



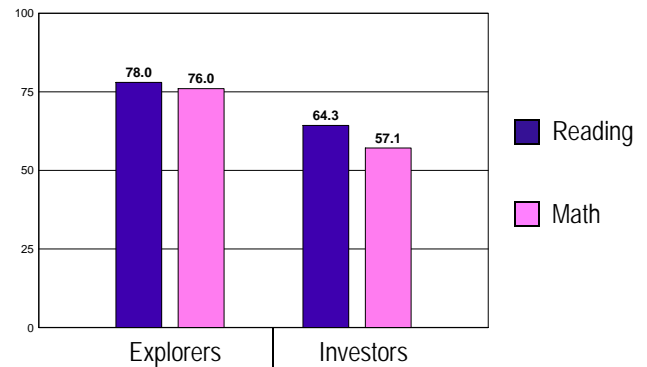
# CAREER AND TECHNICAL EDUCATION



## 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	50	50	14	14
% of Meet/Exceed	78.0	76.0	64.3	57.1



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	36.32	36.00	36.00	85.50	--	67.50	10.89	18.45

### 1S1 - Academic Attainment-Reading/Language Arts (%)

AALP: 36.32 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
# of Concentrators	10	5	5	8	0	2	0	0	0
% of Meet/Exceed	70.0								
Met AALP?									

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	1	3	9	2	0	0
% of Meet/Exceed						
Met AALP?						

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

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
# of Concentrators	10	5	5	8	0	2	0	0	0
% of Meet/Exceed	60.0								
Met AALP?									

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	1	3	9	2	0	0
% of Meet/Exceed						
Met AALP?						

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

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
# of Concentrators	19	9	10	15	0	4	0	0	0
% of Meet/Exceed	31.6		30.0	26.7					
Met AALP?									

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	9	18	2	0	0
% of Meet/Exceed			27.8			
Met AALP?						

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	American Indian	Multi-racial
# of Concentrators	16	7	9	13	0	3	0	0	0
% of Meet/Exceed	50.0			53.8					
Met AALP?									

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	9	16	1	0	0
% of Meet/Exceed			50.0			
Met AALP?						

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	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

	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, OVAE allows taking completion rates as proxy.

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

**AALP: 67.50** (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
# of Concentrators	17	14	3	11	0	4	2	0	0
% of Meet/Exceed	82.4	78.6		81.8					
Met AALP?									

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	3	9	0	0	0
% of Meet/Exceed						
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, 2007 would be assessed between October 1, 2007 and December 31, 2007).

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

**AALP: 10.89** (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
# of Participants	79	49	30	56	3	15	2	0	3
% of Meet/Exceed	48.1	65.3	20.0	48.2		40.0			
Met AALP?	Yes	Yes	Yes	Yes					

	Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Participants	7	25	7	0	0
% of Meet/Exceed		52.0			
Met AALP?					

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.



		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP: 52.0401	# of Concentrators	0	3	5	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 19.0501	# of Concentrators	1	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 10.0202	# of Concentrators	0	0	1	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 10.0104	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						

**1S2 - Academic Attainment - Math**

		All	Gender		Race					
			Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
CIP: 52.0401	# of Concentrators	5	2	3	5	0	0	0	0	0
	% Meeting or Exceeding									
	Met AALP?									
CIP: 19.0501	# of Concentrators	2	1	1	1	0	1	0	0	0
	% Meeting or Exceeding									
	Met AALP?									
CIP: 10.0202	# of Concentrators	2	1	1	1	0	1	0	0	0
	% Meeting or Exceeding									
	Met AALP?									
CIP: 10.0104	# of Concentrators	1	1	0	1	0	0	0	0	0
	% Meeting or Exceeding									
	Met AALP?									

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP: 52.0401	# of Concentrators	0	3	5	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 19.0501	# of Concentrators	1	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 10.0202	# of Concentrators	0	0	1	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 10.0104	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						

**2S1 - Technical Skill Attainment - WorkKeys**

		All	Gender		Race					
			Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
CIP: 52.0401	# of Concentrators	11	5	6	10	0	1	0	0	0
	% Meeting or Exceeding	9.1			10.0					
	Met AALP?									
CIP: 19.0501	# of Concentrators	4	1	3	2	0	2	0	0	0
	% Meeting or Exceeding									
	Met AALP?									
CIP: 10.0202	# of Concentrators	3	2	1	2	0	1	0	0	0
	% Meeting or Exceeding									
	Met AALP?									
CIP: 10.0104	# of Concentrators	1	1	0	1	0	0	0	0	0
	% Meeting or Exceeding									
	Met AALP?									

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP: 52.0401	# of Concentrators	0	7	11	1	0	0
	% Meeting or Exceeding			9.1			
	Met AALP?						
CIP: 19.0501	# of Concentrators	2	1	4	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 10.0202	# of Concentrators	0	1	2	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 10.0104	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						

**3S1 - Secondary School Completion**

		All	Gender		Race					
			Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
CIP: 52.0401	# of Concentrators	11	5	6	10	0	1	0	0	0
	% Meeting or Exceeding	45.5			50.0					
	Met AALP?									
CIP: 19.0501	# of Concentrators	4	1	3	2	0	2	0	0	0
	% Meeting or Exceeding									
	Met AALP?									
CIP: 10.0202	# of Concentrators	1	1	0	1	0	0	0	0	0
	% Meeting or Exceeding									
	Met AALP?									
CIP: 10.0104	# of Concentrators	0	0	0	0	0	0	0	0	0
	% Meeting or Exceeding									
	Met AALP?									

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP: 52.0401	# of Concentrators	0	7	11	1	0	0
	% Meeting or Exceeding			45.5			
	Met AALP?						
CIP: 19.0501	# of Concentrators	2	1	4	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 10.0202	# of Concentrators	0	1	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 10.0104	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						

**4S1 - Student Graduation Rates**

	All	Gender		Race						
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial	
Illinois is allowed to take 3S1-Secondary School Completion as a proxy in this reporting year.										

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





		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP: 52.1908	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 47.0104	# of Concentrators	0	2	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 46.0000	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 19.0604	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 19.0501	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 15.1301	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 13.1501	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 12.0401	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 10.0202	# of Concentrators	0	0	4	0	0	0
	% Meeting or Exceeding						
	Met AALP?						

**6S1 - Nontraditional Participation**

		All	Gender		Race					
			Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
CIP: 52.0401	# of Participants	38	25		29	2	4	0	0	3
	% Meeting or Exceeding	65.8	100.0		72.4					
	Met AALP?	Yes		---						
CIP: 47.0604	# of Participants	4		0	2	0	2	0	0	0
	% Meeting or Exceeding									
	Met AALP?		---							
CIP: 19.0501	# of Participants	18	7		11	0	5	2	0	0
	% Meeting or Exceeding	38.9			18.2					
	Met AALP?			---						
CIP: 10.0202	# of Participants	20		6	15	1	4	0	0	0
	% Meeting or Exceeding	30.0			26.7					
	Met AALP?		---							

		Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP: 52.0401	# of Participants	3	16	2	0	0
	% Meeting or Exceeding		62.5			
	Met AALP?					
CIP: 47.0604	# of Participants	0	2	1	0	0
	% Meeting or Exceeding					
	Met AALP?					
CIP: 19.0501	# of Participants	3	3	2	0	0
	% Meeting or Exceeding					
	Met AALP?					
CIP: 10.0202	# of Participants	2	5	2	0	0
	% Meeting or Exceeding					
	Met AALP?					

**6S2 - Nontraditional Completion**

		All	Gender		Race					
			Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
CIP: 52.0401	# of Concentrators	11	5		10	0	1	0	0	0
	% Meeting or Exceeding	18.2			20.0					
	Met AALP?			---						
CIP: 19.0501	# of Concentrators	4	1		2	0	2	0	0	0
	% Meeting or Exceeding									
	Met AALP?			---						
CIP: 10.0202	# of Concentrators	1		0	1	0	0	0	0	0
	% Meeting or Exceeding									
	Met AALP?		---							

		Limited English Proficiency	Students with Disabilities	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP: 52.0401	# of Concentrators	0	7	1	0	0
	% Meeting or Exceeding					
	Met AALP?					
CIP: 19.0501	# of Concentrators	2	1	0	0	0
	% Meeting or Exceeding					
	Met AALP?					
CIP: 10.0202	# of Concentrators	0	1	0	0	0
	% Meeting or Exceeding					
	Met AALP?					

