



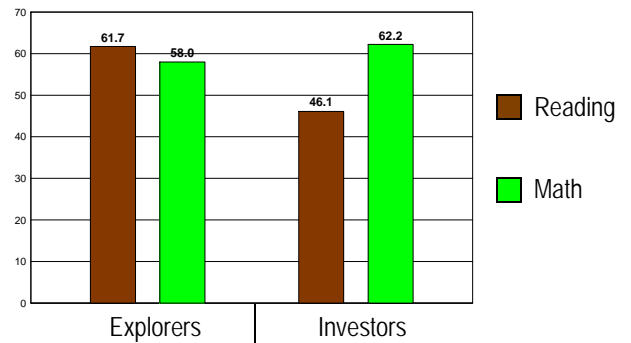
CAREER AND TECHNICAL EDUCATION



School 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 - School Level				
	Explorers		Investors	
	Reading	Math	Reading	Math
# of Students	81	81	89	90
% of Meet/Exceed	61.7	58.0	46.1	62.2



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	--	67.50	14.88	--

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

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

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
# of Concentrators	61	38	23	53	1	5	2	0	0
% of Meet/Exceed	42.6	42.1	43.5	37.7					
Met AALP?	Yes	Yes		Yes					

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	0	7	1	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: 33.17 (Subgroups with fewer than 10 students are not calculated.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
# of Concentrators	61	38	23	53	1	5	2	0	0
% of Meet/Exceed	57.4	65.8	43.5	54.7					
Met AALP?	Yes	Yes		Yes					

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	0	7	1	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 (%)

Subgroups with fewer than 10 students are not calculated.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
# of Concentrators	71	45	26	61	1	7	2	0	0
% of Meet/Exceed	67.6	68.9	65.4	65.6					
Met AALP?									

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	0	10	1	0	0
% of Meet/Exceed			50.0			
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	64	41	23	55	1	6	2	0	0
% of Meet/Exceed	100.0	100.0	100.0	100.0					
Met AALP?	Yes	Yes		Yes					

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	0	8	1	0	0
% of Meet/Exceed						
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	84	48	36	74	0	8	2	0	0
% of Meet/Exceed	89.3	85.4	94.4	89.2					
Met AALP?	Yes	Yes	Yes	Yes					

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	1	7	11	0	0	0
% of Meet/Exceed			90.9			
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, 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.)

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
# of Participants	38	25	13	34	0	4	0	0	0
% of Meet/Exceed	10.5	4.0	23.1	11.8					
Met AALP?	Yes			Yes					

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Participants	3	0	38	0	0	0
% of Meet/Exceed			10.5			
Met AALP?			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 (%) Subgroups with fewer than 10 students are not calculated.

	All	Gender		Race					
		Male	Female	White	Black	Hispanic	Asian	American Indian	Multi-racial
# of Concentrators	8	4	4	8	0	0	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	0	8	0	0	0
% of Meet/Exceed						
Met AALP?						

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.

RIDGEWOOD CHSD 234

RIDGEWOOD COMM HIGH SCHOOL

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP: 52.0400	# of Concentrators	0	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 51.1600	# of Concentrators	0	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 48.0101	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 47.0100	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 43.0203	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0700	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0602	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0400	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0306	# 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: 08.0700	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						

RIDGEWOOD CHSD 234

RIDGEWOOD COMM HIGH SCHOOL

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP: 52.0400	# of Concentrators	0	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 51.1600	# of Concentrators	0	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 48.0101	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 47.0100	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 43.0203	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0700	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0602	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0400	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0306	# 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: 08.0700	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						

RIDGEWOOD CHSD 234

RIDGEWOOD COMM HIGH SCHOOL

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
CIP: 52.0400	# of Concentrators	2	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 51.1600	# of Concentrators	0	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 48.0101	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 47.0100	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 43.0203	# of Concentrators	0	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0700	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0602	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0400	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0306	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 13.1501	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 08.0700	# of Concentrators	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: 52.0400	# of Concentrators	2	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 51.1600	# of Concentrators	0	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 48.0101	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 47.0100	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 43.0203	# of Concentrators	0	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0700	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0602	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0400	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 20.0306	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 13.1501	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 08.0700	# 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
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
CIP: 52.0400	# of Concentrators	0	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 51.1600	# of Concentrators	0	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 48.0101	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 43.0203	# of Concentrators	0	0	2	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
CIP: 13.1501	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						

