

2012-2013 Career-Technical Planning District Report Card

Madison Local Career-Technical Planning District

The Career-Technical Planning District Report Card shows performance in the following five components.

125 Concentrators

Member Districts: Madison Local



Achievement

Technical Skill Attainment measures the proportion of students passing technical assessments. These assessments are designed to measure the skills and knowledge learned in a student's career-technical program.

Technical Skill Attainment.....70.3%



Prepared for Success

Dual Enrollment measures the proportion of career-technical education students earning credit in courses that qualify for postsecondary credit, including AP, IB, PSEO, and CTE courses offering articulated college credit.

Dual Enrollment4.1%



Graduation

This grade measures the proportion of career-technical education concentrators who graduate from high school within 4 and 5 years.

Students graduated in 4 years96.7% A

Students graduated in 5 years96.6% A



Post-Program Outcomes

Post-Program Placement measures the proportion of students who are employed, in an apprenticeship, join the military, or are enrolled in postsecondary education or advanced training in the six months after leaving school.

Industry Credentials measures the proportion of students earning industry credentials or certificates before they leave high school, or in the first six months after leaving school.

Post-Program Placement.....85.0% C

Industry Credentials.....20.0%

Madison Local Career-Technical Planning District *continued*



Federal Accountability Results

Career-Technical Planning Districts are accountable to the U.S. Department of Education for eight measures in relation to the Carl D. Perkins Career and Technical Education Act. Career-Technical Planning Districts negotiate local targets that encourage continuous improvement with the State. Full descriptions of these measures can be found on the Office of Career-Technical Education website. *NC = Not Calculated

ACADEMIC ATTAINMENT – READING97.5%

Target Met / Not MetMET
Economically Disadvantaged96.4%
Asian/Pacific Islander–
Black, Non-HispanicNC
American Indian / Alaska Native–
Hispanic.....NC
Multiracial.....NC
White, Non-Hispanic97.3%
Students with Disabilities78.6%
Limited English Proficient–

ACADEMIC ATTAINMENT – MATH95.0%

Target Met / Not MetMET
Economically Disadvantaged91.1%
Asian/Pacific Islander–
Black, Non-HispanicNC
American Indian / Alaska Native–
Hispanic.....NC
Multiracial.....NC
White, Non-Hispanic96.4%
Students with Disabilities57.1%
Limited English Proficient–

TECHNICAL SKILL ATTAINMENT70.3%

Target Met / Not MetMET
Economically Disadvantaged67.9%
Asian/Pacific Islander–
Black, Non-HispanicNC
American Indian / Alaska Native–
Hispanic.....NC
Multiracial.....NC
White, Non-Hispanic71.6%
Students with Disabilities35.7%
Limited English Proficient–

SECONDARY SCHOOL COMPLETION100.0%

Target Met / Not MetMET
Economically Disadvantaged100.0%
Asian/Pacific Islander–
Black, Non-HispanicNC
American Indian / Alaska Native–
Hispanic.....NC
Multiracial.....NC
White, Non-Hispanic100.0%
Students with Disabilities100.0%
Limited English Proficient–

SINGLE YEAR GRADUATION RATE100.0%

Target Met / Not MetMET
Economically Disadvantaged100.0%
Asian/Pacific Islander–
Black, Non-HispanicNC
American Indian / Alaska Native–
Hispanic.....NC
Multiracial.....NC
White, Non-Hispanic100.0%
Students with Disabilities100.0%
Limited English Proficient–

PLACEMENT85.0%

Target Met / Not MetMET
Economically Disadvantaged76.6%
Asian/Pacific Islander–
Black, Non-HispanicNC
American Indian / Alaska Native–
Hispanic.....NC
Multiracial.....NC
White, Non-Hispanic83.8%
Students with Disabilities78.6%
Limited English Proficient–

NONTRADITIONAL PARTICIPATION27.1%

Target Met / Not MetMET
Economically Disadvantaged27.4%
Asian/Pacific Islander–
Black, Non-Hispanic39.4%
American Indian / Alaska Native–
Hispanic.....30.0%
Multiracial.....33.3%
White, Non-Hispanic26.2%
Students with Disabilities20.7%
Limited English Proficient–

NONTRADITIONAL COMPLETION13.9%

Target Met / Not MetMET
Economically Disadvantaged11.1%
Asian/Pacific Islander–
Black, Non-HispanicNC
American Indian / Alaska Native–
Hispanic.....NC
Multiracial.....NC
White, Non-Hispanic12.0%
Students with Disabilities0.0%
Limited English Proficient–

Madison Local Career-Technical Planning District *continued*

How Career-Tech Report Card Grades Are Determined

4-Year Graduation Rate

The 4-year graduation rate applied to the Class of 2011 who graduated within four years, i.e. students who entered the 9th grade in 2008 and graduated by 2011.

- A = 93.0 – 100.0%
- B = 89.0 – 92.9%
- C = 84.0 – 88.9%
- D = 79.0 – 83.9%
- F = 0.0 – 78.9%

5-Year Graduation Rate

The 5-year graduation rate applied to the Class of 2010 who graduated within five years, i.e. students who entered the 9th grade in 2007 and graduated by 2011.

- A = 95.0 – 100.0%
- B = 90.0 – 94.9%
- C = 84.0 – 88.9%
- D = 79.0 – 83.9%
- F = 0.0 – 78.9%

Post-Program Placement

The Post-Program Placement rate reflects the proportion of students who left school in 2011 and in the subsequent months after leaving were employed, in the military, in an apprenticeship or enrolled in postsecondary education or advanced training.

Only students who responded to surveys six to nine months after leaving school are included in this rate.

- A = 93.0 – 100.0%
- B = 89.0 – 92.9%
- C = 84.0 – 88.9%
- D = 79.0 – 83.9%
- F = 0.0 – 78.9%

The Post-Program Placement grade also considers the proportion of students who were surveyed. This is called the “Status Known Rate.” The Post-Program Placement grade is increased by one letter grade for Career-Technical Planning Districts with high Status Known Rates, and decreased by one letter grade for Career-Technical Planning Districts with low Status Known Rates.

Status Known Rate 95% – 100% = Post-Program Placement Grade Increased One Letter Grade

Status Known Rate 85% – 94.9% = No Change in Post-Program Placement Grade

Status Known Rate 0.0 – 84.9% = Post-Program Placement Grade Decreased One Letter Grade

The Status Known Rate for Madison Local Career-Technical Planning District is **89.2%**.

Students reflected on this report card completed at least half of their Career-Technical Education program and were enrolled in the second half. These students are commonly referred to as Career-Tech Concentrators.

The exception to this is the Nontraditional Participation measure, in the Federal Accountability Results component. This measure reflects male students participating in Career-Technical programs traditionally dominated by females, and vice versa.