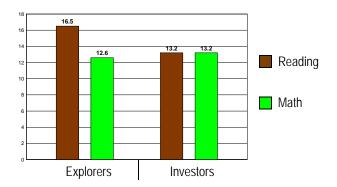




Carl D. Perkins Career and Technical Education Act of 2006, 20 U.S.C. §§ 2301 et seq. as amended by P.L. 109-270 (Perkins IV or the Act). Section 113(c) of Perkins IV requires each eligible agency that receives an allotment under section 111 of Title I of the Act (State basic grant) to annually prepare 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 - School Leve								
	Expl	orers	Inve	stors					
	Reading	Math	Reading	Math					
# of Students	103	103	68	68					
% of Meet/Exceed	16.5	12.6	13.2	13.2					



		Percentage of Annual Adjusted Level of Performance (AALP) - School 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	36.28	33.17		85.50			14.88	11.95				

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

AALP: 36.28 (Subgroups with fewer than 10 students are not calculated.)

		Gender			Race						
	All		Female	White	Black	Hispanic	Asian	American Indian	Multi- racial		
# of Concentrators	63	35	28	0	40	21	0	0	2		
% of Meet/Exceed	12.7	14.3	10.7		15.0	9.5					
Met AALP?	No	No			No						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	37	23	0	0	0
% of Meet/Exceed		5.4	0.0			
Met AALP?		No				

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.

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1S2 - Academic Attainment-Mathematics (%)

AALP: 33.17 (Subgroups with fewer than 10 students are not calculated.)

		Gender			Race					
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial	
# of Concentrators	63	35	28	0	40	21	0	0	2	
% of Meet/Exceed	12.7	14.3	10.7		12.5	14.3			1	
Met AALP?	No	No			No				1	

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	37	23	0	0	0
% of Meet/Exceed		2.7	8.7			
Met AALP?		No				

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 (%)

Subgroups with fewer than 10 students are not calculated.

		Gei	nder			Rad	се		
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
# of Concentrators	74	44	30	1	48	23	0	0	2
% of Meet/Exceed	39.2	31.8	50.0		37.5	43.5			
Met AALP?									

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	43	29	1	0	0
% of Meet/Exceed		30.2	24.1			
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.)

	Gender			Race					
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
# of Concentrators	69	38	31	2	49	15	0	0	3
% of Meet/Exceed	98.6	97.4	100.0		100.0	93.3			
Met AALP?	Yes	Yes	Yes		Yes				

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	37	24	0	0	0
% of Meet/Exceed		100.0	100.0			
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 (%)

		Ger	nder			Ra	ce		
	All	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 (%)

Subgroups with fewer than 10 students are not calculated.

	Gender Race						се		
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
# of Concentrators	1	1	0	0	0	1	0	0	0
% of Meet/Exceed									
Met AALP?									

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	1	1	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: 14.88 (Subgroups with fewer than 10 students are not calculated.)

		Gei	nder			Rad	се		
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
# of Participants	73	46	27	3	43	26	0	0	1
% of Meet/Exceed	5.5	6.5	3.7		9.3	0.0			
Met AALP?	No	Yes			Yes				

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Participants	0	21	73	0	0	0
% of Meet/Exceed		9.5	5.5			
Met AALP?			No			

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

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6S2 - Nontraditional Completion (%)

AALP: 11.95 (Subgroups with fewer than 10 students are not calculated.)

		Ger	nder			Ra	се		
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
# of Concentrators	24	13	11	1	17	5	0	0	1
% of Meet/Exceed	12.5	23.1	0.0		17.6				
Met AALP?									

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	11	24	0	0	0
% of Meet/Exceed		9.1	12.5			
Met AALP?						

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

















School Performance by CIP

1S1 - Academic Attainment - Reading

			Ge	nder			Ra	ce		
		All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
59.0100	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	5	2	3	0	3	2	0	0	0
52.0400	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	15	15	0	0	3	12	0	0	0
47.0604	% Meeting or Exceeding	6.7	6.7				8.3			
	Met AALP?									
CIP:	# of Concentrators	1	1	0	0	1	0	0	0	0
47.0603	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
46.1000	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	15	11	4	0	11	3	0	0	1
20.0400	% Meeting or Exceeding	6.7	9.1			9.1				
	Met AALP?									
CIP:	# of Concentrators	1	0	1	0	1	0	0	0	0
20.0300	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	9	0	9	0	8	1	0	0	0
20.0200	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
13.1501	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	13	5	8	0	10	2	0	0	1
08.0700	% Meeting or Exceeding	38.5				40.0				
	Met AALP?									

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		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP:	# of Concentrators	0	0	0	0	0	0
59.0100	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	4	0	0	0	0
52.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	2	9	12	0	0	0
47.0604	% Meeting or Exceeding			0.0			
	Met AALP?						
CIP:	# of Concentrators	0	1	1	0	0	0
47.0603	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
46.1000	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	12	0	0	0	0
20.0400	% Meeting or Exceeding		0.0				
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
20.0300	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	3	9	0	0	0
20.0200	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
13.1501	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	7	0	0	0	0
08.0700	% Meeting or Exceeding						
	Met AALP?						

1S2 - Academic Attainment - Math

			Ge	nder			Ra	ce		
		All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
59.0100	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	5	2	3	0	3	2	0	0	0
52.0400	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	15	15	0	0	3	12	0	0	0
47.0604	% Meeting or Exceeding	6.7	6.7				8.3			
	Met AALP?									
CIP:	# of Concentrators	1	1	0	0	1	0	0	0	0
47.0603	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
46.1000	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	15	11	4	0	11	3	0	0	1
20.0400	% Meeting or Exceeding	6.7	9.1			9.1				
	Met AALP?									
CIP:	# of Concentrators	1	0	1	0	1	0	0	0	0
20.0300	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	9	0	9	0	8	1	0	0	0
20.0200	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
13.1501	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	13	5	8	0	10	2	0	0	1
08.0700	% Meeting or Exceeding	23.1				20.0				
	Met AALP?									

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14-016-2090-17-0001 PROVISO EAST HIGH SCHOOL

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP:	# of Concentrators	0	0	0	0	0	0
59.0100	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	4	0	0	0	0
52.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	2	9	12	0	0	0
47.0604	% Meeting or Exceeding			8.3			
	Met AALP?						
CIP:	# of Concentrators	0	1	1	0	0	0
47.0603	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
46.1000	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	12	0	0	0	0
20.0400	% Meeting or Exceeding		0.0				
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
20.0300	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	3	9	0	0	0
20.0200	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
13.1501	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	7	0	0	0	0
08.0700	% Meeting or Exceeding						
	Met AALP?						

2S1 - Technical Skill Attainment - WorkKeys

			Ge	nder			Ra	ce			
		All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial	
CIP:	# of Concentrators	1	1	0	0	1	0	0	0	0	
59.0100	% Meeting or Exceeding										
	Met AALP?										
CIP:	# of Concentrators	5	2	3	0	3	2	0	0	0	
52.0400	% Meeting or Exceeding										
	Met AALP?										
CIP:	# of Concentrators	18	18	0	0	5	13	0	0	0	
47.0604	% Meeting or Exceeding	27.8	27.8				30.8				
	Met AALP?										
CIP:	# of Concentrators	1	1	0	0	1	0	0	0	0	
47.0603	% Meeting or Exceeding										
	Met AALP?										
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0	
46.1000	% Meeting or Exceeding										
	Met AALP?										
CIP:	# of Concentrators	16	11	5	1	11	3	0	0	1	
20.0400	% Meeting or Exceeding	12.5	9.1			18.2					
	Met AALP?										
CIP:	# of Concentrators	1	0	1	0	1	0	0	0	0	
20.0300	% Meeting or Exceeding										
	Met AALP?										
CIP:	# of Concentrators	12	3	9	0	11	1	0	0	0	
20.0200	% Meeting or Exceeding	16.7				9.1					
	Met AALP?										
CIP:	# of Concentrators	1	0	1	0	1	0	0	0	0	
13.1501	% Meeting or Exceeding										
	Met AALP?										
CIP:	# of Concentrators	13	5	8	0	10	2	0	0	1	
08.0700	% Meeting or Exceeding	100.0				100.0					
	Met AALP?										

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP:	# of Concentrators	0	1	0	0	0	0
59.0100	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	4	0	0	0	0
52.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	2	11	14	0	0	0
47.0604	% Meeting or Exceeding		27.3	21.4			
	Met AALP?						
CIP:	# of Concentrators	0	1	1	0	0	0
47.0603	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
46.1000	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	13	0	0	0	0
20.0400	% Meeting or Exceeding		0.0				
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
20.0300	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	4	12	0	0	0
20.0200	% Meeting or Exceeding			16.7			
	Met AALP?						
CIP:	# of Concentrators	0	1	1	1	0	0
13.1501	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	7	0	0	0	0
08.0700	% Meeting or Exceeding						
	Met AALP?						

3S1 - Secondary School Completion

			Ger	nder			Ra	ce		
		All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
59.0100	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	5	2	3	0	3	2	0	0	0
52.0400	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	12	12	0	1	5	5	0	0	1
47.0604	% Meeting or Exceeding	100.0	100.0							
	Met AALP?									
CIP:	# of Concentrators	1	1	0	0	1	0	0	0	0
47.0603	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	1	1	0	0	1	0	0	0	0
46.1000	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	15	10	5	1	10	3	0	0	1
20.0400	% Meeting or Exceeding	100.0	100.0			100.0				
	Met AALP?									
CIP:	# of Concentrators	1	0	1	0	1	0	0	0	0
20.0300	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	12	3	9	0	10	2	0	0	0
20.0200	% Meeting or Exceeding	100.0				100.0				
	Met AALP?									
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
13.1501	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	16	7	9	0	13	2	0	0	1
08.0700	% Meeting or Exceeding	100.0				100.0				
	Met AALP?									

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP:	# of Concentrators	0	0	0	0	0	0
59.0100	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	4	0	0	0	0
52.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	8	8	0	0	0
47.0604	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	1	1	0	0	0
47.0603	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	1	1	0	0	0
46.1000	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	12	0	0	0	0
20.0400	% Meeting or Exceeding		100.0				
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
20.0300	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	3	12	0	0	0
20.0200	% Meeting or Exceeding			100.0			
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
13.1501	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	7	0	0	0	0
08.0700	% Meeting or Exceeding						
	Met AALP?						

4S1 - Student Graduation Rates

		Ger	Gender			Race						
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial			
Illinois is allowed	to take 39	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		
Illinois is allowed to take 3S1-Secondary School Completion as a proxy in this reporting year.								

5S1 - Secondary Placement

	Ger	nder		Race							
All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial			

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

6S1 - Nontraditional Participation

			Ger	nder			Ra	ce		
		All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
CIP:	# of Participants	41	40	1	3	16	21	0	0	1
47.0604	% Meeting or Exceeding	2.4	0.0			6.3	0.0			
	Met AALP?	No	No							
CIP:	# of Participants	2	2	0	0	2	0	0	0	0
47.0603	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Participants	1	1	0	0	1	0	0	0	0
46.1000	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Participants	29	3	26	0	24	5	0	0	0
20.0200	% Meeting or Exceeding	10.3		0.0		12.5				
	Met AALP?									

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP:	# of Participants	0	11	41	0	0	0
47.0604	% Meeting or Exceeding		9.1	2.4			
	Met AALP?			No			
CIP:	# of Participants	0	2	2	0	0	0
47.0603	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Participants	0	1	1	0	0	0
46.1000	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Participants	0	7	29	0	0	0
20.0200	% Meeting or Exceeding			10.3			
	Met AALP?						

6S2 - Nontraditional Completion

			Ger	nder			Ra	ce		
		All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
CIP:	# of Concentrators	8	8	0	1	3	3	0	0	1
47.0604	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	1	1	0	0	1	0	0	0	0
47.0603	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	1	1	0	0	1	0	0	0	0
46.1000	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	12	3	9	0	10	2	0	0	0
20.0200	% Meeting or Exceeding	25.0				30.0				
	Met AALP?									
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
13.1501	% Meeting or Exceeding									
	Met AALP?									

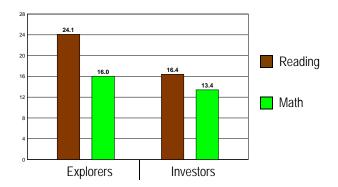
		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP:	# of Concentrators	0	5	8	0	0	0
47.0604	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	1	1	0	0	0
47.0603	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	1	1	0	0	0
46.1000	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	3	12	0	0	0
20.0200	% Meeting or Exceeding			25.0			
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
13.1501	% Meeting or Exceeding						
	Met AALP?						





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	d Math Perfo	ormances - S	School Level		
	Expl	orers	Investors			
	Reading	Math				
# of Students	162	162	134	134		
% of Meet/Exceed	24.1	16.0	16.4	13.4		



		Percentage of Annual Adjusted Level of Performance (AALP) - School 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	36.28	33.17		85.50			14.88	11.95				

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

AALP: 36.28 (Subgroups with fewer than 10 students are not calculated.)

		Ger	nder			Ra	ce		
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
# of Concentrators	133	37	96	3	91	35	2	0	2
% of Meet/Exceed	16.5	8.1	19.8		12.1	25.7			
Met AALP?	No	No	No		No	Yes			

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	1	33	35	7	0	0
% of Meet/Exceed		15.2	22.9			
Met AALP?		No	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.

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1S2 - Academic Attainment-Mathematics (%)

AALP: 33.17 (Subgroups with fewer than 10 students are not calculated.)

		Ger	nder		Race				
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
# of Concentrators	133	37	96	3	91	35	2	0	2
% of Meet/Exceed	13.5	8.1	15.6		11.0	20.0			
Met AALP?	No	No	No		No	No			

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	1	33	35	7	0	0
% of Meet/Exceed		6.1	20.0			
Met AALP?		No	No			

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 (%)

Subgroups with fewer than 10 students are not calculated.

		Gender			Race					
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial	
# of Concentrators	198	59	139	6	125	62	3	0	2	
% of Meet/Exceed	35.9	32.2	37.4		36.8	32.3				
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	4	52	45	7	0	0
% of Meet/Exceed		21.2	53.3			
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.)

		Ger	nder		Race					
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial	
# of Concentrators	83	37	46	4	46	30	3	0	0	
% of Meet/Exceed	96.4	100.0	93.5		95.7	96.7				
Met AALP?	Yes	Yes	Yes		Yes	Yes			·	

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	3	20	20	8	0	0
% of Meet/Exceed		100.0	100.0			
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.

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4S1 - Student Graduation Rates (%)

		Gender			Race				
	All	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 (%)

Subgroups with fewer than 10 students are not calculated.

		Gender			Race					
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial	
# of Concentrators	4	2	2	1	2	0	1	0	0	
% of Meet/Exceed										
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	1	2	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: 14.88 (Subgroups with fewer than 10 students are not calculated.)

		Gender			Race						
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial		
# of Participants	70	18	52	1	43	24	1	0	1		
% of Meet/Exceed	5.7	22.2	0.0		4.7	8.3					
Met AALP?	No		No		No						

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Participants	3	13	70	10	0	0
% of Meet/Exceed		0.0	5.7	0.0		
Met AALP?			No			

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.

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6S2 - Nontraditional Completion (%)

AALP: 11.95 (Subgroups with fewer than 10 students are not calculated.)

		Ger	nder		Race					
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial	
# of Concentrators	20	8	12	1	11	8	0	0	0	
% of Meet/Exceed	10.0		0.0		9.1					
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	2	20	3	0	0
% of Meet/Exceed			10.0			
Met AALP?						

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

















School Performance by CIP

1S1 - Academic Attainment - Reading

			Gei	nder			Ra	ce		
		All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
CIP:	# of Concentrators	7	3	4	0	7	0	0	0	0
52.0400	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	9	9	0	1	3	5	0	0	0
47.0604	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
43.0109	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	9	6	3	0	4	5	0	0	0
20.0400	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	2	2	0	0	1	1	0	0	0
20.0300	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	28	3	25	1	14	10	1	0	2
20.0200	% Meeting or Exceeding	32.1		32.0		21.4	50.0			
	Met AALP?									
CIP:	# of Concentrators	14	9	5	1	11	2	0	0	0
08.0700	% Meeting or Exceeding	0.0				0.0				
	Met AALP?									

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		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP:	# of Concentrators	0	2	0	1	0	0
52.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	4	6	2	0	0
47.0604	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
43.0109	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	1	3	1	0	0	0
20.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	1	0	0	0	0
20.0300	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	8	17	1	0	0
20.0200	% Meeting or Exceeding			23.5			
	Met AALP?						
CIP:	# of Concentrators	0	1	0	0	0	0
08.0700	% Meeting or Exceeding						
	Met AALP?						

1S2 - Academic Attainment - Math

			Ger	nder			Ra	ce		
_		All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
CIP:	# of Concentrators	7	3	4	0	7	0	0	0	0
52.0400	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	9	9	0	1	3	5	0	0	0
47.0604	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
43.0109	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	9	6	3	0	4	5	0	0	0
20.0400	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	2	2	0	0	1	1	0	0	0
20.0300	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	28	3	25	1	14	10	1	0	2
20.0200	% Meeting or Exceeding	17.9		20.0		14.3	30.0			
	Met AALP?									
CIP:	# of Concentrators	14	9	5	1	11	2	0	0	0
08.0700	% Meeting or Exceeding	28.6				18.2				
	Met AALP?	·								

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		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP:	# of Concentrators	0	2	0	1	0	0
52.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	4	6	2	0	0
47.0604	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
43.0109	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	1	3	1	0	0	0
20.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	1	0	0	0	0
20.0300	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	8	17	1	0	0
20.0200	% Meeting or Exceeding			23.5			
	Met AALP?						
CIP:	# of Concentrators	0	1	0	0	0	0
08.0700	% Meeting or Exceeding						
	Met AALP?						

2S1 - Technical Skill Attainment - WorkKeys

			Gei	nder			Ra	ce		
		All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
CIP:	# of Concentrators	9	3	6	0	7	2	0	0	0
52.0400	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	15	15	0	2	4	9	0	0	0
47.0604	% Meeting or Exceeding	26.7	26.7							
	Met AALP?									
CIP:	# of Concentrators	1	1	0	0	0	1	0	0	0
43.0109	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	13	8	5	1	6	6	0	0	0
20.0400	% Meeting or Exceeding	23.1								
	Met AALP?									
CIP:	# of Concentrators	2	2	0	0	1	1	0	0	0
20.0300	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	31	5	26	1	17	10	1	0	2
20.0200	% Meeting or Exceeding	67.7		73.1		58.8	80.0			
	Met AALP?									
CIP:	# of Concentrators	14	9	5	1	11	2	0	0	0
08.0700	% Meeting or Exceeding	78.6				72.7				
	Met AALP?									

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		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP:	# of Concentrators	2	2	0	1	0	0
52.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	6	12	2	0	0
47.0604	% Meeting or Exceeding			33.3			
	Met AALP?						
CIP:	# of Concentrators	0	0	1	0	0	0
43.0109	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	1	5	1	0	0	0
20.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	1	0	0	0	0
20.0300	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	9	19	1	0	0
20.0200	% Meeting or Exceeding			68.4			
	Met AALP?						
CIP:	# of Concentrators	0	1	0	0	0	0
08.0700	% Meeting or Exceeding						
	Met AALP?						

3S1 - Secondary School Completion

			Gei	nder			Ra	ce		
		All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
CIP:	# of Concentrators	7	2	5	0	5	2	0	0	0
52.0400	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	9	9	0	0	4	5	0	0	0
47.0604	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
43.0109	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	11	8	3	1	4	6	0	0	0
20.0400	% Meeting or Exceeding	100.0								
	Met AALP?									
CIP:	# of Concentrators	2	2	0	0	1	1	0	0	0
20.0300	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	16	2	14	1	10	4	1	0	0
20.0200	% Meeting or Exceeding	100.0		100.0		100.0				
	Met AALP?									
CIP:	# of Concentrators	8	8	0	1	6	1	0	0	0
08.0700	% Meeting or Exceeding									
	Met AALP?									

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		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP:	# of Concentrators	2	1	0	1	0	0
52.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	2	6	2	0	0
47.0604	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
43.0109	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	1	4	1	0	0	0
20.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	1	0	0	0	0
20.0300	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	2	10	1	0	0
20.0200	% Meeting or Exceeding			100.0			
	Met AALP?						
CIP:	# of Concentrators	0	1	0	0	0	0
08.0700	% Meeting or Exceeding						
	Met AALP?						

4S1 - Student Graduation Rates

		Ger	nder			Ra	ce		
	All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
Illinois is allowed	to take 39	1-Seconda	ry School (Completion	as a nrox	v in this re	norting ve	ar.	

_		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
Ī	Illinois is allowed t	o take 3S1-Sec	ondary School	Completion as a	proxy in this re	porting year.	

5S1 - Secondary Placement

	Ger	nder			Ra	се		
All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial

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

6S1 - Nontraditional Participation

			Ger	nder			Ra	ce		
		All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
CIP:	# of Participants	10	10	0	0	4	6	0	0	0
47.0604	% Meeting or Exceeding	0.0	0.0							
	Met AALP?									
CIP:	# of Participants	4	4	0	0	3	1	0	0	0
46.1000	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Participants	56	4	52	1	36	17	1	0	1
20.0200	% Meeting or Exceeding	7.1		0.0		5.6	11.8			
	Met AALP?	No		No		No				

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP:	# of Participants	0	1	10	2	0	0
47.0604	% Meeting or Exceeding			0.0			
	Met AALP?						
CIP:	# of Participants	0	4	4	0	0	0
46.1000	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Participants	3	8	56	8	0	0
20.0200	% Meeting or Exceeding			7.1			
	Met AALP?			No			

6S2 - Nontraditional Completion

		Gender Race								
		All	Male	Female	White	Black	Hispanic	Asian	American Indian	Multi- racial
CIP:	# of Concentrators	6	6	0	0	2	4	0	0	0
47.0604	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	0	0	0	0	0	0	0	0	0
43.0109	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	1	1	0	0	1	0	0	0	0
20.0400	% Meeting or Exceeding									
	Met AALP?									
CIP:	# of Concentrators	10	1	9	1	6	3	0	0	0
20.0200	% Meeting or Exceeding	10.0								
	Met AALP?									

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		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP:	# of Concentrators	0	1	6	1	0	0
47.0604	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	0	0	0	0	0
43.0109	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	0	1	0	0	0
20.0400	% Meeting or Exceeding						
	Met AALP?						
CIP:	# of Concentrators	0	1	10	1	0	0
20.0200	% Meeting or Exceeding			10.0			
	Met AALP?						