

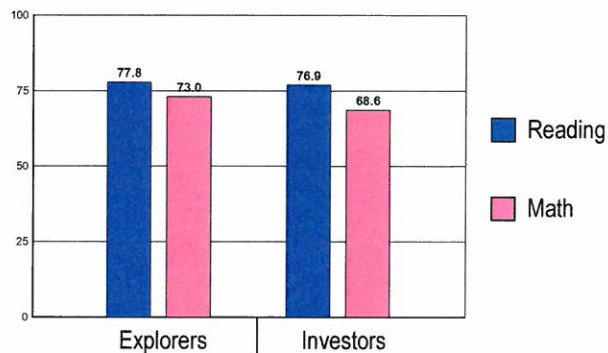


CAREER AND TECHNICAL EDUCATION



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	63	63	121	121
% of Meet/Exceed	77.8	73.0	76.9	68.6



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	121	91	30	59	41	14	2	0	0	5
% of Meet/Exceed	76.9	80.2	66.7	91.5	61.0	71.4				
Met AALP?	Yes	Yes	Yes	Yes	Yes					

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	31	22	24	0	0
% of Meet/Exceed		67.7	72.7	70.8		
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	121	91	30	59	41	14	2	0	0	5
% of Meet/Exceed	68.6	73.6	53.3	84.7	46.3	71.4				
Met AALP?	Yes	Yes	Yes	Yes	Yes					

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	31	22	24	0	0
% of Meet/Exceed		61.3	59.1	54.2		
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	129	96	33	64	43	15	2	0	0	5
% of Meet/Exceed	73.6	77.1	63.6	81.3	58.1	86.7				
Met AALP?	Yes	Yes	Yes	Yes	Yes					

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	35	22	28	0	0
% of Meet/Exceed		34.3	86.4	46.4		
Met AALP?		No				

2S1 is the percentage of CTE concentrators whose WorkKeys reading and mathematics level scores or scaled scores pass certain 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	129	96	33	64	43	15	2	0	0	5
% of Meet/Exceed	98.4	99.0	97.0	100.0	95.3	100.0				
Met AALP?	Yes	Yes	Yes	Yes	Yes					

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	35	22	28	0	0
% of Meet/Exceed		97.1	95.5	92.9		
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	51	40	11	26	15	5	2	0	0	3
% of Meet/Exceed	80.4	87.5	54.5	76.9	86.7					
Met AALP?	Yes	Yes								

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	12	19	9	0	0
% of Meet/Exceed		75.0	78.9			
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 Concentrators	612	290	322	314	175	73	16	0	0	34
% of Meet/Exceed	32.5	49.3	17.4	33.4	29.7	34.2	37.5			32.4
Met AALP?	Yes	Yes	No	Yes	Yes	Yes				Yes

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	2	98	612	148	0	0
% of Meet/Exceed		35.7	32.5	24.3		
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	24	18	6	15	5	3	0	0	0	1
% of Meet/Exceed	41.7	44.4		40.0						
Met AALP?										

	Limited English Proficiency	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
# of Concentrators	0	6	13	3	0	0
% of Meet/Exceed			30.8			
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.

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?
06-016-2000-13-0001 OAK PARK & RIVER FOREST HIGH SCH	76.9	Yes	68.6	Yes	73.6	Yes	98.4	Yes	--	N/A	80.4	Yes	32.5	Yes	41.7	

1S1 - Academic Attainment - Reading (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	0	12	0	6	0	0
59.0109	% Meeting or Exceeding		83.3				
	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	1	0	0	0
52.1908	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	4	0	5	0	0
52.0701	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	2	9	2	0	0
47.0604	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	0	1	0	0	0
19.0709	% Meeting or Exceeding						
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	2	1	5	0	0
15.0000	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	2	1	0	0
12.0500	% Meeting or Exceeding						
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	7	2	4	0	0
11.0801	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	1	1	1	0	0
10.0303	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	2	5	0	0	0
10.0202	% Meeting or Exceeding						
<i>Tech. Ed</i>	Met AALP?						

1S2 - Academic Attainment - Math (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i> 59.0109	# of Concentrators	0	12	0	6	0	0
	% Meeting or Exceeding		75.0				
	Met AALP?						
<i>CIP:</i> 52.1908 <i>Business</i>	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 52.0701 <i>Business</i>	# of Concentrators	0	4	0	5	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 47.0604 <i>Tech. Ed</i>	# of Concentrators	0	2	9	2	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 19.0709 <i>FCS</i>	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 15.0000 <i>Tech. Ed</i>	# of Concentrators	0	2	1	5	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 12.0500 <i>FCS</i>	# of Concentrators	0	1	2	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 11.0801 <i>Business</i>	# of Concentrators	0	7	2	4	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 10.0303 <i>Tech. Ed</i>	# of Concentrators	0	1	1	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 10.0202 <i>Tech. Ed</i>	# of Concentrators	0	2	5	0	0	0
	% Meeting or Exceeding						
	Met AALP?						

2S1 - Technical Skill Attainment - WorkKeys (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i> 59.0109	# of Concentrators	0	15	0	7	0	0
	% Meeting or Exceeding		0.0				
	Met AALP?						
<i>CIP:</i> 52.1908 <i>Business</i>	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 52.0701 <i>Business</i>	# of Concentrators	0	4	0	6	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 47.0604 <i>Tech. Ed</i>	# of Concentrators	0	2	9	2	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 19.0709 <i>FCS</i>	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 15.0000 <i>Tech. Ed</i>	# of Concentrators	0	2	1	7	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 12.0500 <i>FCS</i>	# of Concentrators	0	1	2	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 11.0801 <i>Business</i>	# of Concentrators	0	8	2	4	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 10.0303 <i>Tech. Ed</i>	# of Concentrators	0	1	1	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 10.0202 <i>Tech. Ed</i>	# of Concentrators	0	2	5	0	0	0
	% Meeting or Exceeding						
	Met AALP?						

3S1 - Secondary School Completion (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i> 59.0109	# of Concentrators	0	15	0	7	0	0
	% Meeting or Exceeding		100.0				
	Met AALP?						
<i>CIP:</i> 52.1908 <i>Business</i>	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 52.0701 <i>Business</i>	# of Concentrators	0	4	0	6	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 47.0604 <i>Tech. Ed</i>	# of Concentrators	0	2	9	2	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 19.0709 <i>FCS</i>	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 15.0000 <i>Tech. Ed</i>	# of Concentrators	0	2	1	7	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 12.0500 <i>FCS</i>	# of Concentrators	0	1	2	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 11.0801 <i>Business</i>	# of Concentrators	0	8	2	4	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 10.0303 <i>Tech. Ed</i>	# of Concentrators	0	1	1	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 10.0202 <i>Tech. Ed</i>	# of Concentrators	0	2	5	0	0	0
	% Meeting or Exceeding						
	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> 59.0109	# of Concentrators	5	2	3	2	3	0	0	0	0	0
	% Meeting or Exceeding										
	Met AALP?										
<i>CIP:</i> 52.0701 <i>Business</i>	# of Concentrators	11	7	4	6	4	1	0	0	0	0
	% Meeting or Exceeding	72.7									
	Met AALP?										
<i>CIP:</i> 47.0604 <i>Tech. Ed</i>	# of Concentrators	16	16	0	9	4	2	1	0	0	0
	% Meeting or Exceeding	81.3	81.3								
	Met AALP?										
<i>CIP:</i> 12.0500 <i>FCS</i>	# of Concentrators	1	0	1	1	0	0	0	0	0	0
	% Meeting or Exceeding										
	Met AALP?										
<i>CIP:</i> 11.0801 <i>Business</i>	# of Concentrators	16	13	3	7	4	2	0	0	0	3
	% Meeting or Exceeding	87.5	92.3								
	Met AALP?										
<i>CIP:</i> 10.0202 <i>Tech. Ed</i>	# of Concentrators	0	0	0	0	0	0	0	0	0	0
	% Meeting or Exceeding										
	Met AALP?										

5S1 - Secondary Placement (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i> 59.0109	# of Concentrators	0	5	0	3	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 52.0701 <i>Business</i>	# of Concentrators	0	0	0	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 47.0604 <i>Tech. Ed</i>	# of Concentrators	0	4	16	2	0	0
	% Meeting or Exceeding			81.3			
	Met AALP?						
<i>CIP:</i> 12.0500 <i>FCS</i>	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 11.0801 <i>Business</i>	# of Concentrators	0	3	2	3	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 10.0202 <i>Tech. Ed</i>	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	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 Concentrators	115	67		76	15	10	4	0	0	10
52.0401	% Meeting or Exceeding	58.3	100.0		53.9	60.0	70.0				80.0
<i>Business</i>	Met AALP?	Yes	Yes	N/A	Yes						
<i>CIP:</i>	# of Concentrators	4	2		3	0	1	0	0	0	0
52.0302	% Meeting or Exceeding										
<i>Business</i>	Met AALP?			N/A							
<i>CIP:</i>	# of Concentrators	110		24	65	30	9	0	0	0	6
47.0604	% Meeting or Exceeding	21.8		100.0	23.1	23.3					
<i>Tech. Ed</i>	Met AALP?	No	N/A		Yes	Yes					
<i>CIP:</i>	# of Concentrators	69	8		16	32	12	2	0	0	7
19.0709	% Meeting or Exceeding	11.6			6.3	15.6	16.7				
<i>FCS</i>	Met AALP?	No		N/A		No					
<i>CIP:</i>	# of Concentrators	237	70		112	72	35	10	0	0	8
19.0501	% Meeting or Exceeding	29.5	100.0		24.1	34.7	40.0	30.0			
<i>FCS</i>	Met AALP?	Yes	Yes	N/A	Yes	Yes	Yes				
<i>CIP:</i>	# of Concentrators	10		4	6	2	2	0	0	0	0
12.0500	% Meeting or Exceeding	40.0									
<i>FCS</i>	Met AALP?			N/A							
<i>CIP:</i>	# of Concentrators	99		28	53	33	8	2	0	0	3
10.0202	% Meeting or Exceeding	28.3		100.0	34.0	18.2					
<i>Tech. Ed</i>	Met AALP?	Yes	N/A		Yes	Yes					

auto
child care

6S1 - Nontraditional Participation (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i>	# of Concentrators	1	10	115	18	0	0
52.0401	% Meeting or Exceeding		80.0	58.3	50.0		
<i>Business</i>	Met AALP?			Yes			
<i>CIP:</i>	# of Concentrators	0	0	4	0	0	0
52.0302	% Meeting or Exceeding						
<i>Business</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	23	110	27	0	0
47.0604	% Meeting or Exceeding		4.3	21.8	11.1		
<i>Tech. Ed</i>	Met AALP?			No			
<i>CIP:</i>	# of Concentrators	0	11	69	27	0	0
19.0709	% Meeting or Exceeding		9.1	11.6	11.1		
<i>FCS</i>	Met AALP?			No			
<i>CIP:</i>	# of Concentrators	1	37	237	56	0	0
19.0501	% Meeting or Exceeding		48.6	29.5	30.4		
<i>FCS</i>	Met AALP?		Yes	Yes	Yes		
<i>CIP:</i>	# of Concentrators	0	6	10	3	0	0
12.0500	% Meeting or Exceeding			40.0			
<i>FCS</i>	Met AALP?						
<i>CIP:</i>	# of Concentrators	0	19	99	25	0	0
10.0202	% Meeting or Exceeding		15.8	28.3	16.0		
<i>Tech. Ed</i>	Met AALP?			Yes			

6S2 - Nontraditional Completion (Special Population)

		Limited English	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced Homemaker
<i>CIP:</i> 59.0109	# of Concentrators	0	2	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 52.0701 <i>Business</i>	# of Concentrators	0	0	0	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 47.0604 <i>Tech. Ed</i>	# of Concentrators	0	1	5	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 19.0709 <i>FCS</i>	# of Concentrators	0	0	1	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 15.0000 <i>Tech. Ed</i>	# of Concentrators	0	0	0	0	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 12.0500 <i>FCS</i>	# of Concentrators	0	1	2	1	0	0
	% Meeting or Exceeding						
	Met AALP?						
<i>CIP:</i> 10.0202 <i>Tech. Ed</i>	# of Concentrators	0	2	5	0	0	0
	% Meeting or Exceeding						
	Met AALP?						

