		
Met AALP?			Yes			

1S1 is the percentage of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

**1S2 - Academic Attainment-Mathematics (%)**

**AALP: 36.18** (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	70	55	15	41	0	25	2	0	0	2
% of Meet/Exceed	78.6	78.2	80.0	90.2		56.0				
Met AALP?	Yes	Yes		Yes						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	13	59	12	0	0
% of Meet/Exceed		46.2	79.7	75.0		
Met AALP?			Yes			

1S2 is the percentage of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

**2S1 - Technical Skill Attainment (%)**

**AALP: 45.00** (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	73	58	15	43	0	26	2	0	0	2
% of Meet/Exceed	75.3	74.1	80.0	83.7		61.5				
Met AALP?	Yes	Yes		Yes						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	14	62	13	0	0
% of Meet/Exceed		28.6	74.2	46.2		
Met AALP?			Yes			

2S1 is the percentage of CTE concentrators whose WorkKeys reading and mathematics level scores or scaled scores pass certian level. Both WorkKeys reading and applied mathematics proficiency levels are greater than level 3.

**3S1 - Secondary School Completion (%)**

**AALP: 85.50** (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	73	58	15	43	0	26	2	0	0	2
% of Meet/Exceed	93.2	91.4	100.0	93.0		96.2				
Met AALP?	Yes	Yes		Yes						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	14	62	13	0	0
% of Meet/Exceed		71.4	91.9	76.9		
Met AALP?			Yes			

3S1 is the percentage of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.

**4S1 - Student Graduation Rates**

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators										
% of Meet/Exceed	--	--	--	--	--	--	--	--	--	--
Met AALP?	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators						
% of Meet/Exceed	--	--	--	--	--	--
Met AALP?	N/A	N/A	N/A	N/A	N/A	N/A

4S1 is the percentage of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. In current reporting year, OCTAE allows taking completion rates as proxy.

**5S1 - Secondary Placement (%)**

**AALP: 40.50** (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	19	10	9	12	0	6	0	0	0	1
% of Meet/Exceed	57.9	50.0		50.0						
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	0	19	3	0	0
% of Meet/Exceed			57.9			
Met AALP?						

5S1 is the percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2012 would be assessed between October 1, 2012 and December 31, 2012).

**6S1 - Nontraditional Participation (%)**

**AALP: 14.85** (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Participants	453	275	178	263	26	139	11	0	1	13
% of Meet/Exceed	37.3	11.3	77.5	33.8	42.3	41.7	36.4			46.2
Met AALP?	Yes	No	Yes	Yes		Yes				

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Participants	17	62	453	82	0	0
% of Meet/Exceed	29.4	30.6	37.3	37.8		
Met AALP?		Yes	Yes	Yes		

6S1 is the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

**6S2 - Nontraditional Completion (%)**

**AALP: 12.60** (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
# of Concentrators	52	39	13	29	0	21	1	0	0	1
% of Meet/Exceed	25.0	0.0	100.0	20.7		33.3				
Met AALP?	Yes	No								

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	1	8	52	8	0	0
% of Meet/Exceed			25.0			
Met AALP?			Yes			

6S2 is the percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

**School Performance**

Subgroups with fewer than 10 students are not calculated.

	1S1		1S2		2S1		3S1		4S1		5S1		6S1		6S2	
	%	Met AALP?	%	Met AALP?	%	Met AALP?	%	Met AALP?	%	Met AALP?	%	Met AALP?	%	Met AALP?	%	Met AALP?
06-016-2080-17-0001 RIVERSIDE BROOKFIELD TWP HS	71.4	Yes	78.6	Yes	75.3	Yes	93.2	Yes	--	N/A	57.9		37.3	Yes	25.0	Yes











**3S1 - Secondary School Completion (Special Population)**

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	0	2	2	1	0	0
<b>48.0501</b>	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	2	10	2	0	0
<b>47.0604</b>	% Meeting or Exceeding			90.0			
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	2	22	2	0	0
<b>15.1301</b>	% Meeting or Exceeding			90.9			
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	1	6	20	5	0	0
<b>12.0500</b>	% Meeting or Exceeding			100.0			
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	1	2	1	2	0	0
<b>11.0801</b>	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	7	1	0	0
<b>10.0202</b>	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						

**4S1 - Student Graduation Rates (Gender and Race)**

All	Gender		Race						
	Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial

**4S1 - Student Graduation Rates (Special Population)**

	Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker

**5S1 - Secondary Placement (Gender and Race)**

		All	Gender		Race						
			Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
<i>CIP:</i>	# of Concentrators	2	2	0	1	0	1	0	0	0	0
<b>15.1301</b>	% Meeting or Exceeding										
<i>Tech. Ed</i>	Met AALP?										
<i>CIP:</i>	# of Concentrators	2	0	2	1	0	1	0	0	0	0
<b>12.0500</b>	% Meeting or Exceeding										
<i>FCS</i>	Met AALP?										
<i>CIP:</i>	# of Concentrators	15	8	7	10	0	4	0	0	0	1
<b>10.0202</b>	% Meeting or Exceeding	53.3			50.0						
<i>Tech. Ed</i>	Met AALP?										

**5S1 - Secondary Placement (Special Population)**

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	0	0	2	1	0	0
<b>15.1301</b>	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	2	0	0	0
<b>12.0500</b>	% Meeting or Exceeding						
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	15	2	0	0
<b>10.0202</b>	% Meeting or Exceeding			53.3			
<i>Tech. Ed</i>	Met AALP?						

**6S1 - Nontraditional Participation (Gender and Race)**

		All	Gender		Race						
			Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
<i>CIP:</i>	# of Participants	27	21		12	1	13	1	0	0	0
<b>52.0401</b>	% Meeting or Exceeding	77.8	100.0		75.0		76.9				
<i>Business</i>	Met AALP?			N/A							
<i>CIP:</i>	# of Participants	27		3	14	1	8	2	0	0	2
<b>48.0501</b>	% Meeting or Exceeding	11.1			7.1						
<i>Tech. Ed</i>	Met AALP?		N/A								
<i>CIP:</i>	# of Participants	64		8	37	1	23	1	0	0	2
<b>47.0604</b>	% Meeting or Exceeding	12.5			10.8		17.4				
<i>Tech. Ed</i>	Met AALP?	No	N/A		No						
<i>CIP:</i>	# of Participants	2		0	2	0	0	0	0	0	0
<b>47.0104</b>	% Meeting or Exceeding										
<i>Tech. Ed</i>	Met AALP?		N/A								
<i>CIP:</i>	# of Participants	63	8		27	7	22	4	0	1	2
<b>19.0709</b>	% Meeting or Exceeding	12.7			3.7		22.7				
<i>FCS</i>	Met AALP?	No		N/A							
<i>CIP:</i>	# of Participants	101		16	70	1	23	2	0	0	5
<b>15.1301</b>	% Meeting or Exceeding	15.8		100.0	15.7		13.0				
<i>Tech. Ed</i>	Met AALP?	No	N/A		No						
<i>CIP:</i>	# of Participants	201		97	103	20	65	4	0	1	8
<b>12.0500</b>	% Meeting or Exceeding	48.3		100.0	50.5	40.0	44.6				
<i>FCS</i>	Met AALP?	Yes	N/A	Yes	Yes		Yes				
<i>CIP:</i>	# of Participants	2		0	1	0	1	0	0	0	0
<b>11.0901</b>	% Meeting or Exceeding										
<i>Business</i>	Met AALP?		N/A								
<i>CIP:</i>	# of Participants	2	2		1	0	1	0	0	0	0
<b>10.0303</b>	% Meeting or Exceeding										
<i>Tech. Ed</i>	Met AALP?			N/A							
<i>CIP:</i>	# of Participants	47		22	35	1	11	0	0	0	0
<b>10.0202</b>	% Meeting or Exceeding	46.8		100.0	42.9		54.5				
<i>Tech. Ed</i>	Met AALP?	Yes	N/A		Yes						

**6S1 - Nontraditional Participation (Special Population)**

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Participants	2	9	27	5	0	0
<b>52.0401</b>	% Meeting or Exceeding			77.8			
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Participants	2	8	27	7	0	0
<b>48.0501</b>	% Meeting or Exceeding			11.1			
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Participants	1	14	64	18	0	0
<b>47.0604</b>	% Meeting or Exceeding		0.0	12.5	16.7		
<i>Tech. Ed</i>	Met AALP?			No			
<i>CIP:</i>	# of Participants	0	1	2	2	0	0
<b>47.0104</b>	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Participants	4	9	63	15	0	0
<b>19.0709</b>	% Meeting or Exceeding			12.7	13.3		
<i>FCS</i>	Met AALP?			No			
<i>CIP:</i>	# of Participants	1	8	101	13	0	0
<b>15.1301</b>	% Meeting or Exceeding			15.8	15.4		
<i>Tech. Ed</i>	Met AALP?			No			
<i>CIP:</i>	# of Participants	6	24	201	36	0	0
<b>12.0500</b>	% Meeting or Exceeding		37.5	48.3	41.7		
<i>FCS</i>	Met AALP?			Yes	Yes		
<i>CIP:</i>	# of Participants	0	2	2	1	0	0
<b>11.0901</b>	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Participants	0	1	2	0	0	0
<b>10.0303</b>	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Participants	2	6	47	9	0	0
<b>10.0202</b>	% Meeting or Exceeding			46.8			
<i>Tech. Ed</i>	Met AALP?			Yes			

**6S2 - Nontraditional Completion (Gender and Race)**

		All	Gender		Race						
			Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Multi-racial
<i>CIP:</i>	# of Concentrators	8		3	2	0	6	0	0	0	0
<b>47.0604</b>	% Meeting or Exceeding										
<i>Tech. Ed</i>	Met AALP?		N/A								
<i>CIP:</i>	# of Concentrators	18		0	12	0	4	1	0	0	1
<b>15.1301</b>	% Meeting or Exceeding	0.0			0.0						
<i>Tech. Ed</i>	Met AALP?		N/A								
<i>CIP:</i>	# of Concentrators	20		7	13	0	7	0	0	0	0
<b>12.0500</b>	% Meeting or Exceeding	35.0			38.5						
<i>FCS</i>	Met AALP?		N/A								
<i>CIP:</i>	# of Concentrators	6		3	2	0	4	0	0	0	0
<b>10.0202</b>	% Meeting or Exceeding										
<i>Tech. Ed</i>	Met AALP?		N/A								

**6S2 - Nontraditional Completion (Special Population)**

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<b>47.0604</b>	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	18	1	0	0
<b>15.1301</b>	% Meeting or Exceeding			0.0			
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	1	6	20	5	0	0
<b>12.0500</b>	% Meeting or Exceeding			35.0			
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	6	1	0	0
<b>10.0202</b>	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						

