

Carl D. Perkins

Vocational and Technical Education Act of 1998

Program Year 2001-2002

Report to Congress On State Performance

U.S. Department of Education
Office of Vocational and Adult Education
May 2004

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Technical Education Act of 1998**

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Program Year 2001-2002

U.S. Department of Education

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May 2004

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Executive Summary

The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) requires, in Section 113(c)(3)(C), that the Secretary provide the appropriate committees of Congress copies of annual reports received by the Department from each eligible agency that receives funds under the Act. Section 113(c)(3)(a) further requires the Secretary to make the information contained in such reports available to the general public. These reports contain information on states' progress in achieving their adjusted performance levels—negotiated with and approved by the Department—on the following core indicators of performance listed in Section 113(b)(2)(A):

- Student attainment of challenging state-established academic, and vocational and technical, skill proficiencies;
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential;
- Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment; and
- Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

As required by statute, states also provide disaggregated data on the progress of students in each of the following special population categories listed in Section 3:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for nontraditional training and employment;
- Single parents, including single pregnant women;
- Displaced homemakers; and
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

As noted in Program Memorandum-OVAE/DVTE FY 2000-3, dated October 15, 1999, a tech-prep program is vocational education by definition. States must report for tech-prep students by each sub-indicator separately. See also Section 206 of Perkins III, which further requires states to report on the effectiveness of their tech-prep programs. Finally, the Department requires that states report on the progress of students by gender, race, and ethnicity.

This is the third annual report to Congress by the Department. In finalizing their data submissions to this Department, the states attested to the accuracy and completeness of their

data. This report transmits data that states submitted to the Department for Program Year (PY) 2001-2002.¹ Among the highlights of this report:

- ***More students were reported by states as having enrolled in vocational and technical education courses in PY 2001-2002 than in the past two years.***
- ***Fifteen states met each of their PY 2001-2002 secondary performance levels, while eight states met each of their postsecondary performance levels.*** This represents an increase over PY 2000-2001 when ten states met all their secondary performance levels and six met all their postsecondary performance levels.
- ***Sixteen states were awarded incentive grants from the Department during PY 2001-2002 for having exceeded their performance levels overall under Perkins III, Title I of the Workforce Investment Act (WIA), and the Adult Education and Family Literacy Act (AEFLA):*** Colorado, Florida, Illinois, Kentucky, Louisiana, Maryland, Montana, North Dakota, Nebraska, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Washington, and Wyoming.
- ***There remain significant issues of concern surrounding the quality and reliability of states' performance data.*** Among the issues: the inopportune timing of states' testing in early high school grades does not effectively assess vocational students' academic attainment; the lack of technical skill assessments in many vocational areas; and the lack of data systems to gather disaggregated data for special populations or to track students as they progress through postsecondary education and employment.

This report to Congress contains three sections. The first section recounts the accountability requirements in Perkins III and describes efforts by the Department to work with states to develop their performance accountability systems and levels for vocational and technical education. The second section offers highlights of states' progress in meeting their PY 2001-2002 performance levels, along with individual state data reports. The final section discusses issues pertaining to the quality and reliability of states' Perkins performance data.

¹ The program year (PY) generally operates from July 1 – June 30 .

I. Introduction

A. Accountability for Results

The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) is the principal source of federal funding to states for the improvement of secondary and postsecondary vocational and technical education programs. Each year under Perkins III, Congress has appropriated more than \$1.2 billion for grants to states, including the basic state grants (Title I) and Tech-Prep grants (Title II). States then determine what share of Perkins III funds should be allocated to secondary and postsecondary institutions in their state. For the past three years, on average, states allocated over 60 percent of funds to secondary education and over 30 percent to postsecondary education. A few states allocate as much as 90 percent of their funds to secondary vocational and technical education programs and just 10 percent to their postsecondary programs. States generally distribute federal funds by formula to local educational agencies, area vocational and technical schools, community colleges, and other public or private nonprofit institutions that offer vocational and technical education programs that meet the requirements of the law. Attachment A provides information on each state's allocation for PY 2001-2002, the year covered in this report.

Congress made *accountability for results* a central focus of the Perkins III legislation, setting out new performance accountability requirements for states and local programs. These requirements were established "to assess the effectiveness of the state in achieving statewide progress in vocational and technical education, and to optimize the return of investment of Federal funds in vocational and technical education activities." [Section 113(a)] With input from local program administrators, states are required to report annually on the following core indicators of performance:

- Student attainment of challenging state-established academic, and vocational and technical, skill proficiencies;
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential;
- Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment; and
- Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment. [Section 113(b)]

For purposes of state data collection and reporting, the Department subdivided the core indicators into fourteen sub-indicators—seven indicators each for secondary and postsecondary education. By statute, states also are required to report disaggregated data on the performance of students in the following special population categories:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for nontraditional training and employment;
- Single parents, including single pregnant women;
- Displaced homemakers; and
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

As noted in Program Memorandum-OVAE/DVTE FY 2000-3, dated October 15, 1999, a tech-prep program is vocational education by definition. States must report for tech-prep students by each sub-indicator separately. See also Section 206 of Perkins III further requires states to report on the effectiveness of their tech-prep programs. Finally, the Department requires that states report on the progress of students by gender, race, and ethnicity.

B. Establishing Measures and Setting Performance Levels

The Perkins III legislation afforded states considerable flexibility in selecting their measurement approaches for each indicator and identifying those students on which to report performance.² This law was passed prior to No Child Left Behind and does not require that these indicators meet a standard of validity and reliability. States submitted their measurement approaches and student population definitions, along with baseline performance levels for each of the sub-indicators as part of their original Perkins III state plans. States then reached agreement with the Department on the performance levels they would seek to achieve for each sub-indicator for each year in which the legislation would be in effect. To date, most, if not all, states have changed one or more of their measurement approaches, student population definitions, or performance levels, thus making it impossible to analyze state performance trends except in the most general of terms (i.e., describing how many states met or did not meet their levels).

Further, while the legislative flexibility has enabled states to build upon their existing data collection systems, the flexibility has produced wide variation across states in student population definitions and measurement approaches. For example, one state may measure academic attainment using a state-developed assessment instrument, while another state may use grade point averages.

C. Efforts to Help States Build their Perkins Accountability Systems

Since Perkins III was enacted, the Department has worked with states to help them build and continually improve their performance accountability systems for vocational and technical education. During the first two years of Perkins III implementation, the Department hosted “Data Quality” and “Program Quality” workshops. These workshops brought together state

² States report performance data for “concentrators”—that is, students who take a threshold number of courses or credits in vocational and technical education. This definition varies from state to state.

directors, policymakers, and data experts to review and improve student population definitions and measurement approaches. The workshops were followed by a series of conference calls to discuss data measurement and collection issues. The Department also established a web site—the Peer Collaborative Resource Network (PCRN)—to foster discussion among states on issues pertaining to Perkins accountability systems.³ Among the more recent discussion items have been strategies to incorporate the data collection requirements under No Child Left Behind (NCLB) and the Office of Management and Budget’s (OMB) “Common Core of Data” into states’ Perkins accountability systems.

Also during PY 2001-2002, the Department placed heightened emphasis on the topic of accountability during its monitoring site visits. Among the issues addressed during these visits: policies and procedures used by the states to gather data from local grantees; efforts by the states to use performance data in funding local grantees; and procedures used by the states to ensure that the data received from local grantees are complete, accurate, and reliable.

Finally, in September 2002, the Department launched a Performance Measurement Initiative (PMI). This initiative is designed to help states improve their ability to report complete, accurate, and reliable data on students’ academic performance, students’ transition to postsecondary education and employment, and other important outcomes that are anticipated to be incorporated into new legislation when enacted. Six states—Arizona, Florida, Nebraska, New Hampshire, New York, and Pennsylvania—were selected through a competitive review process to collaborate with the Department in the initial phases of the PMI initiative.

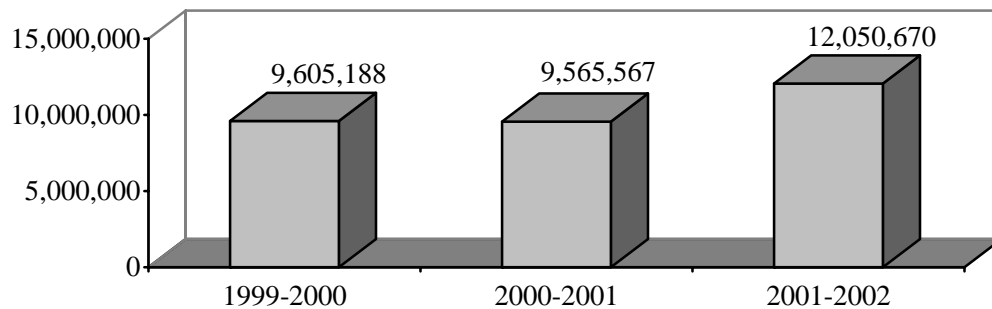
³ PCRN’s web site is located at <http://www.edcountability.net/>.

II. State Performance Data

A. Enrollment in Vocational and Technical Education

In PY 2001-2002, states reported over 12.1 million students as having enrolled in secondary and postsecondary vocational and technical education programs (see Figure 1), a significant increase (25 percent) over the past two years. Enrollment is an unduplicated count of all students

Figure 1. Student Enrollment in Vocational and Technical Education Programs: PY 1999-2002



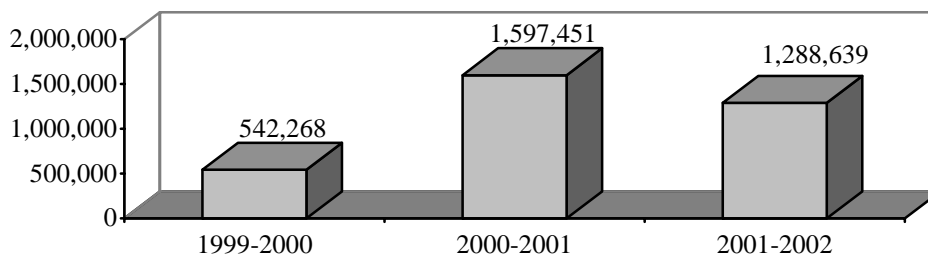
reported by each state as having taken one or more vocational and technical education courses. These courses may or may not be funded with federal Perkins funds. Table 1 below presents states' enrollment data by gender, race and ethnicity, and special population categories.

Table 1. Student Enrollment in Vocational and Technical Education: PY 2001-2002

Disaggregated Category		Secondary	Postsecondary
Gender	Male	3,397,240	2,170,140
	Female	3,730,897	2,579,634
	Gender Unknown	136,585	36,174
Race/ Ethnicity	Black	985,361	619,642
	Hispanic	1,045,804	714,551
	White	3,736,182	2,888,934
	Asian Pacific Islander	265,401	395,706
	American Indian/Alaskan Native	87,210	63,879
Special Populations	Individuals with Disabilities	653,083	912,142
	Economically Disadvantaged	1,619,988	965,705
	Nontraditional	927,954	655,205
	Single Parent	56,634	157,519
	Displaced Homemaker	1,778	46,459
	Limited English Proficient	358,816	231,491
	Other Educational Barriers	849,283	487,459

In PY 2001-2002, states also reported that nearly 1.3 million students enrolled in Tech-Prep programs (see Figure 2). This represents a considerable decrease (7.6 percent) from the prior year. It should be noted, however, that PY 2000-2001 represented a large increase from the previous year. Wide variability also exists in how states identify Tech-Prep students. Over the last two years, Tech-Prep students have comprised about 13 percent of the total enrollment in vocational and technical education.

Figure 2. Student Enrollment in Tech-Prep Programs:
PY 1999-2002



B. State Progress in Meeting Perkins Performance Levels

Attachment C provides individual state profiles containing performance data submitted to the Department by states for PY 2001-2002. Data are reported by each state on students who are identified as “concentrators.” Attachment B provides each state’s definition of a “concentrator.” Although the definition varies from state to state, most states define a concentrator as a student who is enrolled in a threshold level of vocational education.

In view of the different state definitions of “concentrator” and the differences in sizes of student populations across states, some of the data provided by states in disaggregated form potentially could be personally identifiable. Therefore, as a cautionary measure, the Department has masked data in certain cells to assure that students could not be personally identified. Specifically, where a state reported actual performance data above 95.00 percent and below 10.00 percent, the cell was coded as >95.00 percent and <10.00 percent, respectively. We will continue to examine whether this appropriately makes data available to the public as required by section 113(c)(3) of Perkins III while ensuring that the available data is not personally identifiable.

Tables 2 and 3 below summarize states’ progress in exceeding their secondary and postsecondary levels, respectively, for all students. Tables 4 and 5 summarize states’ progress in exceeding their performance levels on each indicator for students in selected disaggregated categories.

Table 2: States Exceeding Their Performance Levels on Each Secondary Indicator and Sub-indicator: PY 2001-2002

Note: An (X) denotes where a state exceeded its secondary performance levels. An asterisk (*) and highlighted row indicate where a state exceeded all its performance levels. An NP indicates where a state does not issue both a diploma and a credential to students.

States	Attainment		Completion		Placement	Nontraditional	
	Academic Attainment	Skill Attainment	HS Completion	Diploma & Credential	Program Placement	Nontrad Participation	Nontrad Completion
Alabama*	X	X	X	NP	X	X	X
Alaska	X		X	NP		X	X
Arkansas*	X	X	X	NP	X	X	X
Arizona	X	X	X	NP	X		
California		X		NP	X	X	X
Colorado	X	X	X	NP		X	X
Connecticut	X	X		NP	X	X	X
Delaware	X	X	X				
District of Columbia	X		X	X	X		
Florida		X		NP	X	X	X
Georgia	X		X	NP	X	X	X
Guam	X	X	X	NP			
Hawaii	X		X	NP			X
Idaho	X	X	X	NP	X		X
Illinois	X		X	NP	X	X	X
Indiana	X	X	X	NP		X	X
Iowa*	X	X	X	NP	X	X	X

Table 2. Continued

States	Attainment		Completion		Placement	Nontraditional	
	Academic Attainment	Skill Attainment	HS Completion	Diploma & Credential	Program Placement	Nontrad Participation	Nontrad Completion
Kansas		X	X	X			X
Kentucky*	X	X	X	X	X	X	X
Louisiana				NP		X	X
Maine				NP		X	X
Maryland	X	X	X	NP	X		X
Massachusetts*	X	X	X	X	X	X	X
Michigan	X	X	X	NP		X	X
Minnesota				NP	X	X	X
Mississippi	X	X	X	NP	X	X	
Missouri		X	X	X	X		X
Montana	X	X	X	NP	X	X	
Nebraska*	X	X	X	NP	X	X	X
Nevada*	X	X	X	X	X	X	X
New Hampshire	X	X	X	X	X	X	
New Jersey*	X	X	X	X	X	X	X
New Mexico	X		X				X
New York	X	X			X		
North Carolina	X	X	X	NP	X		
North Dakota		X	X	NP		X	X
Ohio		X	X	X	X	X	X
Oklahoma*	X	X	X	NP	X	X	X

Table 2. Continued

States	Attainment		Completion		Placement	Nontraditional	
	Academic Attainment	Skill Attainment	HS Completion	Diploma & Credential	Program Placement	Nontrad Participation	Nontrad Completion
Oregon	X	X		NP	X		
Pennsylvania*	X	X	X	X	X	X	X
Puerto Rico	X	X	X	X		X	X
Rhode Island	X						
South Carolina*	X	X	X	NP	X	X	X
South Dakota		X	X	NP	X		
Tennessee*	X	X	X	X	X	X	X
Texas		X	X	NP	X		
Utah		X	X	NP		X	X
Vermont*	X	X	X	X	X	X	X
Virgin Islands	X		X	X	X	X	
Virginia*	X	X	X	NP	X	X	X
Washington*	X	X	X	NP	X	X	X
West Virginia	X		X	X		X	
Wisconsin		X	X	X		X	X
Wyoming	X	X		NP	X	X	X
TOTAL	41	42	44	15	37	38	39

Table 3: States Exceeding Their Performance Levels on Each Postsecondary Indicator and Sub-indicator: PY 2001-2002

Note: An (X) denotes where a state exceeded its postsecondary performance levels. An asterisk (*) and highlighted row indicate where a state exceeded all its performance levels. An NP indicates where a state does not issue both a diploma and a credential to students.

States	Attainment		Completion	Placement and Retention		Nontraditional	
	Academic Attainment	Skill Attainment	Degree or Credential	Placement	Retention	Nontrad Participation	Nontrad Completion
Alabama		X	X	X	X		
Alaska	X		X	X	X	X	X
Arkansas				X	X	X	
Arizona	X	X		X	X	X	X
California		X	X	X	X	X	
Colorado	X	X	X		X		
Connecticut*	X	X	X	X	X	X	X
Delaware*	X	X	X	X	X	X	X
District of Columbia	X	X	X				X
Florida	X						X
Georgia			X	X		X	X
Guam	X			X		X	X
Hawaii	X	X	X	X	X		X
Idaho*	X	X	X	X	X	X	X
Illinois			X	X	X		
Indiana		X	X		X	X	X
Iowa	X		X	X	X	X	X
Kansas		X				X	X
Kentucky				X	X	X	X

Table 3. Continued

States	Attainment		Completion	Placement and Retention		Nontraditional	
	Academic Attainment	Skill Attainment	Degree or Credential	Placement	Retention	Nontrad Participation	Nontrad Completion
Louisiana*	X	X	X	X	X	X	X
Maine				X	X		
Maryland	X	X		X	X	X	X
Massachusetts			X	X	X	X	X
Michigan	X		X	X	X		
Minnesota*	X	X	X	X	X	X	X
Mississippi		X		X	X	X	
Missouri	X			X	X		
Montana	X			X		X	X
Nebraska	X			X	X		
Nevada	X	X	X		X		
New Hampshire	X	X	X	X	X		
New Jersey		X	X		X	X	X
New Mexico	X		X		X	X	X
New York	X	X	X	X	X		X
North Carolina*	X	X	X	X	X	X	X
North Dakota		X				X	X
Ohio	X	X	X				X
Oklahoma	X	X	X	X	X		
Oregon		X		X		X	
Pennsylvania		X		X	X		

Table 3. Continued

States	Attainment		Completion	Placement and Retention		Nontraditional	
	Academic Attainment	Skill Attainment	Degree or Credential	Placement	Retention	Nontrad Participation	Nontrad Completion
Puerto Rico	X		X	X		X	X
Rhode Island*	X	X	X	X	X	X	X
South Carolina	X	X			X	X	X
South Dakota*	X	X	X	X	X	X	X
Tennessee		X					
Texas	X	X		X			
Utah		X		X	X		
Vermont	X					X	
Virgin Islands	X	X	X	X	X		X
Virginia			X		X	X	X
Washington				X	X	X	
West Virginia	X	X			X	X	
Wisconsin		X	X		X	X	X
Wyoming		X		X		X	X
TOTAL	33	35	31	38	40	34	33

Table 4. States Exceeding Performance Levels for
Secondary Indicators By Selected Disaggregated Categories: PY 2001-2002

States Exceeding Levels For...	Attainment		Completion		Placement	Nontraditional	
	Academic Attainment	Skill Attainment	HS Completion	Diploma & Credential*	Program Placement	Nontrad Participation	Nontrad Completion
All Students	41	42	44	15	37	38	39
Students in All Disaggregated Categories	5	8	8	2	8	9	7
Male Students	32	31	20	34	12	33	28
Female Students	42	45	29	39	14	30	30
Black Students	11	19	13	25	7	20	21
White Students	42	38	25	35	12	30	28
Hispanic Students	17	18	18	23	10	24	20
Individuals with Disabilities	12	15	19	26	6	13	16
Economically Disadvantaged Students	14	24	22	25	8	21	18
Limited English Proficient Students	12	21	18	21	8	17	15
Tech-Prep Students	32	36	7	37	11	8	19
States Reporting	54	54	54	22	54	54	54

* Note: Only 22 states offer students the opportunity to earn both a high school diploma and other credential (i.e., skills certificate).

Table 5. States Exceeding Performance Levels for Postsecondary Indicators and Sub-indicators: PY 2001-2002

States Exceeding Levels For	Attainment		Completion	Placement and Retention		Nontraditional	
	Academic Attainment	Skill Attainment	Degree or Credential	Placement	Retention	Nontrad Participation	Nontrad Completion
For All Students	33	35	31	38	40	34	33
For All Disaggregated Categories	4	3	5	8	7	5	5
Male Students	22	20	32	31	20	34	12
Female Students	33	30	42	45	29	39	14
Black Students	12	13	11	19	13	25	7
White Students	33	30	42	38	25	35	12
Hispanic Students	19	16	17	18	18	23	10
Individuals with Disabilities	19	16	12	15	19	26	6
Economically Disadvantaged Students	24	21	14	24	22	25	8
Limited English Proficient Students	24	15	12	21	18	21	8
Tech-Prep Students	8	7	32	36	7	37	11
States Reporting	54	54	54	54	54	54	54

Among the highlights of states' progress:

- ***Student attainment of challenging state established academic, and vocational and technical, skill proficiencies.***

Academic Attainment

Forty-one states exceeded their performance levels for secondary academic attainment, but only five states met their performance levels on this indicator for all disaggregated categories (i.e., gender, race/ethnicity, and special populations). Thirty-two states exceeded their performance levels for postsecondary academic attainment, and only five states met their performance levels on this indicator for all disaggregated categories.

It is important to note that states use a wide variety of measurement approaches for academic attainment (see Figures 3 and 4). Measures range from being “valid and reliable”—using a national or state assessment aligned to state academic standards—to “less valid and reliable”—using grade point averages or course completion—that are subject to greater subjectivity and interpretation.

Figure 3. Measurement Approaches Used by States for Secondary Academic Attainment

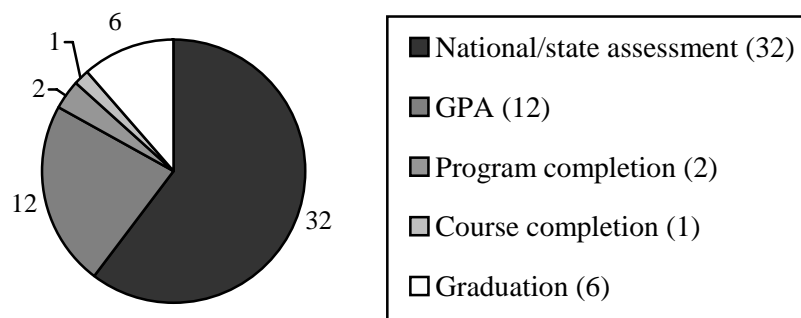
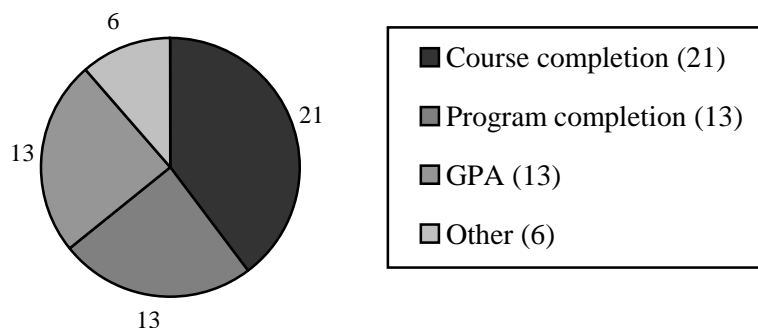


Figure 4. Measurement Approaches Used by States for Postsecondary Academic Attainment



Technical Skill Attainment

Forty-two states met their performance levels for secondary technical skill attainment, yet only eight states met their performance levels on this indicator for all disaggregated categories. Thirty-four states met their performance levels for postsecondary technical skill attainment, however only three states met their performance levels on this indicator for all disaggregated categories.

States also use a wide variety of measurement approaches for technical skill attainment (see Figures 5 and 6). As with academic attainment, measures range from “valid and reliable”—using a national, state or local assessment—to “less valid and reliable”—using grade point averages or course completion—that are subject to greater subjectivity and interpretation.

Figure 5. Measurement Approaches Used by States for Secondary Technical Skill Attainment

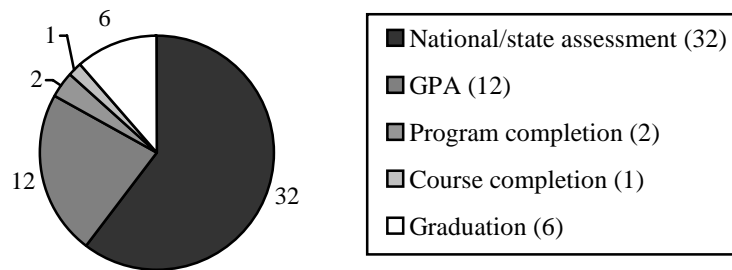
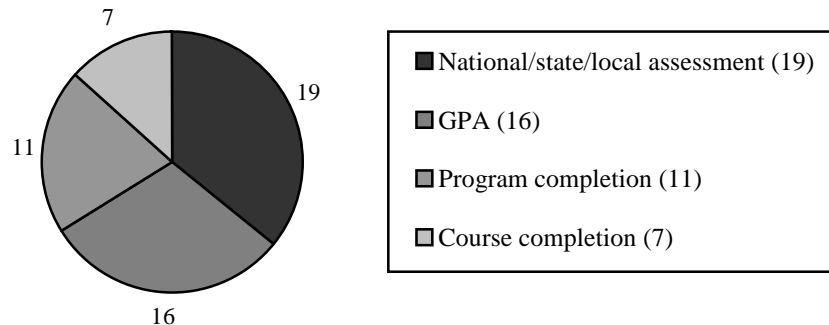


Figure 6. Measurement Approaches Used by States for Postsecondary Technical Skill Attainment



- ***Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree credential.***

Forty-four states met their performance levels for secondary high school completion, yet only eight states met their performance levels on this indicator for all disaggregated categories. Fifteen states met their performance levels for attainment of a secondary diploma *and* another credential; however, only two states met their performance levels on this indicator for all disaggregated populations.

Thirty-one states achieved their performance levels for postsecondary degree or credential attainment, while only five states met their performance levels on this indicator for all disaggregated populations.

- ***Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.***

Thirty-seven states met their performance levels for placement of secondary students in postsecondary education, yet only eight states met their performance levels on this indicator for all disaggregated categories.

Thirty-nine states met their performance levels for placement of postsecondary students in employment, but only eight states met their performance levels on this indicator for all disaggregated categories. Forty states met their performance levels for retention in postsecondary placements, while only seven states met their performance levels on this indicator for all disaggregated categories.

- ***Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.***

Participation

Thirty-eight states met their performance levels for secondary nontraditional program participation, while only nine states met their performance levels for secondary nontraditional participation for all disaggregated categories. At the postsecondary level, thirty-four states achieved their performance levels for postsecondary nontraditional program participation, while only five states met their performance levels on this indicator for all disaggregated categories.

Completion

Thirty-nine states met their performance levels for secondary nontraditional program completion, while seven states met their performance levels on this indicator for all disaggregated categories. Thirty-three states achieved their performance levels for postsecondary nontraditional program completion, while only five states met their performance levels on this indicator for all disaggregated categories.

C. State Progress Trends

Compared to last year, states in general improved their performance on five secondary sub-indicators: academic attainment; skill attainment; secondary completion; secondary credential attainment; and secondary placement (see Figure 7). Only in the areas of nontraditional participation and completion did states in general fall short of achieving their performance levels.

States also generally improved their performance on four postsecondary indicators: academic attainment; skill attainment; and placement and retention (see Figure 8). Nontraditional participation remained steady. Only in the areas of degree or credential, and nontraditional completion did states in general fall short of achieving their performance levels.

Figure 7: Trends for Secondary Indicators: PY 2000-2002

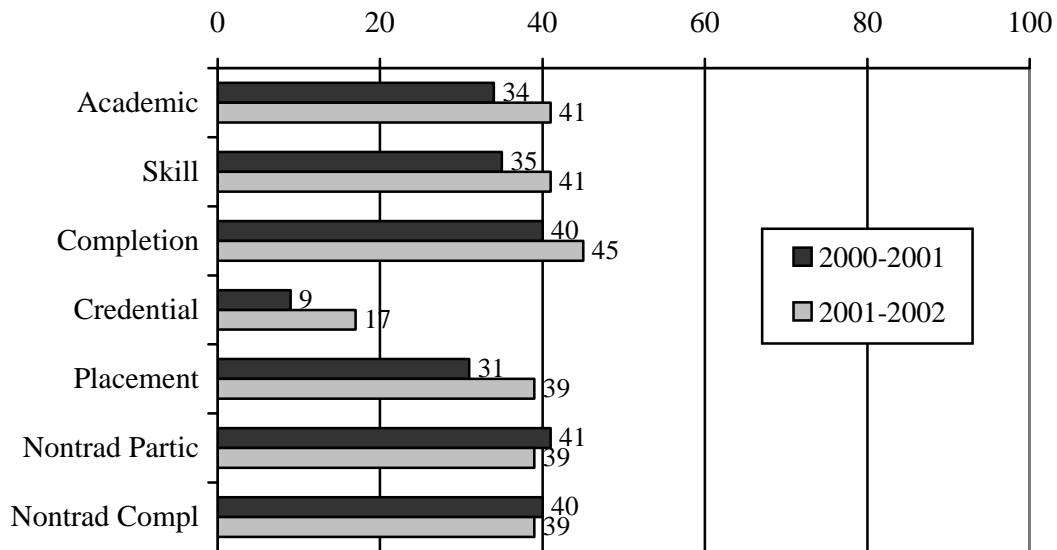
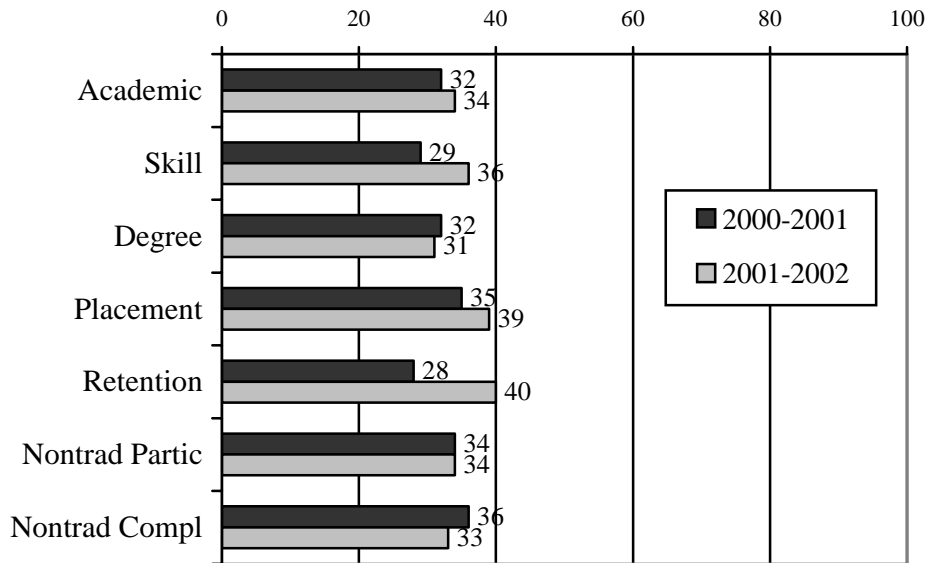


Figure 8: Trends for Postsecondary Indicators: PY 2000-2002



D. States Receiving Incentive Grants under the Workforce Investment Act

Section 503 of the Workforce Investment Act (WIA) provides incentive grants to reward states for successful performance in implementing their workforce and education programs. In PY 2001-2002, sixteen states were eligible for incentive awards, having exceeded their performance levels overall for each of the following programs: WIA (Title I), Perkins III, and the Adult Education and Family Literacy Act. The states are Colorado, Florida, Illinois, Kentucky, Louisiana, Maryland, Montana, North Dakota, Nebraska, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Washington, and Wyoming. Of these, five states also received an incentive grant during the prior year: Florida, Illinois, Kentucky, North Dakota, and Texas.

III. Issues Surrounding Data Quality

With states having made considerable strides in building and implementing their Perkins accountability systems, the Department turned greater attention this year toward assessing states' capacity to report accurate, reliable, and complete data. Strategies to assess states' capacity included conducting state monitoring visits and holding bi-weekly conference calls with state directors of vocational education and their accountability staffs. Among the findings resulting from these efforts:

- ***The measures that many states use to assess high school academic achievement cannot generate valid and reliable data on the extent to which vocational students master state academic standards.*** Even the several states that have criterion-referenced standards-based exams available to them to measure the achievement of vocational students have opted instead to use less rigorous measures such as high school graduation, maintaining a C average, and completion of a specific number of courses. Another state reports test scores only for vocational students who have graduated high school, while another reports on how vocational students fared on an optional college aptitude test that many students do not take. States report using such measures in lieu of standards-based exams because those exams are generally given in 10th grade—prior to students' involvement in vocational and technical education.
- ***Many states have not submitted valid and reliable data on high school technical skill attainment.*** These states have indicated that there is a lack of industry-validated and recognized technical skills assessments in many vocational areas. As a result, states use less-rigorous measures such as course completion and course grades, which are subject to greater subjectivity and variability.
- ***Many states do not submit complete data on the transition of students into postsecondary education and/or employment.*** This is due to the lack of reporting systems that allow states to follow students as they enter into and progress through further education and employment.

IV. Conclusion

States have made some progress in building their performance accountability systems for vocational and technical education in response to the Perkins Act. They continue to refine and upgrade their measurement approaches and are increasingly using their data for state and local program improvement.

At the same time, considerable challenges to the Department and states remain in obtaining complete, accurate, and reliable data to inform future program administration and policy direction. Among the major issues are inconsistency among states in student population definitions (i.e., who they count in their accountability system) and measurement approaches, the inability of states to track students' progress in further education and employment, and the shortage of national or state assessments to measure students' technical skill attainment—an important outcome of participation in vocational and technical education.

To address these issues, several efforts are underway both inside and outside the Department. Most importantly, with the expiration of the Perkins legislation in October 2004, Congress will soon begin reauthorization discussions. It is anticipated that the issues raised in this report will receive considerable attention and resolution during that process.

Second, the Department plans to continue its efforts to conduct monitoring visits and technical assistance sessions that focus on accountability. This year, an additional twelve states will receive monitoring visits, and the Department will sponsor a Spring Leadership Meeting for State Directors of Vocational Education and their accountability staff. Among the topics will be the use of local data for state and local program improvement.

Finally, the National Association for State Directors of Career Technical Education Consortium (NASDCTEC) is working with states to develop technical skill assessments for each of the 16 career cluster areas it recognizes. The first set of assessments will evaluate students' general workplace competencies in each of the 16 career areas. Subsequent assessments will measure job-specific skills that students need to progress into entry- or advanced-level employment in each of the career areas.

As Perkins III continues to be implemented across this country, the Department is pleased to report progress and further opportunities to build Perkins accountability systems that meet the intent of the law—that is, being able to “assess the effectiveness of the state in achieving statewide progress in vocational and technical education, and to optimize the return of investment of Federal funds in vocational and technical education activities.”

Perkins State Allocations: PY 2001-2002

State	Basic Grant Title I (In dollars)	Secondary Share of Title I*	Postsecondary Share of Title I*	Tech Prep Title II (In dollars)
Alabama	20,036,322	67%	33%	1,995,785
Alaska	4,214,921	86.5%	13.5%	336,753
Arizona	20,178,519	85%	15%	1,987,848
Arkansas	11,925,341	75%	25%	1,186,934
California	120,745,507	44%	56%	11,895,013
Colorado	14,415,073	42%	58%	1,420,073
Connecticut	8,826,329	86%	14%	869,581
Delaware	4,468,631	85%	15%	440,480
District of Columbia	4,214,921	84%	16%	321,892
Florida	51,525,165	53%	47%	5,075,903
Georgia	31,493,636	50%	50%	3,102,535
Hawaii	5,376,800	50%	50%	530,000
Idaho	6,619,244	65%	35%	652,082
Illinois	41,157,929	60%	40%	4,054,595
Indiana	24,786,555	64%	36%	2,465,494
Iowa	12,381,109	52%	48%	1,245,235
Kansas	11,370,063	52%	48%	1,120,100
Kentucky	18,364,632	49%	51%	1,863,661
Louisiana	22,051,050	56%	44%	2,190,094
Maine	5,376,800	47.5%	52.5%	530,000
Maryland	15,994,426	65%	35%	1,575,660
Massachusetts	17,323,922	70%	30%	1,658,556
Michigan	38,255,683	60%	40%	3,768,685
Minnesota	17,410,608	35%	65%	1,736,576
Mississippi	13,920,402	53%	47%	1,390,909
Missouri	22,506,237	73%	27%	2,217,159
Montana	5,268,996	65%	35%	519,374
Nebraska	7,138,876	60%	40%	709,518
Nevada	5,854,216	69%	31%	576,717
New Hampshire	5,376,800	80%	20%	530,000
New Jersey	22,257,214	55%	45%	2,192,627
New Mexico	8,559,863	50%	50%	843,258
New York	52,486,933	52%	48%	5,246,770
North Carolina	29,975,525	66%	34%	2,995,591
North Dakota	4,214,921	65%	35%	376,267
Ohio	44,682,695	82%	18%	4,449,520
Oklahoma	16,119,667	84%	16%	1,587,998

Perkins State Allocations: PY 2001-2002

State	Basic Grant Title I (In dollars)	Secondary Share of Title I*	Postsecondary Share of Title I*	Tech Prep Title II (In dollars)
Oregon	13,191,901	50%	50%	1,299,575
Pennsylvania	42,540,576	70%	30%	4,238,522
Puerto Rico	19,089,614	85%	15%	1,921,202
Rhode Island	5,376,800	85%	15%	530,000
South Carolina	17,647,448	77.5%	22.5%	1,738,505
South Dakota	4,328,867	45%	55%	426,704
Tennessee	22,531,516	90%	10%	2,233,311
Texas	86,234,261	58%	42%	8,495,203
Utah	12,453,906	60%	40%	1,226,873
Vermont	4,214,921	80%	20%	352,887
Virginia	24,827,445	85%	15%	2,445,828
Washington	21,232,147	44%	56%	2,091,644
West Virginia	8,428,617	78%	22%	877,270
Wisconsin	21,603,995	45%	55%	2,128,276
Wyoming	4,214,921	65%	35%	280,263
Total	1,074,792,466			105,945,306

* The percentages for the secondary and postsecondary share of Title I funds are based on the state's basic allocation less amounts for state leadership, state administration, and any amounts reserved under the authority of section 112(c) of Perkins.

State's Definitions of "Concentrators:" PY 2001-2002

State	Definitions	
	Secondary	Postsecondary
Alabama	A student earning two credits (Carnegie units) in a sequenced career/technical education program.	Student who has declared a major in a program designated by CIP code as "career/technical" that culminates in the awarding of a short certificate, certificate, diploma, or associate degree to program graduates.
Alaska	A student that has taken 2 or more vocational education courses within an approved sequence in one of the specific career areas as defined by the Office of Vocational and Adult Education (OVAE/USED).	A participant who has been admitted into a certificate or degree program, or has completed at least 12 vocational credit hours of the course/program of study toward a certificate or degree, or has completed all coursework for an industry recognized credential (not awarded by the postsecondary institution), as established by the postsecondary institution.
Arizona	A student who achieves two Carnegie units/credits with a grade "C" or better in a single CTE program. One unit/credit must be in a Level III course.	A student who achieves two Carnegie units/credits with a grade "C" or better in a single CTE program. One unit/credit must be in a Level III course.
Arkansas	A student who enrolled in two units of credit within a program of study, one unit of which is in the required core.	A student enrolled in a certificate, diploma, or occupational associate degree program or an undeclared student enrolled in at least six credit hours of coursework applicable toward an occupational program offered by the institution, three of which may be in general education.
California	A student enrolled in the second or succeeding course (including the capstone course) of a planned CTE program sequence.	For 1P1 & 1P2 - students enrolled in any vocational course designated as a course in the middle or at the end of a vocational program. For 2P1, 3P1 & 4P2 - students who: 1) successfully completed a minimum threshold of 12 or more units of related coursework in a vocational or technical program area with one or more of those courses designated as being in the middle or at the end of a vocational program or 2) received a certificate or degree in the cohort year.
Colorado	An individual who has been reported as a completer on the VE-135 and has demonstrated attainment of the competencies identified in the program's Measures and Standards of Performance.	A postsecondary completer has attained a certificate or Associate degree in the program.
Connecticut	A student who has completed at least two credits of a career and technical education sequence in a given career and technical education instructional program.	First-time, full-time, degree-seeking freshmen (including students entering in the summer).

State’s Definitions of “Concentrators:” PY 2001-2002

State	Definitions	
	Secondary	Postsecondary
Delaware	A student enrolled in the third course of an approved career-technical pathway.	Student matriculated in a vocational technical program leading to an AAS degree or apprenticeship.
District of Columbia	A student enrolled in a vocational program and who completed a sequence of (two or more) vocational courses that provide the individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment, further/advanced training, and /or military service.	A degree student who is taking a minor (usually 15-18 semester hours) in a vocational preparatory curriculum or a student who is taking a certificate (12-15 semester hours) program within a vocational preparatory curriculum.
Florida	A student who completes at least one Occupational Completion Point within a vocational program. An Occupational Completion Point is an exit point in a vocational program, which is linked to a labor market entry point.	A student who completes at least one Occupational Completion Point within a vocational program in the reporting year. An Occupational Completion Point is an exit point in a vocational program, which is linked to a labor market entry point; or, any student who has earned 11 or more credits toward the declared degree or certificate.
Georgia	A student who earned four or more credits (Carnegie Units) in vocational education courses, of which three are in a concentrated Technology/Career Prep (TCP) program of study.	A student enrolled in a credit major who has completed at least 12 hours (does not include specially admitted students).
Guam	A student who enrolled in a program/sequence of courses identified in the GCC/Guam DOE MOA and completed two years of course work in a program listed in the MOA.	A student with a declared major pursuing a certificate or Associate degree and/or an individual accepted in to the Apprenticeship program.
Hawaii	A 12th grade student who has completed the requirements for her/his selected state Certified Vocational Education Program of Study.	A student in a declared vocational program who has completed at least ten credits in her/his program.
Idaho	A student who has completed three or more semesters of a professional-technical program sequence by the end of his/her junior year; OR, who has completed all the courses (if less than three semesters) offered in an occupational area; OR, who is enrolled in a state approved Professional-Technical School/Academy.	A student enrolled in state funded technical college professional-technical programs.
Illinois	A student who has earned two Carnegie units of credit at the training level (typically 11th and 12 grades) in a program area.	A student who earns 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their occupational skills.
Indiana	All students who complete a course or sequence of courses or instructional units that provide the academic and technical skills, knowledge, and proficiencies to prepare the individual for employment and/or further education.	Student who enrolled in a sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further education.

State’s Definitions of “Concentrators:” PY 2001-2002

State	Definitions	
	Secondary	Postsecondary
Iowa	A vocational student who has completed a vocational program sequence of three or more units (three years) as identified by the school district (program completer).	A vocational student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate (vocational program student completer).
Kansas	An 11th or 12th grade student who has completed three courses within a program. The three courses may be 1) approved, but not necessarily funded, 2) funded courses, or 3) part of a three-hour block course.	Any student declaring a major in a career and technical education program.
Kentucky	A vocational concentrator is a student who is enrolled in a technical education program and satisfactorily completes three courses in a sequence of courses with industry-validated standards leading to an occupation/career major.	A vocational concentrator is a full-time student who has declared a technical education major and is enrolled in a sequence of courses with industry-validated academic and technical knowledge and skill standards leading to an occupation or career in a one-year or two-year program.
Louisiana	A student who has a 5 year educational plan and has taken or is enrolled in a total of two or more of the vocational courses identified in the 5 year plan.	A vocational participant with a declared vocational/technical major in a certificate, or associate degree program and who has successfully completed 12 credit hours within the declared major. Programs approved by the Louisiana Community and Technical College System and the Louisiana Board of Regents.
Maine	High school seniors reported on fall EF-V-116 forms as enrolled in an approved secondary vocational program at an area vocational center.	Students formally admitted (matriculated) into a certificate, diploma or associate degree postsecondary technical education program offered with the approval of the Board of Trustees by a campus of the Maine Technical College System.
Maryland	Any student enrolling in a course at the concentrator level for a CTE completer program.	Maryland does not identify vocational concentrators. Maryland’s focus is on CTE completers.
Massachusetts	A student formally enrolled in a state-approved (Chapter 74) career and technical education program or is enrolled in a sequence of career and technical education courses leading to a vocational objective.	A student who has been formally admitted to a specific career program through institutional or program admissions criteria or who should have completed at least 15 credits of the state requirements of a given career program by the end of the current semester; and is currently enrolled in at least one career course.
Michigan	A student who is enrolled in a state-approved career and technical education program and who has completed at least 60% of the required program coursework.	An occupational student officially enrolled (as of the officially recognized federal count date) in an occupational program and who has earned at least 12 credits (excluding developmental coursework) towards the completion of a degree.

State's Definitions of "Concentrators:" PY 2001-2002

State	Definitions	
	Secondary	Postsecondary
Minnesota	Any student successfully enrolled in a single CTE program for more than 90 hours (successfully defined as a passing grade).	A student with a declared major in a Perkins approved vocational technical education program and who has completed 35% of the program requirements (credits completed).
Mississippi	A vocational student who has completed the first year of a two-year program and has enrolled in the second year of the program.	A vocational student who has completed 50% or more vocational or technical classes within a program.
Missouri	A secondary vocational education participant who earns a minimum of two (2) units of credit in a vocational education program or sequence of vocational education courses.	A student earning 75% of the total number of credit hours required to complete a degree in a vocationally-approved subject area, or a participant in a postsecondary program that has completed a minimum of five hundred (500) clock hours.
Montana	A student who will have received at least three units of vocational course credit during a high school career.	A student who declares a vocational technical program of study.
Nebraska	A secondary student who has enrolled and/or completed a sequence of three or more Career and Technical Education courses (or has completed all of the courses offered in an area) during their high school attendance, which lead to entry-level occupations, apprenticeship, military or post high school training and has achieved the 12 th grade level.	(a) Is considered a vocational participant (has taken at least one 1.5 or 2.0 level course) during the program year; and (b) has a declared vocational major; and (c) has completed 30 or more semester (45 or more quarter) hours (as reported to IPEDS).
Nevada	A student enrolled in one or more terminal courses. A terminal course is an occupation-specific course that is taken at the end of a sequential course of study. Each school district has the responsibility of identifying the district's terminal courses.	A member of the occupational cohort. For the 2001-2002 reporting year, the occupational cohort consists of first-time students enrolled in the fall of 1998 that declared a vocational major (Associate of Applied Science Degree or Certificate of Achievement) anytime between fall 1998 and summer 2002 that were able to accumulate 24 occupational credits between fall 1998 and summer 2001.
New Hampshire	A vocational student who has completed greater than 50% of the required sequence of instruction in his/her vocational program and is enrolled in the second half of the program as of October 1st or March 1st.	A vocational student who has completed greater than 50% of the required sequence of instruction in his/her vocational program and is enrolled in the second half of the program as of October 1st or March 1st.
New Jersey	A student who is enrolled in the final level/course of an approved occupational program after successfully completing previous coursework receiving at least a minimum passing grade.	Collegiate: A postsecondary student who is matriculated in an AAS or certain AS programs, or related credit generating certificate programs, and who is enrolled in, or has successfully completed one college-level course and was enrolled full-time in the fiscal reporting year. Adult: A postsecondary student who is enrolled in one or more vocational-technical course in an approved occupational program.

State's Definitions of "Concentrators:" PY 2001-2002

State	Definitions	
	Secondary	Postsecondary
New Mexico	Those students enrolled in an identified program or coherent sequence of courses or instructional units providing them with the academic and technical knowledge, skills and proficiencies to prepare for employment and/or further/advanced education and those students who have completed three or more career-technical courses in that sequence.	Those students enrolled in an identified program or coherent sequence of courses or instructional units providing them with the academic and technical knowledge, skills and proficiencies to prepare for employment and/or further/advanced education and those students who have completed three or more career-technical courses in that sequence (secondary) or have completed eight postsecondary credit hours, and have declared a career-technical education major.
New York	A student who has attended school in the year in which the student is eligible to graduate and has passed a sequence of CTE courses that incorporate the Career Development and Occupational Studies Standards of New York state.	A first-time, full-time credit-bearing participant of an entry cohort for the fall of a given year, who attains at least 12 credits by June 30 of the reporting year.
North Carolina	A student who completes four vocational (workforce development education) courses in a career major (threshold level of vocational education) and who graduates.	A vocational concentrator is a student who is enrolled in a state-approved curriculum program that leads to an Associate of Applied Science degree, a diploma, or a certificate and who has completed 75% or more of the hours required in the student's major program of study.
North Dakota	A student enrolled in a sequence of two or more courses that provides the academic and technical knowledge/skills/ proficiencies within a vocational program.	A student who enrolled in a sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further education.
Ohio	A student who is enrolled in the last class of a series of classes within a program or is in the final class of a competency-based series of experiences. This field is completed in October and June data collection timeframes.	A student who has declared a major in a technical program, began enrollment no earlier than winter of 1998, and accumulated 36 semester (54 quarter) hours.
Oklahoma	A student enrolled in an Oklahoma Department of Career and Technology Education (ODCTE) approved occupational program to gain the knowledge and skills for employment or to continue into postsecondary education and/or advanced training.	A student enrolled in an AAS Degree program.

State’s Definitions of “Concentrators:” PY 2001-2002

State	Definitions	
	Secondary	Postsecondary
Oregon	A student who has accumulated at least two credits in an approved professional technical education program during the four years of high school. In order to obtain this information, Oregon developed a four year individualized student record/course/program record system. Students who meet the concentrator threshold were extracted to provide the required performance management information.	A student who has completed more than half of a state-approved professional technical education certificate or degree program.
Pennsylvania	A concentrator at the secondary or postsecondary level is defined as a student who is enrolled in a PDE Bureau approved career and technical education program.	A concentrator at the secondary or postsecondary level is defined as a student who is enrolled in a PDE Bureau-approved career and technical education program.
Puerto Rico	Each 12th grade student who has been participating in a specific vocational course for two to three consecutive years (10th, 11th and 12th) or an adult participating in any particular adult program directed to complete an occupational field offered by a vocational public school or a CBO.	Each student who has been participating in a specific occupational or technical course for one to two or more consecutive years towards an occupational certificate or two years or more towards an Associate Degree, or any particular adult program certificate offered by a CBO.
Rhode Island	A high school student who enrolled in and completed at least two sequential, semester-long career and technical education courses in either a state recognized career and technical education program or a sequence of recognized courses.	A member of a cohort group defined as first time, full time matriculated career and technical education students enrolled in the school year commencing three years prior to the reporting year.
South Carolina	A student who has been assigned a CIP (Classification of Instructional Programs) code designating a specific CTE program. CIP codes identify students who are pursuing four units of credit in course work leading to a career goal.	A student who has been assigned a CIP code designating a specific CTE program. Students in the Associate in Arts and Associate in Science degree programs were not included within this category since these programs are general education preparation for transfer to a higher education institution.
South Dakota	A student who earned two Carnegie units of credit within a program and is at least a junior in high school.	A student who is enrolled in a program of study and has completed 16 credits (one-year program) and 32 credits (two-year program).
Tennessee	A vocational concentrator has been defined in Tennessee as a student with three units (credits) in a focused, sequential vocational program of study (concentration) and one unit in a related vocational area or an additional credit in the sequence.	Vocational concentrators are students who are entering the second half of their program.
Texas	A student who demonstrates intent to achieve proficiency equivalent to at least two and one-half credits in a coherent sequence of courses for career and technology preparation and meets all academic requirements.	A student who has declared a major course of study in a technical field and intends to receive a certificate or degree in that field.

State’s Definitions of “Concentrators:” PY 2001-2002

State	Definitions	
	Secondary	Secondary
Utah	A student who completes three semesters (1.5 credits) of training in the same Applied Technology Education (ATE) program area during grades 9-12. An ATE Program area consists of all courses beginning with the same first two digits of the CIP Code.	A full-time student (initially registering as full-time) with a declared major in ATE Certificates, or A.A.S. or approved ATE A.S. Degrees.
Vermont	A student who has either been given instruction in all of a program’s competencies and workplace skills or has attended one technical education program (other than pre-vocational) for at least 80 minutes per day for two years (or equivalent).	A student whose performance will be measured and reported under Vermont’s core indicators and reporting requirements. Vocational concentrators will refer to any students who have declared a major in and/or have enrolled in a two-year vocational-technical education program or certificate program offered through a postsecondary institution and who are taking courses that meet the requirements of that program.
Virginia	A career and technical education concentrator is a student who completes a coherent sequence of courses in a specific program area as identified in the Administrative Planning Guide.	Students placed in technical programs.
Washington	A student who has enrolled in more than one vocational course within a single program area but has not yet completed the instructional program.	Vocational concentrator is a K-12 definition, and does not apply to the postsecondary system.
West Virginia	A student who has completed at least four units of credit in a vocational concentration.	A student who enrolls and declares as an academic major a program leading to a certificate (one year) or an associate degree in a career-technical program.
Wisconsin	A student that took 24 credits in an academic year or enrolled for the first time in a less than 30 (short term) program and had taken no classes in the prior 4 years (not including tech prep or youth options courses).	A postsecondary vocational concentrator is a student who has been accepted into a program for the first-time and is enrolled full-time (took 24 or more credits) in his or her program (or programs if the student has been accepted into two programs; i.e., is a double major). First time means that a student has not been enrolled in a program for the past ten years (student records are not maintained at the state level for more than 10 years). A cohort of these students is created each year and followed for three years for outcomes; students remain in their cohort even if they take less than 24 credits during the second or third year that their cohort is followed.
Wyoming	A student who has taken three or more semester courses in a vocational program, including those who may be currently enrolled in their third course.	A student who has taken six or more semester courses in a vocational program, including those who may be currently enrolled in their sixth course.

**Carl D. Perkins Vocational and
Technical Education Act of 1998
(Perkins III)**

**INDIVIDUAL STATE DATA
PROFILES:
PY 2001-2002**

Notes for Interpreting the Individual State Data Profiles

Each state's data need to be reviewed in the context of that state's definition of a concentrator. States' definitions can be found in Attachment B of this report.

In view of the different state definitions of "concentrator" and the differences in sizes of student populations across states, some of the data provided by states in disaggregated form potentially could be personally identifiable. Therefore, as a cautionary measure, the Department has masked data in certain cells to assure that students could not be personally identified. Specifically, where a state reported actual performance data above 95.00 percent and below 10.00 percent, the cell was coded as >95.00 percent and <10.00 percent, respectively. We will continue to examine whether this appropriately makes data available to the public as required by section 113(c)(3) of Perkins III while ensuring that the available data is not personally identifiable.

In finalizing their data submissions to this Department, the states attested to the accuracy and completeness of the data. The term "2001-2002 levels" refers to the adjusted performance levels agreed upon by the Department and a particular state. The data are self explanatory for the purpose of section 113(c)(1) of Perkins III, which is to report the progress of the states in achieving their adjusted levels of performance for core indicators and any additional State indicators. The abbreviated headings and definitions used by some states, however, may not always clarify distinctions or similarities in the specific data collected for different subindicators. Anyone wishing further information about a particular state's data may obtain information from the Accountability and Performance Branch by calling (202) 245-7700.

ALABAMA Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	National/State Standards & Local Assessment	High School Graduation	NP	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of grade 12 concentrators who took the high school graduation exam and passed all parts.	Percent of grade 12 concentrators with a recorded skill proficiency rating whose proficiency is equal to or greater than the state average of 72.94%.	Percent of grade 12 concentrators receiving diplomas (excluding special education diplomas).	NP	Percent of grade 12 program completers surveyed who were placed in postsecondary/advanced training, employment, and/or the military within 12 months (excluding unemployed by choice and unknown).	Percent of nontrad participants in nontrad programs.	Percent of nontrad completers of nontrad programs.
2001-2002 Levels	76.78 %	45.45 %	64.36 %	NP	77.42 %	14.38 %	8.37 %
2001-2002 Results	93.02 %	93.96 %	83.18 %	NP	91.81 %	22.78 %	11.45 %
Gender - Results							
Male	92.75 %	94.65 %	79.87 %	NP	92.95 %	15.45 %	<10.00%
Female	93.28 %	93.26 %	86.58 %	NP	90.63 %	35.73 %	19.99 %
Ethnicity - Results							
American Indian	>95.00 %	>95.00 %	89.27 %	NP	95.00 %	24.10 %	13.40 %
Asian	94.23 %	91.67 %	85.22 %	NP	92.00 %	31.45 %	28.57 %
Black	86.80 %	91.99 %	75.65 %	NP	91.10 %	24.88 %	12.49 %
Hispanic	92.13 %	91.95 %	84.54 %	NP	>95.00 %	23.44 %	13.46 %
White	>95.00 %	94.94 %	86.82 %	NP	91.98 %	21.64 %	10.85 %
Other	>95.00 %	>95.00 %	77.78 %	NP	>95.00 %	25.00 %	NE
Special Populations - Results							
Individuals With Disabilities	73.84 %	88.41 %	25.13 %	NP	90.50 %	14.91 %	<10.00 %
Economically Disadvantaged	87.26 %	93.46 %	73.80 %	NP	90.30 %	22.96 %	11.33 %
Nontraditional	94.31 %	94.91 %	87.17 %	NP	89.86 %	>95.00 %	>95.00 %
Single Parents	84.22 %	94.78 %	74.23 %	NP	78.26 %	26.41 %	11.76 %
Displaced Homemakers	NE	NE	NE	NP	NE	NE	NE
Other Educational Barriers	80.99 %	94.50 %	68.53 %	NP	91.26 %	20.74 %	<10.00%
Limited English Proficient	78.79 %	90.91 %	56.52 %	NP	80.00 %	25.93 %	<10.00%
Tech-Prep	91.49 %	>95.00 %	82.79 %	NP	88.39 %	19.24 %	<10.00%

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

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ALABAMA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational-Technical GPA	State/Local Administrative Data	Surveys/Placement Records	Administrative Record Exchange	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of career/technical students attaining a GPA of 2.0 or higher in academic coursework.	Percent of career/technical students attaining a GPA of 2.0 or higher in technical coursework.	Percent who completed graduation requirements within the four years of those first-time career/technical students of four years ago who completed 15 or more credit hours of technical course work during their first year.	Percent of completers whose employment/education status is known who are employed.	Percent of previous-year completers employed in both the 1 st and 3 rd full quarters following completion.	Percent of students enrolled in career/technical programs identified as non-traditional for <i>either</i> gender for which the primary area of employment preparation is non-traditional for <i>their</i> gender.	Percent of completers of career/technical programs identified as nontraditional for <i>either</i> gender for which the primary area of employment preparation is non-traditional for <i>their</i> gender.
2001-2002 Levels	63.53 %	78.94 %	36.56 %	82.74 %	90.00 %	11.07 %	10.26 %
2001-2002 Results	63.31 %	80.46 %	47.43 %	93.63 %	93.09 %	<10.00 %	<10.00 %
Gender - Results							
Male	59.83 %	81.11 %	43.04 %	NP	92.57 %	<10.00 %	<10.00 %
Female	65.17 %	79.88 %	51.73 %	NP	93.37 %	<10.00 %	<10.00 %
Ethnicity - Results							
American Indian	64.79 %	77.95 %	45.45 %	NP	>95.00 %	<10.00 %	<10.00 %
Asian	78.24 %	78.87 %	37.50 %	NP	90.00 %	<10.00 %	<10.00 %
Black	55.17 %	73.48 %	43.13 %	NP	91.39 %	<10.00 %	10.27 %
Hispanic	72.40 %	80.16 %	22.73 %	NP	81.25 %	15.58 %	25.58 %
White	68.45 %	83.57 %	50.36 %	NP	91.76 %	<10.00 %	<10.00 %
Other	27.46 %	83.61 %	47.06 %	NP	70.00 %	<10.00 %	<10.00 %
Special Populations - Results							
Individuals With Disabilities	57.14 %	77.90 %	15.00 %	NP	>95.00 %	10.91 %	<10.00 %
Economically Disadvantaged	65.82 %	74.00 %	51.52 %	NP	92.23 %	<10.00 %	<10.00 %
Nontraditional	62.98 %	77.21 %	15.98 %	NP	87.59 %	>95.00 %	33.85 %
Single Parents	52.83 %	32.61 %	60.00 %	NP	75.00 %	31.82 %	83.33 %
Displaced Homemakers	66.15 %	61.92 %	69.23 %	NP	>95.00 %	<10.00 %	>95.00 %
Other Educational Barriers	56.28 %	76.90 %	23.37 %	NP	>95.00 %	<10.00 %	<10.00 %
Limited English Proficient	76.47 %	86.67 %	>95.00 %	NP	55.56 %	15.38 %	>10.00 %
Tech-Prep	>10.00 %	>10.00 %	>10.00 %	NP	>10.00 %	>10.00 %	>10.00 %

Notes:

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ALASKA Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational/Technical Course Completion	State/Local Data	NP	Surveys/Placement Records and Administrative Record Exchanges/	Matching Records	State/Local Data
Measurement Definitions	Percent of concentrators of vocational education who have earned 4 units of credit in language arts and 2 units of credit in mathematics and who have left secondary education in the reporting year.	Percent of concentrators who have met established Career/Technical skill standards, as evidenced by earning credit for courses that address those standards, and have left secondary education in the reporting year.	Percent of concentrators who have attained a high school diploma.	NP	Percent of completers who leave secondary school in the reporting year and were at least enrolled in their third year of high school, and who were placed in postsecondary education or advanced training, employment and/or military service within 6-12 months of leaving secondary school	Percent of participants from the underrepresented gender group in a nontraditional secondary program in the reporting year.	Percent of participants in underrepresented gender groups who complete a nontraditional program in the reporting year.
2001-2002 Levels	66.83 %	68.13 %	72.46 %	NP	90.00 %	31.23 %	15.27 %
2001-2002 Results	72.62 %	64.29 %	78.96 %	NP	76.24 %	34.97 %	29.77 %
Gender - Results							
Male	70.49 %	61.99 %	76.79 %	NP	76.79 %	39.33 %	24.88 %
Female	75.36 %	67.24 %	81.76 %	NP	83.09 %	28.61 %	38.15 %
Ethnicity - Results							
American Indian	72.05 %	65.89 %	74.81 %	NP	82.82 %	34.80 %	31.16 %
Asian	69.85 %	63.24 %	76.84 %	NP	54.55 %	33.15 %	30.84 %
Black	61.18 %	54.61 %	72.37 %	NP	NE	32.52 %	29.17 %
Hispanic	65.18 %	61.61 %	71.43 %	NP	25.00 %	36.68 %	29.59 %
White	74.40 %	64.76 %	81.42 %	NP	58.60 %	35.36 %	29.47 %
Other	52.94 %	41.18 %	73.53 %	NP	77.22 %	32.64 %	25.30 %
Special Populations - Results							
Individuals With Disabilities	76.21 %	63.31 %	76.21 %	NP	60.00 %	37.62 %	22.86 %
Economically Disadvantaged	78.60 %	58.05 %	74.79 %	NP	43.93 %	38.05 %	30.60 %
Nontraditional	74.96 %	52.49 %	83.70 %	NP	19.35 %	40.41 %	36.31 %
Single Parents	>95.00 %	50.00 %	65.38 %	NP	48.15 %	31.17 %	44.68 %
Displaced Homemakers	75.00 %	50.00 %	50.00 %	NP	NE	11.11 %	60.00 %
Other Educational Barriers	36.46 %	53.61 %	46.39 %	NP	41.67 %	37.64 %	29.10 %
Limited English Proficient	62.59 %	61.90 %	71.43 %	NP	18.57 %	35.36 %	27.53 %
Tech-Prep	>95.00%	51.85 %	>95.00 %	NP	NE	32.62 %	26.40 %

Notes:

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ALASKA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational/Technical Course	State/Local Data	Administrative Record Exchange	Administrative Record Exchange	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators who have documented completion of reading, writing and mathematics requirements (including requirements where the reading, writing and mathematics are embedded in the course) and have stopped program participation in the reporting year.	Percent of concentrators who have met the program-defined and industry validated Career/Technical skill standards and assessment benchmarks set at the local level and have stopped program participation in the reporting year.	Percent of concentrators who have received a credential, certificate or associate degree in the reporting year.	Percent of completers from the previous reporting year who were placed in further postsecondary education or advanced training, employment and/or military service within 6 months of leaving postsecondary school.	Percent of completers from the previous reporting year who were placed in postsecondary education or advanced training, employment and/or military service within the first 6 months following exit and who are employed, in the military or in postsecondary education within the following 6 months.	Percent of participants from the underrepresented gender group in a nontraditional postsecondary program in the reporting year.	Percent of participants from the underrepresented gender group who completed nontraditional postsecondary programs in the reporting year.
2001-2002 Levels	10.34 %	90.68 %	7.98 %	78.50 %	64.00 %	32.41 %	21.72 %
2001-2002 Results	16.40 %	23.98 %	16.38 %	83.34 %	>95.00 %	36.80 %	24.83 %
Gender - Results							
Male	16.98 %	28.82 %	18.66 %	83.84 %	>95.00 %	57.65 %	33.40 %
Female	15.96 %	20.24 %	14.61 %	85.22 %	>95.00 %	21.76 %	16.82 %
Ethnicity - Results							
American Indian	20.74 %	27.36 %	21.81 %	89.70 %	>95.00 %	31.51 %	14.36 %
Asian	13.50 %	18.41 %	10.00 %	80.56 %	>95.00 %	38.71 %	23.08 %
Black	11.48 %	19.62 %	<10.00 %	78.88 %	>95.00 %	49.29 %	34.38 %
Hispanic	18.93 %	21.89 %	11.24 %	81.95 %	94.50 %	39.28 %	34.21 %
White	15.97 %	23.41 %	16.01 %	82.90 %	>95.00 %	37.41 %	27.23 %
Other	11.65 %	29.03 %	17.27 %	78.09 %	94.93 %	37.47 %	19.64 %
Special Populations - Results							
Individuals With Disabilities	88.89 %	77.78 %	77.78 %	NE	NE	14.29 %	20.00 %
Economically Disadvantaged	44.26 %	73.77 %	73.77 %	82.82 %	>95.00 %	<10.00 %	NE
Nontraditional	25.00 %	81.25 %	81.25 %	NE	NE	NE	NE
Single Parents	58.33 %	66.67 %	66.67 %	85.81 %	>95.00 %	<10.00 %	NE
Displaced Homemakers	>95.00 %	75.00 %	75.00 %	NP	NP	14.29 %	NP
Other Educational Barriers	37.50 %	62.50 %	62.50 %	<10.00 %	NE	<10.00 %	NP
Limited English Proficient	82.35 %	64.71 %	64.71 %	NE	NE	17.65 %	20.00 %
Tech-Prep	>95.00 %	NE	NE	NE	NE	NE	NE

Notes:

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ARIZONA Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical Course Completion	State/Local Administered Data	NP	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of program concentrators who leave secondary education in the reporting year that meet or exceed all the reading, writing and math state standards as assessed by the Arizona Instrument to Measure Standards (AIMS) test.	Percent of program concentrators who leave secondary education in the reporting year that pass a state-adopted proficiency assessment or in the absence of such an assessment, have documented attainment of at least 80% of the occupational Level III program competencies.	Percent of program concentrators who receive a secondary school diploma in the reporting year and left school.	NP	Percent of program completers who graduated in the previous year and were placed in postsecondary education, advanced training, military service or employment in the reporting year.	Percent of non-traditional male and nontraditional female students enrolled in nontraditional Level III VTE courses in the reporting year.	Percent of nontraditional program concentrators who leave secondary education in the reporting year that pass a state-adopted proficiency assessment or in the absence of such an assessment, have documented attainment of at least 80% of the occupational Level III program competencies
2001-2002 Levels	90.50 %	50.00 %	90.50 %	NP	41.06 %	30.63 %	26.43 %
2001-2002 Results	>95.00 %	61.63 %	>95.00 %	NP	65.42 %	29.96 %	24.89 %
Gender - Results							
Male	>95.00 %	60.16 %	>95.00 %	NP	64.99 %	31.13 %	25.00 %
Female	>95.00 %	63.18 %	>95.00 %	NP	65.87 %	28.37 %	24.77 %
Ethnicity - Results							
American Indian	>95.00 %	54.43 %	>95.00 %	NP	57.10 %	26.27 %	20.04 %
Asian	>95.00 %	61.77 %	>95.00 %	NP	67.63 %	37.28 %	38.31 %
Black	>95.00 %	53.79 %	>95.00 %	NP	63.01 %	32.49 %	29.06 %
Hispanic	>95.00 %	60.90 %	>95.00 %	NP	66.20 %	25.97 %	22.94 %
White	>95.00 %	63.63 %	>95.00 %	NP	66.39 %	32.17 %	25.73 %
Other	NE	NE	NE	NP	NP	NE	NE
Special Populations - Results							
Individuals With Disabilities	>95.00 %	59.93 %	>95.00 %	NP	60.75 %	20.76 %	17.38 %
Economically Disadvantaged	>95.00 %	80.65 %	>95.00 %	NP	65.28 %	24.91 %	16.02 %
Nontraditional	>95.00 %	59.09 %	>95.00 %	NP	69.41 %	NE	NE
Single Parents	>95.00 %	75.00 %	>95.00 %	NP	53.57 %	36.90 %	13.04 %
Displaced Homemakers	NE	NE	NE	NP	NP	NE	NE
Other Educational Barriers	94.73 %	58.10 %	94.73 %	NP	58.27 %	33.23 %	22.85 %
Limited English Proficient	>95.00 %	64.51 %	>95.00 %	NP	46.43 %	24.57 %	21.97 %
Tech-Prep	>95.00 %	65.28 %	>95.00 %	NP	66.61 %	22.78 %	19.82 %

Notes:

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ARIZONA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA and Program Completion	Overall GPA and Program Completion	State/Local Administrative Data	Surveys/Placement Records	Administrative Record Exchange	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational program adult learners who (1) achieve the state defined threshold level of course taking; (2) attain a "C" or better in all state designated academic courses; and (3) have stopped program participation in the reporting year.	Percent of vocational program adult learners who (1) achieve the state-defined threshold level of course taking; (2) have met program-defined and industry-validated occupational skills standards in all occupational courses with a "C" or better; and (3) have stopped program participation in the reporting year	Percent of vocational program adult learners who (1) achieve the state defined threshold level; (2) receive a postsecondary degree, certificate, or credential; and (3) have left the postsecondary program in the reporting year	Percent of vocational program adult learners who: (1) completed a program in the reporting year; and (2) were placed in further postsecondary education, employment, and/or military service within three months after stopping participation in the program.	Percent of vocational program adult learners who: (1) completed a program in the reporting year; and (2) were placed in further postsecondary education, employment, and/or military service within three months after stopping participation in the program.(to be revised)	Percent of males in female dominated occupations and number of females in male dominated occupations participating in nontraditional programs in the reporting year.	Percent of males in female dominated occupations and number of females in male dominated occupations completing nontraditional programs in the reporting year
2001-2002 Levels	67.00 %	67.00 %	71.00 %	60.66 %	58.66 %	20.51 %	11.50 %
2001-2002 Results	90.63 %	91.01 %	27.05 %	62.32 %	83.21 %	21.82 %	19.82 %
Gender - Results							
Male	90.24 %	91.45 %	22.43 %	60.82 %	84.13 %	21.12 %	30.12 %
Female	91.12 %	90.67 %	31.98 %	63.31 %	82.56 %	22.43 %	12.47 %
Ethnicity - Results							
American Indian	82.81 %	77.15 %	23.98 %	61.69 %	75.00 %	20.59 %	21.05 %
Asian	>95.00 %	92.12 %	27.88 %	63.64 %	85.71 %	26.85 %	20.57 %
Black	92.83 %	89.92 %	28.88 %	54.10 %	75.76 %	20.25 %	18.92 %
Hispanic	85.71 %	88.57 %	21.90 %	56.71 %	83.26 %	21.69 %	21.19 %
White	92.25 %	92.68 %	28.91 %	63.70 %	84.39 %	20.98 %	19.15 %
Other	92.65 %	92.20 %	26.39 %	77.98 %	81.68 %	27.42 %	21.24 %
Special Populations - Results							
Individuals With Disabilities	89.52 %	89.52 %	41.13 %	63.46 %	81.82 %	26.91 %	29.55 %
Economically Disadvantaged	86.01 %	87.84 %	28.97 %	67.86 %	85.43 %	23.81 %	16.88 %
Nontraditional	94.15 %	94.96 %	35.17 %	41.76 %	84.59 %	NE	NE
Single Parents	>95.00 %	82.76 %	27.59 %	66.67 %	50.00 %	37.04 %	33.33 %
Displaced Homemakers	66.67 %	66.67 %	33.33 %	NP	NP	22.22 %	NP
Other Educational Barriers	84.65 %	87.91 %	17.52 %	63.82 %	90.28 %	24.31 %	20.22 %
Limited English Proficient	69.79 %	78.65 %	24.48 %	55.56 %	76.00 %	23.20 %	12.20 %
Tech-Prep	88.11 %	85.31 %	16.08 %	47.62 %	75.00 %	24.08 %	25.00 %

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ARKANSAS Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National Academic Assessment	National/State Standards & Assessment	State/Local Administrative Data	NP	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of tested concentrators who left secondary education who scored above the 50 th percentile on SAT 9 (reading, math, and language arts).	Percent of tested concentrators who scored above 50% on the AR Student Competency Testing Program.	Percent of concentrators who graduated.	NP	Percent of completer graduates who were employed, enrolled in further education, or in the military six months after graduation.	Percent of nontraditional gender participants in programs leading to nontraditional employment/training.	Percent of nontraditional gender completers of programs leading to nontraditional employment/training.
2001-2002 Levels	37.83 %	63.99 %	83.49 %	NP	90.00 %	31.81 %	19.56 %
2001-2002 Results	39.47 %	75.26 %	90.32 %	NP	93.93 %	32.39 %	21.79 %
Gender - Results							
Male	38.06 %	69.43 %	89.64 %	NP	>95.00 %	37.97 %	29.28 %
Female	40.97 %	81.50 %	91.07 %	NP	92.53 %	23.76 %	12.56 %
Ethnicity - Results							
American Indian	28.57 %	90.48 %	87.50 %	NP	>95.00 %	31.02 %	22.22 %
Asian	54.41 %	76.79 %	86.73 %	NP	>95.00 %	31.93 %	44.44 %
Black	16.77 %	59.90 %	88.43 %	NP	88.82 %	33.51 %	19.63 %
Hispanic	22.66 %	64.14 %	85.57 %	NP	87.18 %	29.70 %	15.00 %
White	45.92 %	79.53 %	90.88 %	NP	>95.00 %	32.23 %	22.17 %
Other	NE	NE	NE	NP	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	<10.00 %	47.74 %	85.64 %	NP	84.52 %	31.46 %	13.18 %
Economically Disadvantaged	23.33 %	64.41 %	86.89 %	NP	87.25 %	32.13 %	18.41 %
Nontraditional	41.29 %	73.15 %	91.29 %	NP	94.78 %	32.39 %	21.79 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	24.72 %	71.15 %	79.05 %	NP	80.25 %	31.93 %	11.76 %
Limited English Proficient	13.73 %	65.28 %	92.86 %	NP	87.88 %	28.86 %	12.00 %
Tech-Prep	49.15 %	82.42 %	94.04 %	NP	>95.00 %	32.74 %	19.70 %

Notes:

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ARKANSAS Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational-Technical GPA	State/Local Administrative Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of students with a GPA of 2.0+ in academic work.	Percent of students with a GPA of 2.5+ in vocational work.	Percent of potential completers who completed.	Percent of completers who were placed in employment.	Percent of placements in employment who were retained.	Percent of nontraditional enrollees in nontraditional programs.	Percent of nontraditional completers of non-traditional programs.
2001-2002 Levels	80.63 %	75.51 %	80.64 %	76.44 %	90.00 %	15.75 %	18.75 %
2001-2002 Results	72.32 %	67.61 %	62.97 %	93.14 %	>95.00 %	19.06 %	16.33 %
Gender - Results							
Male	70.08 %	66.01 %	65.45 %	94.41 %	>95.00 %	29.17 %	25.02 %
Female	73.58 %	68.65 %	61.52 %	92.37 %	>95.00 %	13.09 %	10.75 %
Ethnicity - Results							
American Indian	58.03 %	66.07 %	76.67 %	>95.00 %	>95.00 %	23.86 %	29.73 %
Asian	78.97 %	71.03 %	70.91 %	>95.00 %	>95.00 %	17.86 %	<10.00 %
Black	67.39 %	59.33 %	48.29 %	89.22 %	>95.00 %	16.25 %	12.19 %
Hispanic	67.94 %	63.20 %	70.37 %	91.67 %	>95.00 %	18.88 %	15.69 %
White	74.37 %	70.60 %	68.34 %	93.99 %	>95.00 %	19.78 %	17.30 %
Other	75.50 %	65.61 %	76.67 %	>95.00 %	>95.00 %	20.30 %	20.00 %
Special Populations - Results							
Individuals With Disabilities	64.82 %	59.65 %	79.86 %	>95.00 %	86.36 %	18.29 %	20.90 %
Economically Disadvantaged	73.32 %	64.89 %	60.12 %	79.83 %	>95.00 %	16.43 %	13.40 %
Nontraditional	70.98 %	84.32 %	63.26 %	>95.00 %	<10.00 %	19.06 %	16.33 %
Single Parents	71.00 %	63.84 %	80.41 %	73.13 %	>95.00 %	16.12 %	14.52 %
Displaced Homemakers	58.52 %	57.14 %	89.86 %	52.01 %	>95.00 %	13.20 %	10.23 %
Other Educational Barriers	55.09 %	55.01 %	88.74 %	57.49 %	>95.00 %	13.67 %	10.07 %
Limited English Proficient	71.32 %	69.51 %	90.20 %	85.29 %	>95.00 %	14.08 %	<10.00 %
Tech-Prep	71.95 %	70.60 %	82.55 %	>95.00 %	71.26 %	20.36 %	14.03 %

Notes:

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Definitions for special populations are provided in Attachment D.

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CALIFORNIA
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	Program Completion	State/Local Data	NP	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of 12th grade vocational program completers earning a high school diploma	Percent of secondary vocational program completers.	Percent of 12th grade vocational program completers earning a high school diploma.	NP	Percent of 12th grade vocational program completers placed in military, advanced education/training, or employment.	Percent of secondary school Male and Female students participating in programs determined to be nontraditional to their gender.	Percent of secondary school Males and Females who complete programs determined to be nontraditional to their gender
2001-2002 Levels	91.35 %	16.03 %	91.35 %	NP	70.64 %	17.13 %	24.13 %
2001-2002 Results	83.28 %	48.34 %	83.28 %	NP	73.29 %	20.99 %	50.79 %
Gender - Results							
Male	82.80 %	47.70 %	82.80 %	NP	72.89 %	21.71 %	47.45 %
Female	83.83 %	49.13 %	83.83 %	NP	73.77 %	20.09 %	55.23 %
Ethnicity - Results							
American Indian	86.75 %	55.74 %	86.75 %	NP	82.00 %	23.37 %	43.79 %
Asian	76.98 %	54.64 %	76.98 %	NP	68.99 %	22.44 %	49.23 %
Black	76.56 %	45.31 %	76.56 %	NP	63.62 %	25.33 %	40.53 %
Hispanic	80.53 %	48.91 %	82.24 %	NP	68.60 %	21.04 %	46.83 %
White	86.99 %	47.47 %	86.99 %	NP	75.34 %	18.83 %	51.53 %
Other	90.30 %	38.92 %	90.30 %	NP	89.32 %	29.66 %	87.99 %
Special Populations - Results							
Individuals With Disabilities	79.69 %	39.18 %	79.69 %	NP	42.37 %	20.85 %	38.98 %
Economically Disadvantaged	83.78 %	32.90 %	83.78 %	NP	62.97 %	22.22 %	40.01 %
Nontraditional	81.56 %	52.49 %	81.56 %	NP	60.25 %	NP	NP
Single Parents	77.48 %	41.92 %	77.48 %	NP	29.16 %	24.44 %	47.08 %
Displaced Homemakers	75.00 %	18.49 %	75.00 %	NP	53.85 %	<10.00 %	44.23 %
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	86.06 %	35.85 %	86.06 %	NP	60.00 %	23.74 %	31.03 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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CALIFORNIA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Vocational Course Completion	Local Standards & Assessment	State/Local Data	Administrative Record Exchange	Administrative Record Exchange	State/Local Data	State/Local Data
Measurement Definitions	Percent of students enrolled in SAM A-C courses who have earned a GPA of 2.0 or above in those SAM A-C courses only.	Percent of students enrolled in SAM A-C courses who have earned a GPA of 2.0 or above in those SAM A-C courses only.	Percent of concentrators earning a certificate or degree or transferring to a 4-year university.	Percent of concentrators found in UI covered employment in any quarter in the year following the cohort year or a 4-year university.	Percent of concentrators found in UI covered employment for three of the four quarters in the year following the cohort year and not at a four-year university.	Percent of student participants determined to be of the nontraditional gender enrolled in SAM A-D courses identified with a nontraditional TOP code.	Percent of nontraditional concentrators in nontraditional programs earning a certificate or degree or transferring to a 4-year university.
2001-2002 Levels	76.76 %	76.76 %	59.82 %	83.19 %	82.60 %	26.98 %	26.95 %
2001-2002 Results	72.68 %	83.33 %	72.68 %	84.90 %	84.04 %	38.27 %	24.37 %
Gender - Results							
Male	68.39 %	81.92 %	68.39 %	86.45 %	85.39 %	30.98 %	28.69 %
Female	76.26 %	84.70 %	76.26 %	83.65 %	82.90 %	45.47 %	21.37 %
Ethnicity - Results							
American Indian	70.86 %	79.76 %	70.86 %	82.62 %	78.16 %	37.37 %	24.32 %
Asian	77.60 %	84.62 %	77.60 %	82.42 %	84.70 %	41.92 %	26.06 %
Black	69.91 %	76.50 %	69.91 %	82.46 %	81.09 %	41.32 %	25.32 %
Hispanic	68.20 %	79.48 %	68.20 %	87.41 %	85.04 %	37.45 %	23.59 %
White	74.06 %	86.38 %	74.06 %	85.38 %	84.05 %	37.25 %	23.86 %
Other	68.09 %	83.11 %	68.09 %	82.84 %	83.40 %	36.99 %	24.91 %
Special Populations - Results							
Individuals With Disabilities	80.93 %	79.19 %	80.93 %	74.29 %	76.34 %	27.35 %	27.32 %
Economically Disadvantaged	73.75 %	81.41 %	73.75 %	83.13 %	80.03 %	25.11 %	24.62 %
Nontraditional	74.29 %	82.30 %	74.29 %	84.39 %	82.94 %	47.06 %	>95.00 %
Single Parents	74.23 %	79.95 %	74.23 %	84.38 %	80.85 %	21.93 %	20.25 %
Displaced Homemakers	75.10 %	83.87 %	75.10 %	78.18 %	81.49 %	41.86 %	23.59 %
Other Educational Barriers	NP	NP	NP	NP	81.49 %	NP	NP
Limited English Proficient	76.83 %	85.20 %	76.83 %	76.81 %	81.78 %	47.06 %	25.77 %
Tech-Prep	77.72 %	83.04 %	77.72 %	86.96 %	85.35 %	47.25 %	24.49 %

Notes:

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**CALIFORNIA
Adult**

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	NP	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of adult vocational program completers.	Percent of adult vocational program completers.	Percent of adult vocational program completers.	NP	Percent of adult vocational program completers placed in military, advanced education/training, or employment.	Percent of adult males and females participating in nontraditional programs determined to be nontraditional to their gender.	Percent of adult males and females who complete programs determined to be nontraditional to their gender.
2001-2002 Levels	80.76 %	80.76 %	80.76 %	NP	NE	17.13 %	24.13 %
2001-2002 Results	61.90 %	61.90 %	61.90 %	NP	NE	17.25 %	70.45 %
Gender – Results							
Male	59.82 %	59.82 %	59.82 %	NP	NE	25.37 %	60.76 %
Female	63.18 %	63.18 %	63.18 %	NP	NE	12.26 %	82.79 %
Ethnicity – Results							
American Indian	<10.00 %	<10.00 %	<10.00 %	NP	NE	<10.00 %	71.14 %
Asian	63.48 %	63.48 %	63.48 %	NP	NE	19.28 %	67.99 %
Black	70.77 %	70.77 %	70.77 %	NP	NE	22.19 %	72.35 %
Hispanic	75.37 %	75.37 %	75.37 %	NP	NE	19.60 %	12.43 %
White	64.77 %	64.77 %	64.77 %	NP	NE	16.28 %	65.22 %
Other	55.35 %	55.35 %	55.35 %	NP	NE	23.12 %	49.63 %
Special Populations – Results							
Individuals With Disabilities	53.15 %	53.15 %	53.15 %	NP	NE	23.62 %	45.03 %
Economically Disadvantaged	59.80 %	59.80 %	59.80 %	NP	NE	21.21 %	51.58 %
Nontraditional	65.17 %	65.17 %	65.17 %	NP	NE	<10.00 %	NP
Single Parents	61.33 %	61.33 %	61.33 %	NP	NE	20.60 %	55.93 %
Displaced Homemakers	55.69 %	55.69 %	55.69 %	NP	NE	10.81 %	49.83 %
Other Educational Barriers	NP	NP	NP	NP	NE	NP	NP
Limited English Proficient	58.25 %	58.25 %	58.25 %	NP	NE	22.74 %	47.51 %
Tech-Prep	NP	NP	NP	NP	NE	NP	NP

Notes:

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COLORADO
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	Program Completion	High School Graduation	NP	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of 12 th grade Career/Technical education program completers who graduated.	Percent of 12 th grade Career/Technical education program participants who completed.	Percent of 12 th grade Career/Technical education program completers who graduated.	NP	Percent of 12th grade completer survey respondents placed in postsecondary education, advanced training, military service, or employment.	Percent of CTE participants who are males and females participating in programs leading to occupations, which are nontraditional for their gender.	Percent of CTE completers who are males and females completing programs leading to occupations, which are nontraditional for their gender.
2001-2002 Levels	76.41 %	48.68 %	76.41 %	NP	96.08 %	27.20 %	23.44 %
2001-2002 Results	85.81 %	53.98 %	85.81 %	NP	>95.00 %	39.57 %	35.09 %
Gender - Results							
Male	86.01 %	53.48 %	86.01 %	NP	>95.00 %	59.08 %	53.45 %
Female	85.60 %	54.51 %	85.60 %	NP	>95.00 %	18.51 %	16.90 %
Ethnicity - Results							
American Indian	83.64 %	48.17 %	83.64 %	NP	>95.00 %	40.00 %	35.61 %
Asian	83.57 %	51.90 %	83.57 %	NP	>95.00 %	42.32 %	38.43 %
Black	81.63 %	49.52 %	81.63 %	NP	93.78 %	36.20 %	32.49 %
Hispanic	77.62 %	48.26 %	77.62 %	NP	94.99 %	35.83 %	31.99 %
White	87.86 %	55.71 %	87.86 %	NP	>95.00 %	40.64 %	35.63 %
Other	71.88 %	28.40 %	71.88 %	NP	>95.00 %	31.48 %	52.58 %
Special Populations - Results							
Individuals With Disabilities	84.55 %	58.00 %	84.55 %	NP	89.68 %	28.39 %	18.64 %
Economically Disadvantaged	88.05 %	56.29 %	88.05 %	NP	92.75 %	36.98 %	29.51 %
Nontraditional	86.53 %	48.06 %	86.53 %	NP	>95.00 %	>95.00 %	>95.00 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	81.36 %	55.51 %	81.36 %	NP	90.92 %	30.28 %	20.23 %
Limited English Proficient	86.75 %	43.37 %	86.75 %	NP	89.51 %	34.08 %	38.07 %
Tech-Prep	88.16 %	63.36 %	88.16 %	NP	>95.00 %	40.54 %	35.28 %

Notes:

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COLORADO Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of students completing approved postsecondary Career/Technical Education programs.	Percent of students completing approved postsecondary Career/Technical Education programs.	Percent of students completing approved postsecondary Career/Technical education programs.	Percent of postsecondary completer survey respondents placed in advanced postsecondary education or training, military service, or employment.	Percent of postsecondary completer survey respondents placed in employment that is retained after 6 months.	Percent of postsecondary CTE participants who are males and females participating in programs leading to occupations, which are nontraditional for their gender.	Percent of postsecondary CTE completers who are males and females completing programs leading to occupations, which are nontraditional for their gender.
2001-2002 Levels	36.31 %	36.31 %	36.31 %	93.15 %	71.00 %	18.08 %	17.38 %
2001-2002 Results	37.14 %	37.14 %	37.14 %	92.78 %	78.08 %	15.28 %	14.73 %
Gender - Results							
Male	38.74 %	38.74 %	38.74 %	93.19 %	75.33 %	16.62 %	20.66 %
Female	35.37 %	35.37 %	35.37 %	92.48 %	80.14 %	13.79 %	<10.00 %
Ethnicity - Results							
American Indian	56.41 %	56.41 %	56.41 %	87.50 %	89.80 %	<10.00 %	10.28 %
Asian	38.76 %	38.76 %	38.76 %	94.52 %	67.80 %	17.83 %	11.80 %
Black	32.25 %	32.25 %	32.25 %	82.59 %	80.40 %	15.03 %	14.88 %
Hispanic	42.24 %	42.24 %	42.24 %	91.38 %	78.95 %	14.24 %	13.22 %
White	37.01 %	37.01 %	37.01 %	94.11 %	75.75 %	15.41 %	15.33 %
Other	24.62 %	24.62 %	24.62 %	93.42 %	87.69 %	16.96 %	14.05 %
Special Populations - Results							
Individuals With Disabilities	30.13 %	30.13 %	30.13 %	84.96 %	74.68 %	20.22 %	21.84 %
Economically Disadvantaged	34.06 %	34.06 %	34.06 %	92.22 %	75.69 %	15.66 %	16.35 %
Nontraditional	35.09 %	35.09 %	35.09 %	91.95 %	73.24 %	>95.00 %	>95.00 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	16.56 %	16.56 %	16.56 %	87.50 %	75.49 %	12.25 %	16.31 %
Limited English Proficient	26.85 %	26.85 %	26.85 %	86.96 %	81.69 %	14.93 %	13.75 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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CONNECTICUT Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Assessment	National/State Standards & Assessment	State/Local Data	NP	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational and technical education participants passing all four parts of the test.	Percent of vocational and technical education student concentrators meeting assessment goal.	Percent of 12th grade vocational and technical education concentrators/completers.	NP	Percent of completer respondents.	Percent of nontraditional participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	Percent of nontraditional completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment.
2001-2002 Levels	11.90 %	47.58 %	54.85 %	NP	93.36 %	31.98 %	31.98 %
2001-2002 Results	19.53 %	52.93 %	45.46 %	NP	>95.00 %	38.65 %	34.43 %
Gender - Results							
Male	18.74 %	42.31 %	40.97 %	NP	>95.00 %	41.80 %	38.33 %
Female	20.56 %	67.64 %	52.76 %	NP	92.92 %	37.01 %	31.58 %
Ethnicity - Results							
American Indian	<10.00 %	45.00 %	44.44 %	NP	78.57 %	37.90 %	39.29 %
Asian	26.43 %	52.19 %	57.81 %	NP	91.22 %	43.77 %	47.97 %
Black	<10.00 %	41.54 %	40.81 %	NP	>95.00 %	41.45 %	35.67 %
Hispanic	<10.00 %	37.42 %	37.61 %	NP	>95.00 %	40.49 %	37.33 %
White	24.30 %	55.08 %	47.65 %	NP	>95.00 %	37.49 %	33.47 %
Other	<10.00 %	62.25 %	NE	NP	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	<10.00 %	NP	45.58 %	NP	75.83 %	NP	NP
Economically Disadvantaged	<10.00 %	NP	37.79 %	NP	47.85 %	NP	NP
Nontraditional	NE	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	31.56 %	NP	88.00 %	NP	NP
Displaced Homemakers	NE	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	42.91 %	NP	90.64 %	NP	NP
Limited English Proficient	<10.00 %	NP	42.47 %	NP	26.94 %	NP	NP
Tech-Prep	NP	54.77 %	NP	NP	NP	NP	NP

Notes:

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CONNECTICUT Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	Surveys/Placement Records	Administrative Record Exchange	State/Local Data	State/Local Data
Measurement Definitions	Percent of first-time, full time degree-seeking vocational and technical education participants.	Percent of first-time, full-time degree-seeking vocational and technical education participants who enter the program in 1996.	Percent of graduates employed within 6 months of graduation; number of graduates in baccalaureate programs within 6 months of graduation; number of graduates in the military within 6 months of graduation.	Percent of vocational education postsecondary program graduates employed in 1999 and were retained after 18 months.	Percent of first-time, full-time degree-seeking nontraditional participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	Percent of nontraditional completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	Percent of nontraditional completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment.
2001-2002 Levels	12.42 %	12.42 %	12.42 %	92.25 %	56.03 %	16.44 %	16.00 %
2001-2002 Results	15.81 %	15.81 %	15.81 %	>95.00 %	87.50 %	31.07 %	32.79 %
Gender - Results							
Male	14.74 %	14.74 %	14.74 %	>95.00 %	60.00 %	16.07 %	22.22 %
Female	16.93 %	16.93 %	16.93 %	>95.00 %	>95.00 %	45.79 %	42.31 %
Ethnicity - Results							
American Indian	NP	NP	NP	NP	NP	NP	NP
Asian	23.44 %	23.44 %	23.44 %	>95.00 %	50.00 %	NP	NP
Black	<10.00 %	<10.00 %	<10.00 %	>95.00 %	NP	NP	NP
Hispanic	13.25 %	13.25 %	13.25 %	>95.00 %	NP	NP	NP
White	16.73 %	16.73 %	16.73 %	>95.00 %	92.31 %	NP	NP
Other	19.48 %	19.48 %	19.48 %	>95.00 %	>95.00 %	NP	NP
Special Populations - Results							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NP	NP	NP	NP	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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DELAWARE
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National Academic Assessment	National/State Standards & Assessment	State/Local Administrative Data	NP	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of assessed vocational students meeting or exceeding the standard in reading, mathematics and writing.	Percent of vocational students completing a state approved career pathway.	Percent of vocational program completers receiving a diploma.	NP	Percent of vocational completer/graduates placed in post-secondary education, employment, or the military.	Percent of under represented gender students among participants in nontraditional programs.	Percent of under represented gender students among completers of nontraditional programs.
2001-2002 Levels	16.23 %	90.00 %	90.00 %	NP	90.00 %	14.38 %	13.67 %
2001-2002 Results	19.02 %	93.33 %	91.59 %	NP	92.57 %	<10.00 %	<10.00 %
Gender - Results							
Male	18.51 %	93.59 %	90.72 %	NP	92.41 %	<10.00 %	<10.00 %
Female	19.59 %	93.04 %	92.57 %	NP	92.79 %	13.37 %	<10.00 %
Ethnicity - Results							
American Indian	42.86 %	>95.00 %	>95.00 %	NP	85.71 %	<10.00 %	NE
Asian	35.71 %	89.09 %	87.27 %	NP	>95.00 %	<10.00 %	<10.00 %
Black	<10.00 %	92.27 %	88.47 %	NP	90.04 %	<10.00 %	<10.00 %
Hispanic	12.22 %	91.96 %	90.18 %	NP	86.76 %	<10.00 %	NE
White	22.83 %	93.94 %	93.08 %	NP	93.10 %	<10.00 %	<10.00 %
Other	NE	NE	NE	NP	92.82 %	NE	NE
Special Populations - Results							
Individuals With Disabilities	<10.00 %	94.68 %	88.10 %	NP	NP	<10.00 %	<10.00 %
Economically Disadvantaged	<10.00 %	92.18 %	87.88 %	NP	NP	<10.00 %	<10.00 %
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NE	92.31 %	89.74 %	NP	NP	<10.00 %	NE
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

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DELAWARE
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational Course Completion	State/Local Administrative Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of community college students from cohort passing all academic courses needed for a completion award and apprentices completing academic content needed for certification.	Percent of community college students from cohort passing all vocational courses needed for a completion award and apprentices completing vocational content needed for certification.	Percent of community college students from cohort and apprentices graduating in current year.	Percent of community college students and apprentices who graduated two years previously who were identified as employed or enrolled in further education or military service, by survey or administrative records, up to 12 months after graduation.	Percent of apprentices receiving Journey worker's Certification three years previous to the current calendar year who were not unemployed, according to administrative records, in the previous calendar year.	Percent of under-represented gender apprentices participating in nontraditional apprentice programs, plus the percent of under-represented gender community college students participating in nontraditional community college programs.	Percent of under-represented gender students receiving certificates of completion for nontraditional apprentice-related training, plus the percent of under-represented students receiving completion awards for nontraditional community college programs.
2001-2002 Levels	24.71 %	24.71 %	24.71 %	88.93 %	90.00 %	7.10 %	6.17 %
2001-2002 Results	38.68 %	38.68 %	38.68 %	91.88 %	93.60 %	14.90 %	12.96 %
Gender - Results							
Male	50.38 %	50.38 %	50.38 %	92.86 %	93.50 %	15.14 %	10.11 %
Female	23.85 %	23.85 %	23.85 %	91.10 %	>95.00 %	14.68 %	16.30 %
Ethnicity - Results							
American Indian	64.29 %	64.29 %	64.29 %	NE	NE	<10.00 %	14.29 %
Asian	24.44 %	24.44 %	24.44 %	91.67 %	88.89 %	16.91 %	20.55 %
Black	25.00 %	25.00 %	25.00 %	>95.00 %	>95.00 %	20.00 %	16.67 %
Hispanic	NE	NE	NE	NE	NE	NE	NE
White	38.47 %	38.47 %	38.47 %	>95.00 %	93.86 %	15.22 %	13.73 %
Other	94.44 %	94.44 %	94.44 %	>95.00 %	>95.00 %	<10.00 %	NE
Special Populations - Results							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NP	NP	NP	NP	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

This chart reports results for students that the state has identified as "concentrators." Please see Attachment A for states' definitions.

Definitions for special populations are provided in Attachment D.

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DISTRICT of COLUMBIA
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National Academic Assessment	Vocational-Technical GPA	State/Local Administrative Data	National/State Standards & Assessment	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational concentrators scoring basic or above in reading and math on Stanford 9 Achievement Tests.	Percent of vocational concentrators receiving at least a 2.0 GPA in their program of study.	Percent of vocational concentrators who completed and received a high school diploma.	Percent of vocational concentrators who completed and received both a high school diploma and a certificate of completion.	Percent of vocational completer/graduates who were placed in postsecondary education or advanced training, employment, or military service within 6 months.	Percent of concentrators in nontraditional vocational programs who were members of underrepresented gender groups.	Percent of completers of nontraditional vocational programs who were members of underrepresented gender groups.
2001-2002 Levels	39.59 %	59.55 %	94.31 %	96.09 %	85.33 %	11.49 %	11.51 %
2001-2002 Results	40.02 %	59.54 %	94.33 %	>95.00 %	85.73 %	11.46 %	11.26 %
Gender - Results							
Male	39.83 %	58.56 %	93.48 %	>95.00 %	86.33 %	11.32 %	11.32 %
Female	40.19 %	60.46 %	94.89 %	>95.00 %	85.21 %	11.56 %	11.20 %
Ethnicity - Results							
American Indian	33.33 %	33.33 %	>95.00 %	>95.00 %	>95.00 %	NE	NE
Asian	41.25 %	61.05 %	>95.00 %	>95.00 %	92.42 %	11.11 %	12.50 %
Black	40.04 %	59.33 %	94.41 %	>95.00 %	85.32 %	11.38 %	11.14 %
Hispanic	38.21 %	59.35 %	89.89 %	>95.00 %	85.11 %	11.32 %	11.29 %
White	43.61 %	64.29 %	>95.00 %	>95.00 %	88.73 %	13.89 %	12.50 %
Other	NE	NE	NE	NE	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	35.74 %	28.81 %	85.94 %	92.19 %	75.00 %	11.46 %	10.42 %
Economically Disadvantaged	40.32 %	62.50 %	>95.00 %	>95.00 %	85.58 %	11.12 %	11.51 %
Nontraditional	46.02 %	61.45 %	94.62 %	94.25 %	85.56 %	11.25 %	11.54 %
Single Parents	41.82 %	60.00 %	94.12 %	>95.00 %	82.35 %	11.43 %	11.11 %
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficient	39.02 %	57.14 %	91.11 %	94.81 %	83.21 %	11.27 %	11.43 %
Tech-Prep	44.03 %	62.70 %	94.48 %	>95.00 %	89.14 %	11.11 %	11.54 %

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

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DISTRICT OF COLUMBIA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Vocational-Technical GPA	State/Local Administrative Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational concentrators attaining an overall GPA of 2.8 or greater.	Percent of vocational concentrators attaining a GPA of 3.0 or greater in vocational education courses.	Percent of vocational concentrators who completed and graduated.	Percent of vocational completer/graduates who reported status as placed in further education, employment, or the military.	Percent of vocational completer/graduates who reported status as placed on the three months survey and were reported in the same status after one year.	Percent of concentrators in nontraditional vocational programs who were members of underrepresented gender groups.	Percent of completers of nontraditional vocational programs who were members of underrepresented gender groups.
2001-2002 Levels	43.97 %	37.98 %	72.08 %	97.32 %	97.50 %	26.50 %	12.58 %
2001-2002 Results	44.23 %	38.27 %	74.85 %	>95.00 %	>95.00 %	25.22 %	13.78 %
Gender - Results							
Male	31.07 %	25.49 %	63.59 %	86.64 %	89.31 %	21.60 %	17.94 %
Female	48.82 %	42.72 %	73.01 %	>95.00 %	98.97 %	15.65 %	10.20 %
Ethnicity - Results							
American Indian	NP	<10.00 %	50.00 %	NE	NE	NE	NE
Asian	20.41 %	57.14 %	77.55 %	39.47 %	18.42 %	16.33 %	<10.00 %
Black	50.24 %	40.74 %	80.61 %	>95.00 %	>95.00 %	20.09 %	11.98 %
Hispanic	29.09 %	20.00 %	30.00 %	61.11 %	41.25 %	<10.00 %	12.12 %
White	15.19 %	22.78 %	25.32 %	80.00 %	60.00 %	<10.00 %	15.00 %
Other	13.75 %	28.75 %	<10.00 %	66.67 %	>95.00 %	<10.00 %	33.33 %
Special Populations - Results							
Individuals With Disabilities	40.00 %	25.00 %	20.00 %	50.00 %	25.00 %	15.00 %	50.00 %
Economically Disadvantaged	36.67 %	20.00 %	16.67 %	50.00 %	20.00 %	31.67 %	50.00 %
Nontraditional	29.93 %	22.99 %	24.82 %	72.06 %	77.94 %	NE	NE
Single Parents	50.00 %	46.00 %	44.00 %	90.91 %	NE	54.00 %	59.09 %
Displaced Homemakers	20.00 %	10.00 %	10.00 %	NE	NE	NE	>95.00 %
Other Educational Barriers	30.00 %	20.00 %	20.00 %	50.00 %	50.00 %	60.00 %	25.00 %
Limited English Proficient	20.00 %	10.00 %	10.00 %	<10.00 %	<10.00 %	10.00 %	>95.00 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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FLORIDA Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	High School Graduation	High School Graduation	NP	Surveys/Placement Records and Administrative Record Exchanges	National/State Standards & Local Assessment	State/Local Administrative Data
Measurement Definitions	Percent of secondary vocational job preparatory students who achieved an OCP who attained a high school diploma or its recognized state equivalent.	Percent of secondary graduates who were vocational job preparatory students who achieved an OCP.	Percent of secondary vocational job preparatory students who achieved an OCP who attained a high school diploma or its recognized state equivalent.	NP	Percent of completers exiting with a valid social security number who were located working, continuing their education, or in the military.	Percent of nontraditional students enrolled in nontraditional programs.	Percent of nontraditional students who completed at least one OCP in a nontraditional program.
2001-2002 Levels	90.00 %	31.71 %	90.00 %	NP	78.40 %	27.71 %	27.85 %
2001-2002 Results	88.22 %	40.02 %	88.22 %	NP	76.56 %	30.30 %	32.32 %
Gender - Results							
Male	87.90 %	37.55 %	87.90 %	NP	74.46 %	52.61 %	64.37 %
Female	88.48 %	42.29 %	88.48 %	NP	78.31 %	<10.00 %	<10.00 %
Ethnicity - Results							
American Indian	92.42 %	39.87 %	92.42 %	NP	80.95 %	32.00 %	33.68 %
Asian	94.53 %	35.17 %	94.53 %	NP	82.89 %	40.52 %	43.86 %
Black	82.99 %	43.30 %	82.99 %	NP	71.56 %	28.62 %	31.97 %
Hispanic	84.97 %	36.45 %	84.97 %	NP	75.22 %	29.09 %	30.63 %
White	90.99 %	40.19 %	90.99 %	NP	78.78 %	31.03 %	32.54 %
Other	90.43 %	31.56 %	90.43 %	NP	80.41 %	32.01 %	31.33 %
Special Populations - Results							
Individuals With Disabilities	80.75 %	34.55 %	80.75 %	NP	61.80 %	27.11 %	33.26 %
Economically Disadvantaged	82.52 %	42.80 %	82.52 %	NP	73.16 %	28.71 %	31.13 %
Nontraditional	23.48 %	17.48 %	23.48 %	NP	77.90 %	NP	NP
Single Parents	75.56 %	58.60 %	75.56 %	NP	62.71 %	<10.00 %	<10.00 %
Displaced Homemakers	NE	NE	NE	NP	NE	NE	NE
Other Educational Barriers	77.99 %	53.92 %	77.99 %	NP	72.53 %	28.94 %	31.63 %
Limited English Proficient	67.85 %	27.74 %	67.85 %	NP	71.82 %	33.33 %	35.91 %
Tech-Prep	92.32 %	59.82 %	92.32 %	NP	80.56 %	32.36 %	33.98 %

Notes:

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FLORIDA Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Vocational-Technical Program Completion	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of students who have declared a career degree program of study or a college credit certificate program of study and have completed at least 11 college credits, who attained a GPA of 2.5 or higher.	Percent of students who have declared a career degree program of study or a college credit certificate program of study and have completed at least 11 college credits.	Percent of students who have declared a career degree program of study or a college credit certificate program of study and have completed at least 11 college credits, who attained a career degree or college credit certificate.	Percent of completers exiting with a valid social security number who were located working, continuing their education, or in the military.	Percent of completers found placed in the previous year who were located still working, continuing their education, or in military.	Percent of nontraditional enrollees in nontraditional career degree or college credit certificate programs.	Percent of nontraditional completers of nontraditional career degree or college credit certificate programs.
2001-2002 Levels	77.21 %	67.77 %	26.88 %	85.09 %	90.33 %	28.99 %	23.16 %
2001-2002 Results	80.66 %	65.07 %	21.65 %	84.09 %	89.45 %	26.17 %	24.40 %
Gender - Results							
Male	78.98 %	60.46 %	24.23 %	85.13 %	89.93 %	14.75 %	22.47 %
Female	81.71 %	68.38 %	20.01 %	83.32 %	89.15 %	33.26 %	25.30 %
Ethnicity - Results							
American Indian	82.43 %	62.24 %	27.62 %	79.71 %	87.50 %	29.23 %	16.67 %
Asian	81.62 %	67.63 %	20.61 %	77.08 %	86.05 %	32.46 %	33.21 %
Black	66.24 %	64.12 %	15.29 %	85.01 %	90.12 %	26.10 %	24.28 %
Hispanic	78.06 %	68.71 %	18.17 %	82.74 %	88.47 %	26.51 %	25.60 %
White	85.55 %	64.56 %	24.55 %	84.32 %	89.93 %	25.82 %	23.80 %
Other	85.74 %	55.77 %	17.19 %	88.89 %	76.92 %	24.44 %	30.51 %
Special Populations - Results							
Individuals With Disabilities	73.84 %	68.92 %	22.74 %	76.19 %	83.03 %	27.21 %	24.70 %
Economically Disadvantaged	77.53 %	80.05 %	24.01 %	83.74 %	89.09 %	24.84 %	24.13 %
Nontraditional	81.97 %	78.12 %	14.00 %	81.36 %	88.81 %	NE	NE
Single Parents	NP	NP	NE	NE	NE	NE	NE
Displaced Homemakers	NP	NP	NE	NE	NE	NE	NE
Other Educational Barriers	NP	NP	NE	NE	NE	NE	NE
Limited English Proficient	77.22 %	54.28 %	23.84 %	79.58 %	84.81 %	33.32 %	30.07 %
Tech-Prep	82.83 %	58.82 %	35.31 %	NE	88.24 %	25.43 %	38.12 %

Notes:

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FLORIDA Adult

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National/State Academic Assessment	National/State Standards & Local Assessment	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of students enrolled in Vocational Certificate (PSAV) programs who have achieved at least one OCP who have achieved the prescribed Basic Skills levels.	Percent of enrollees who achieved at least one OCP in a Vocational Certificate (PSAV) program.	Percent of enrollees who achieved at least one OCP in a Vocational Certificate (PSAV) program who achieved a Vocational Certificate (PSAV).	Percent of exiting OCP completers with valid social security numbers who were located working, continuing their education, or in the military.	Percent of previous year placed completers who were located still working, continuing their education, or in the military.	Percent of students enrolled in nontraditional programs which are identified as nontraditional for their gender.	Percent of students who completed at least OCP in a nontraditional program identified as nontraditional for their gender.
2001-2002 Levels	36.16 %	48.81 %	29.04 %	78.79 %	86.27 %	12.20 %	11.67 %
2001-2002 Results	34.36 %	54.15 %	31.98 %	81.10 %	86.49%	11.18 %	10.80 %
Gender – Results							
Male	34.19 %	53.22 %	34.26 %	83.46 %	86.81%	<10.00 %	<10.00 %
Female	34.53 %	52.49 %	35.45 %	79.30 %	86.01%	14.15 %	13.03 %
Ethnicity – Results							
American Indian	33.53 %	47.96 %	33.96 %	73.86 %	86.11%	13.37 %	15.98 %
Asian	38.33 %	54.84 %	35.79 %	77.41 %	85.75%	12.21 %	12.92 %
Black	28.53 %	50.36 %	29.53 %	81.52 %	85.95%	12.37 %	12.28 %
Hispanic	17.88 %	52.40 %	16.23 %	80.79 %	85.07%	10.98 %	<10.00 %
White	48.08 %	54.38 %	44.85 %	82.32 %	87.11%	10.62 %	10.42 %
Other	41.54 %	45.64 %	39.56 %	48.99 %	82.46%	10.49 %	<10.00 %
Special Populations – Results							
Individuals With Disabilities	23.77 %	51.39 %	17.89 %	74.64 %	78.97%	11.34 %	11.58 %
Economically Disadvantaged	36.77 %	61.32 %	33.58 %	77.16 %	83.93%	11.48 %	11.23 %
Nontraditional	36.13 %	46.51 %	34.27 %	83.10 %	86.85%	NE	NE
Single Parents	43.68 %	58.55 %	33.65 %	79.64 %	86.01%	<10.00 %	<10.00 %
Displaced Homemakers	37.64 %	64.35 %	36.76 %	70.63 %	83.88%	<10.00 %	<10.00 %
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficient	12.58 %	56.12 %	13.66 %	78.14 %	83.78%	10.68 %	11.69 %
Tech-Prep	35.91 %	68.89 %	40.33 %	83.50 %	84.98%	<10.00 %	<10.00 %

Notes:

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GEORGIA Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational-Technical Course Completion	High School Graduation	NP	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of self-identified TCP and Dual Diploma students passing the GHSGT in one to five attempts.	Percent of vocational enrollees earning 4 or more credits in TCP courses.	Percent of vocational concentrators receiving or qualifying to receive a TCP or Dual Diploma.	NP	Percent of TCP/Dual Diploma graduates placed in postsecondary education, military service, or employment 3 months after graduation.	Percent of under-represented genders enrolled in 6 targeted programs leading to nontraditional employment (duplicated head-count, grades 9-12).	Percent of under-represented genders who receive a TCP or dual diploma in 6 targeted programs leading to non-traditional employment (unduplicated head-count, grades 9-12).
2001-2002 Levels	68.03 %	66.03 %	77.99 %	NP	69.00 %	28.09 %	16.36 %
2001-2002 Results	70.26 %	61.60 %	78.66 %	NP	89.00 %	29.48 %	37.82 %
Gender - Results							
Male	72.73 %	59.92 %	83.79 %	NP	87.62 %	18.15 %	65.22 %
Female	68.02 %	63.19 %	74.00 %	NP	90.37 %	43.15 %	22.71 %
Ethnicity - Results							
American Indian	52.38 %	45.15 %	59.60 %	NP	80.61 %	25.76 %	53.25 %
Asian	59.56 %	63.19 %	68.27 %	NP	85.84 %	33.36 %	29.08 %
Black	NP	NP	NP	NP	NP	NP	NP
Hispanic	68.67 %	50.59 %	84.46 %	NP	78.00 %	26.65 %	23.13 %
White	78.80 %	61.91 %	86.68 %	NP	91.44 %	27.05 %	45.67 %
Other	67.94 %	49.76 %	77.51 %	NP	83.85 %	31.89 %	28.67 %
Special Populations - Results							
Individuals With Disabilities	48.72 %	62.33 %	59.75 %	NP	83.51 %	28.75 %	10.07 %
Economically Disadvantaged	65.48 %	61.60 %	78.65 %	NP	85.39 %	29.48 %	37.80 %
Nontraditional	73.37 %	68.98 %	82.12 %	NP	63.19 %	31.47 %	50.69 %
Single Parents	67.32 %	75.74 %	76.47 %	NP	83.73 %	37.98 %	53.00 %
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	63.09 %	75.49 %	69.55 %	NP	86.87 %	27.58 %	25.62 %
Limited English Proficient	49.81 %	45.41 %	55.19 %	NP	73.43 %	25.22 %	20.82 %
Tech-Prep	68.35 %	74.58 %	75.45 %	NP	80.02 %	36.63 %	33.55 %

Notes:

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GEORGIA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational-Technical Course Completion	State/Local Administrative Data	Surveys/Placement Records	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of students achieving only successful grades in academic courses (grades of A, B, C, or S in non-developmental studies courses).	Percent of students achieving only successful grades in vocational courses (grades of A, B, C, or S in non-developmental studies courses).	Percent of graduates out of total student leavers.	Percent of available graduates placed in field, a related field, out of field, or military service, or continuing their postsecondary education.	Percent of students who showed up as employed in UI data one quarter after graduation who also showed up as employed in UI data three quarters after graduation.	Percent of students of underrepresented genders out of total enrollees in non-traditional programs.	Percent of students of underrepresented genders out of total completers of non-traditional programs.
2001-2002 Levels	87.13 %	87.84 %	38.75 %	97.18 %	90.00 %	11.21 %	9.54 %
2001-2002 Results	84.48 %	84.58 %	42.53 %	>95.00 %	87.55 %	12.70 %	12.82 %
Gender - Results							
Male	85.03 %	85.03 %	41.70 %	>95.00 %	87.39 %	15.92 %	16.88 %
Female	84.22 %	84.22 %	43.17 %	>95.00 %	87.65 %	10.55 %	10.02 %
Ethnicity - Results							
American Indian	78.17 %	83.23 %	34.29 %	>95.00 %	90.32 %	15.38 %	16.28 %
Asian	86.36 %	84.60 %	42.65 %	>95.00 %	88.34 %	15.14 %	18.10 %
Black	84.41 %	83.50 %	39.96 %	>95.00 %	87.19 %	12.47 %	12.99 %
Hispanic	85.09 %	85.91 %	41.42 %	>95.00 %	86.71 %	14.55 %	15.32 %
White	84.71 %	85.36 %	44.68 %	>95.00 %	87.79 %	12.68 %	12.36 %
Other	79.96 %	83.69 %	34.05 %	>95.00 %	82.28 %	14.12 %	17.10 %
Special Populations - Results							
Individuals With Disabilities	80.73 %	75.80 %	43.57 %	>95.00 %	90.03 %	12.04 %	<10.00 %
Economically Disadvantaged	84.79 %	76.06 %	41.69 %	>95.00 %	87.14 %	10.49 %	<10.00 %
Nontraditional	83.04 %	85.99 %	46.80 %	>95.00 %	85.82 %	>95.00 %	>95.00 %
Single Parents	82.15 %	74.04 %	41.17 %	>95.00 %	87.91 %	<10.00 %	<10.00 %
Displaced Homemakers	84.50 %	78.45 %	46.52 %	>95.00 %	86.95 %	10.82 %	<10.00 %
Other Educational Barriers	81.42 %	73.97 %	31.93 %	>95.00 %	87.96 %	11.85 %	<10.00 %
Limited English Proficient	85.53 %	78.50 %	42.10 %	>95.00 %	91.95 %	15.85 %	11.60 %
Tech-Prep	86.64 %	82.77 %	53.77 %	>95.00 %	88.12 %	16.69 %	NE

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE - indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator.

NP - indicates that either data were not collected by the state or there was no program in the state.

GUAM
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Program Completion	State/Local Data	National/State Standards & Assessment	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of vocational concentrators who have successfully completed (i.e., reached performance benchmarks) all vocational courses and have left secondary education in the reporting year.	Number of vocational concentrators who have attained a high school diploma or its recognized state equivalent and have left secondary education in the reporting year.	Number of vocational concentrators who have attained a high school diploma and a certificate of completion.	Number of vocational concentrators who received a high school diploma or its recognized state equivalent and left secondary education in the reporting year and who were placed in postsecondary or advanced training, employment, and/or military service.	Number of students in underrepresented gender groups who participated in a non-traditional secondary program in the reporting year.	Gender groups who participated in a non-traditional secondary program in the reporting year.	Gender groups who completed a non-traditional secondary program in the reporting year.
2001-2002 Levels	23.00 %	76.00 %	52.00 %	NP	51.00 %	20.00 %	30.00 %
2001-2002 Results	38.67 %	>95.00 %	68.04 %	NP	45.34 %	17.40 %	13.43 %
Gender - Results							
Male	34.86 %	94.90 %	61.79 %	NP	NP	23.71 %	16.00 %
Female	47.20 %	>95.00 %	76.04 %	NP	NP	<10.00 %	<10.00 %
Ethnicity - Results							
American Indian	NP	NP	NP	NP	NP	NP	NP
Asian	42.27 %	>95.00 %	65.81 %	NP	NP	15.57 %	15.00 %
Black	NP	NP	NP	NP	NP	NP	NP
Hispanic	NP	NP	NP	NP	NP	NP	NP
White	NP	NP	NP	NP	NP	NP	NP
Other	37.00 %	>95.00 %	70.59 %	NP	NP	17.88 %	12.07 %
Special Populations - Results							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NP	NP	NP	NP	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

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GUAM
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Program Completion	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of concentrators who have successfully completed all academic courses and have stopped program participation in the reporting year.	Number of concentrators who have completed their programs and have stopped program participation in the reporting year.	The number of concentrators who have completed their programs and have stopped program participation in the reporting year.	Number of students who completed a postsecondary program in the reporting year, and who were placed in further postsecondary education or advanced training, employment, and/or military service.	Number of students who completed a postsecondary program in the reporting year, and were placed in employment in the reporting year and were retained in employment.	Number of students who completed a postsecondary program in the reporting year, and were placed in employment in the reporting year and were retained in employment.	Number of students in underrepresented gender groups who participated in a non-traditional postsecondary program in the reporting year
2001-2002 Levels	24.00 %	95.00 %	90.00 %	60.00 %	60.00 %	10.00 %	10.00 %
2001-2002 Results	64.86 %	78.58 %	60.00 %	61.40 %	NP	20.00 %	15.28 %
Gender - Results							
Male	62.80 %	72.39 %	71.11 %	NP	NP	12.56 %	<10.00 %
Female	66.15 %	84.83 %	56.55 %	NP	NP	26.51 %	18.52 %
Ethnicity - Results							
American Indian	<10.00 %	<10.00 %	NP	NP	NP	38.46 %	NP
Asian	65.43 %	78.47 %	61.33 %	NP	NP	20.42 %	14.29 %
Black	NP	>95.00 %	33.33 %	NP	NP	<10.00 %	<10.00 %
Hispanic	66.67 %	>95.00 %	>95.00 %	NP	NP	<10.00 %	>95.00 %
White	50.00 %	87.50 %	20.00 %	NP	NP	23.83 %	NP
Other	>95.00 %	<10.00 %	NP	NP	NP	<10.00 %	NP
Special Populations - Results							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NP	NP	NP	NP	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

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HAWAII Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	NP	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of 12th grade students who completed the requirements for selected state Certified VocEd Program of Study and received a cumulative grade point average of "2.0" or better in all languages arts, math and science courses required for graduation. A program of study includes 2 Carnegie units in a single vocational program plus 1 required academic course.	Percent of 12th grade students who completed the requirements for selected state Certified Vocational Education Program of Study and received a cumulative grade point average of "2.0" or better in all vocational education courses in their state Certified Program of Study. A program of study includes 2 Carnegie units in a single vocational program area plus 1 required academic course	Percent of 12th grade student who completed the requirements for selected state Certified Vocational Education Program of Study and have been awarded a high school diploma. A program of study includes 2 Carnegie units in a single vocational program area plus at least 1 required academic course.	NP	Percent of completers who responded to the placement survey who entered into postsecondary education, employment, or military within 6 months of graduation	Percent of students in the underrepresented gender group who have enrolled in non-traditional vocational education course(s) identified with a "V" in the HSDOE's authorized Course Code Number system.	Percent of 12th grade students in the underrepresented group who have completed the requirements in a nontraditional state Certified Vocational Education Program of Study and have been awarded a high school diploma. A program of study includes 2 Carnegie units in a single vocational program area plus 1 required academic course
2001-2002 Levels	47.75 %	94.08 %	>95.00 %	NP	97.50 %	28.67 %	22.83 %
2001-2002 Results	75.97 %	93.80 %	>95.00 %	NP	93.94 %	26.38 %	22.88 %
Gender - Results							
Male	76.29 %	93.81 %	>95.00 %	NP	90.00 %	19.97 %	NE
Female	75.00 %	93.75 %	>95.00 %	NP	>95.00 %	38.48 %	>95.00 %
Ethnicity - Results							
American Indian	>95.00 %	>95.00 %	>95.00 %	NP	<10.00 %	35.59 %	<10.00 %
Asian	75.25 %	>95.00 %	>95.00 %	NP	>95.00 %	26.22 %	22.77 %
Black	>95.00 %	>95.00 %	>95.00 %	NP	<10.00 %	22.68 %	<10.00 %
Hispanic	50.00 %	50.00 %	50.00 %	NP	<10.00 %	27.55 %	<10.00 %
White	83.33 %	<10.00 %	>95.00 %	NP	<10.00 %	27.11 %	33.33 %
Other	72.73 %	90.91 %	>95.00 %	NP	>95.00 %	26.00 %	<10.00 %
Special Populations - Results							
Individuals With Disabilities	>95.00 %	66.67 %	>95.00 %	NP	>95.00 %	22.75 %	<10.00 %
Economically Disadvantaged	73.53 %	85.29 %	>95.00 %	NP	>95.00 %	25.59 %	21.88 %
Nontraditional	22.88 %	22.88 %	22.88 %	NP	>95.00 %	>95.00 %	23.08 %
Single Parents	NE	NE	NE	NP	NE	NP	NE
Displaced Homemakers	NE	NE	NE	NP	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NP	NE	NE	NE
Limited English Proficient	83.33 %	91.67 %	>95.00 %	NP	>95.00 %	24.42 %	<10.00 %
Tech-Prep	75.97 %	93.80 %	>95.00 %	NP	93.94 %	26.38 %	22.88 %

Notes:

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HAWAII Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	Administrative Record Exchange	Administrative Record Exchange	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators who have a cumulative GPA =>2.00 in academic courses and who have stopped program participation in the year reported.	Percent of concentrators who have a cumulative GPA =>2.00 in vocational courses and who have stopped program participation in the year reported.	Percent of concentrators who received a degree or certificate in a vocational program and who have stopped program participation in the year reported.	Percent of completers in the year reported who are employed within one UI quarter following program completion.	Percent of completers in the year reported who are employed within one UI quarter following program completion and who are employed in the following UI quarter.	Percent of participants in underrepresented gender groups who participated in non-traditional programs in the year reported	Percent of completers in underrepresented gender groups in nontraditional programs in the year reported.
2001-2002 Levels	80.81 %	91.53 %	34.95 %	67.77 %	90.13 %	15.60 %	14.00 %
2001-2002 Results	82.72 %	92.44 %	36.38 %	71.54 %	91.41 %	15.21 %	14.77 %
Gender - Results							
Male	78.06 %	90.13 %	36.38 %	65.27 %	91.32 %	23.50 %	27.89 %
Female	87.13 %	94.62 %	36.38 %	77.68 %	91.49 %	<10.00 %	<10.00 %
Ethnicity - Results							
American Indian	>95.00 %	77.78 %	11.11 %	<10.00 %	<10.00 %	27.27 %	<10.00 %
Asian	80.39 %	91.79 %	37.46 %	73.28 %	91.58 %	15.01 %	13.90 %
Black	92.00 %	>95.00 %	42.42 %	75.00 %	>95.00 %	20.00 %	20.00 %
Hispanic	90.74 %	90.77 %	30.77 %	66.67 %	83.33 %	10.91 %	<10.00 %
White	92.51 %	>95.00 %	32.87 %	62.16 %	92.39 %	15.13 %	17.18 %
Other	74.90 %	91.35 %	35.64 %	71.56 %	89.74 %	16.76 %	18.02 %
Special Populations - Results							
Individuals With Disabilities	83.10 %	90.00 %	40.00 %	50.00 %	88.24 %	30.18 %	24.14 %
Economically Disadvantaged	85.86 %	91.32 %	39.92 %	70.81 %	89.91 %	15.49 %	13.78 %
Nontraditional	79.84 %	87.24 %	36.55 %	71.03 %	>95.00 %	>95.00 %	>95.00 %
Single Parents	85.00 %	94.00 %	41.20 %	64.89 %	83.61 %	11.90 %	<10.00 %
Displaced Homemakers	84.62 %	88.37 %	39.53 %	60.00 %	>95.00 %	14.05 %	NP
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficient	90.91 %	88.06 %	38.81 %	55.56 %	80.00 %	16.57 %	10.71 %
Tech-Prep	82.72 %	92.44 %	36.38 %	71.54 %	91.41 %	15.21 %	14.77 %

Notes:

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**IDAHO
Secondary**

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	National/State Standards & Local Assessment	State/Local Data	NP	National/State Standards & Local Assessment	State/Local Data	State/Local Data
Measurement Definitions	Percent of professional-tech program concentrators who complete high school graduation requirements.	Percent of professional-tech program completers who demonstrate mastery.	Percent of total number of professional-tech program concentrators who graduate with a diploma.	NP	Percent of professional-tech program completer respondents who achieve positive placement or transition.	Percent of professional-tech program students (females plus males) who enter programs that are nontraditional for their gender.	Percent of professional-tech students (females plus males) who complete programs that are nontraditional to their gender.
2001-2002 Levels	90.49 %	80.99 %	83.72 %	NP	88.24 %	19.01 %	10.41 %
2001-2002 Results	>95.00 %	88.38 %	>95.00 %	NP	93.45 %	17.50 %	21.25 %
Gender - Results							
Male	>95.00 %	86.99 %	>95.00 %	NP	91.90 %	<10.00 %	14.16 %
Female	>95.00 %	90.19 %	>95.00 %	NP	>95.00 %	50.97 %	32.56 %
Ethnicity - Results							
American Indian	NP	NP	NP	NP	NP	NP	NP
Asian	NP	NP	NP	NP	NP	NP	NP
Black	NP	NP	NP	NP	NP	NP	NP
Hispanic	NP	NP	NP	NP	NP	NP	NP
White	NP	NP	NP	NP	NP	NP	NP
Other	>95.00 %	88.38 %	>95.00 %	NP	93.45 %	17.50 %	21.25 %
Special Populations - Results							
Individuals With Disabilities	92.70 %	76.76 %	92.96 %	NP	83.14 %	NP	NP
Economically Disadvantaged	>95.00 %	87.07 %	>95.00 %	NP	91.84 %	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	>95.00 %	89.47 %	>95.00 %	NP	92.13 %	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	89.12 %	81.62 %	89.08 %	NP	88.18 %	NP	NP
Tech-Prep	>95.00 %	91.79 %	>95.00 %	NP	93.30 %	NP	NP

Notes:

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IDAHO
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	Surveys/Placement Records	Administrative Record Exchange	State/Local Data	State/Local Data
Measurement Definitions	Percent of completers earning a 2.0 GPA in required general education courses.	Percent of completers earning a 2.5 GPA in professional-technical courses.	Percent of completers graduating within a period equal to 1.5 times the normal program length.	Percent of completers who achieve positive placement or transition.	Percent of individuals still employed after the third quarter following completion.	Percent of professional program students (males and females) who enter programs that are nontraditional to their gender.	Percent of professional-tech students (females plus males) who complete programs that are nontraditional to their gender.
2001-2002 Levels	76.48 %	76.96 %	71.57 %	91.76 %	80.59 %	13.43 %	12.11 %
2001-2002 Results	92.47 %	>95.00 %	84.40 %	94.51 %	90.19 %	15.26 %	20.54 %
Gender - Results							
Male	91.09 %	94.74 %	84.85 %	>95.00 %	91.07 %	20.29 %	29.46 %
Female	94.08 %	>95.00 %	83.91 %	93.10 %	89.37 %	<10.00 %	<10.00 %
Ethnicity - Results							
American Indian	NP	NP	NP	NP	NP	NP	NP
Asian	NP	NP	NP	NP	NP	NP	NP
Black	NP	NP	NP	NP	NP	NP	NP
Hispanic	NP	NP	NP	NP	NP	NP	NP
White	NP	NP	NP	NP	NP	NP	NP
Other	92.47 %	>95.00 %	84.40 %	94.51 %	90.19 %	15.26 %	20.54 %
Special Populations - Results							
Individuals With Disabilities	93.81 %	94.35 %	81.19 %	85.42 %	86.67 %	NP	NP
Economically Disadvantaged	92.76 %	>95.00 %	85.03 %	93.76 %	89.25 %	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	>95.00 %	>95.00 %	>95.00 %	92.52 %	92.77 %	NP	NP
Displaced Homemakers	92.68 %	92.86 %	>95.00 %	91.11 %	82.50 %	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	>95.00 %	>95.00 %	>95.00 %	82.61 %	>95.00 %	NP	NP
Tech-Prep	87.32 %	94.32 %	78.87 %	93.48 %	83.61 %	NP	NP

Notes:

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**ILLINOIS
Secondary**

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	National/State Standards & Assessment	State/Local Data	NP	Administrative Record Exchange/Matching of Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of all CTE concentrators in a given graduation cohort who received a high school diploma.	Percent of all 12th grade CTE concentrators who met the state level of proficiency on IWSA.	Percent of all CTE concentrators in a given graduation cohort who received a high school diploma.	NP	Percent of all CTE concentrators in a given graduation cohort identified by SSNs who show up employed in the UI wage records and/or enrolled in the state's higher education database in the year following graduation.	Percent of males enrolled in programs that lead to employment non-traditional for males plus the number of females enrolled in programs that lead to employment non-traditional for females.	Percent of males enrolled in completing programs that lead to employment non-traditional for males plus the number of females completing programs that lead to employment non-traditional for females.
2001-2002 Levels	92.38 %	49.39 %	92.38 %	NP	78.84 %	15.98 %	13.07 %
2001-2002 Results	94.42 %	45.39 %	94.42 %	NP	79.10 %	16.87 %	14.80 %
Gender - Results							
Male	93.91 %	40.00 %	93.91 %	NP	78.24 %	<10.00 %	<10.00 %
Female	>95.00 %	54.00 %	>95.00 %	NP	80.07 %	67.30 %	48.95 %
Ethnicity - Results							
American Indian	93.94 %	31.89 %	93.94 %	NP	89.66 %	11.76 %	14.29 %
Asian	>95.00 %	46.96 %	>95.00 %	NP	81.57 %	13.71 %	11.39 %
Black	86.85 %	21.99 %	86.85 %	NP	69.85 %	22.79 %	26.79 %
Hispanic	90.30 %	27.01 %	90.30 %	NP	78.51 %	17.33 %	17.62 %
White	>95.00 %	53.00 %	>95.00 %	NP	81.17 %	16.02 %	12.06 %
Other	NE	33.45 %	NE	NP	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	92.53 %	NP	92.53 %	NP	73.71 %	10.10 %	<10.00 %
Economically Disadvantaged	88.72 %	NP	88.20 %	NP	71.76 %	23.55 %	24.02 %
Nontraditional	92.80 %	NP	92.80 %	NP	76.68 %	NP	NP
Single Parents	87.32 %	NP	87.32 %	NP	NP	34.64 %	32.35 %
Displaced Homemakers	83.54 %	NP	83.54 %	NP	NP	25.00 %	32.26 %
Other Educational Barriers	90.49 %	NP	90.49 %	NP	75.82 %	11.91 %	<10.00 %
Limited English Proficient	89.78 %	NP	89.78 %	NP	77.61 %	13.36 %	<10.00 %
Tech-Prep	93.75 %	NP	93.75 %	NP	78.04 %	16.63 %	15.37 %

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ILLINOIS
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	State/Local Data	Administrative Record Exchange	Administrative Record Exchange	State/Local Data	State/Local Data
Measurement Definitions	Percent of occupational program majors (PCS 1.2) in the cohort who completed a degree or occupational certificate or who are still enrolled in the institution or have transferred within 5 years or enrollment.	Percent of occupational program majors in the cohort who completed a degree or occupational certificate or who are still enrolled in the institution or have transferred within 5 years or enrollment.	Percent of occupational program major in the cohort who completed a degree or occupational certificate within 5 years of enrollment.	Percent of all degree and occupational certificate completers in the same fiscal year (from denominator) identified by social security number (SSN) who are identified as employed in the IL Unemployment Insurance (UI) wage records in the 3rd quarter after program completion and/or were enrolled in the IL public higher education shared database in the academic year following program completion.	Percent of all degree and occupational certificate completers in a given fiscal year identified by SSN who are identified as employed in the 3rd and 4th quarters after program completion.	Percent of total females and males enrollment in specified occupational programs that lead to employment non-traditional for their gender.	Percent of total females and males program completions in specified occupational programs that lead to employment non-traditional for their gender.
2001-2002 Levels	65.16 %	65.16 %	50.46 %	79.20 %	95.00 %	14.26 %	12.50 %
2001-2002 Results	64.22 %	64.22 %	55.60 %	82.98 %	>95.00 %	13.76 %	11.50 %
Gender - Results							
Male	57.86 %	57.86 %	48.18 %	80.57 %	94.85 %	10.61 %	11.33 %
Female	68.12 %	68.12 %	60.14 %	84.55 %	>95.00 %	17.92 %	11.80 %
Ethnicity - Results							
American Indian	53.47 %	53.47 %	44.55 %	76.16 %	>95.00 %	17.47 %	10.64 %
Asian	67.57 %	67.57 %	57.46 %	80.95 %	93.48 %	14.65 %	<10.00 %
Black	58.32 %	58.32 %	49.67 %	79.12 %	92.12 %	16.55 %	15.21 %
Hispanic	55.52 %	55.52 %	44.97 %	79.48 %	94.91 %	15.32 %	11.86 %
White	65.86 %	65.86 %	57.45 %	84.83 %	>95.00 %	12.70 %	10.60 %
Other	59.17 %	59.17 %	47.93 %	73.03 %	>95.00 %	17.52 %	12.50 %
Special Populations - Results							
Individuals With Disabilities	64.14 %	64.14 %	55.58 %	82.92 %	93.80 %	15.72 %	15.90 %
Economically Disadvantaged	66.38 %	66.38 %	59.04 %	83.62 %	94.18 %	12.30 %	<10.00 %
Nontraditional	64.20 %	64.20 %	54.24 %	78.58 %	>95.00 %	13.76 %	11.50 %
Single Parents	NP	NP	NP	NP	NP	11.32 %	<10.00 %
Displaced Homemakers	NP	NP	NP	NP	NP	<10.00 %	10.71 %
Other Educational Barriers	57.62 %	57.62 %	47.34 %	85.41 %	>95.00 %	14.28 %	<10.00 %
Limited English Proficient	58.38 %	58.38 %	41.62 %	84.25 %	>95.00 %	13.50 %	13.73 %
Tech-Prep	NP	NP	NP	90.24 %	>95.00 %	<10.00 %	<10.00 %

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

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NP - indicates that either data were not collected by the state or there was no program in the state.

INDIANA Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Assessment	Local Standards & Assessment	State/Local Data	NP	Administrative Record Exchanges/Matching of Administrative Records	State/Local Data	State/Local Data
Measurement Definitions	Number of vocational education students who passed the ISTEP+ Graduation Qualifying Exam and have left secondary education in the reporting year.	Number of students who passed a vocational education program skill test and have left secondary education in the reporting year.	Number of vocational education program completers who have attained a high school diploma or its recognized equivalent and have left secondary education in the reporting year.	NP	Number of students who have completed a vocational education program and received a diploma or its equivalent in the reporting year, and were placed in further education or advanced training, employment, and/or military service.	Number of students in underrepresented groups who Participated in a non-traditional secondary vocational education program in the reporting year.	Number of students in underrepresented groups who completed a non-traditional secondary vocational education program in the reporting year.
2001-2002 Levels	78.86 %	85.35 %	86.11 %	NP	81.53 %	4.33 %	4.33 %
2001-2002 Results	>95.00 %	88.28 %	91.88 %	NP	70.39 %	<10.00 %	<10.00 %
Gender - Results							
Male	>95.00 %	87.22 %	91.97 %	NP	69.28 %	<10.00 %	<10.00 %
Female	>95.00 %	89.61 %	91.76 %	NP	71.73 %	11.30 %	<10.00 %
Ethnicity - Results							
American Indian	>95.00 %	>95.00 %	92.31 %	NP	64.00 %	<10.00 %	<10.00 %
Asian	87.06 %	90.59 %	88.24 %	NP	67.09 %	<10.00 %	<10.00 %
Black	93.71 %	88.41 %	90.91 %	NP	58.79 %	<10.00 %	<10.00 %
Hispanic	89.89 %	80.85 %	84.04 %	NP	53.24 %	<10.00 %	<10.00 %
White	>95.00 %	88.32 %	92.15 %	NP	71.67 %	<10.00 %	<10.00 %
Other	93.59 %	93.59 %	87.18 %	NP	>95.00 %	<10.00 %	<10.00 %
Special Populations - Results							
Individuals With Disabilities	>95.00 %	88.46 %	>95.00 %	NP	76.54 %	12.80 %	16.22 %
Economically Disadvantaged	>95.00 %	86.37 %	>95.00 %	NP	69.72 %	<10.00 %	<10.00 %
Nontraditional	>95.00 %	87.80 %	93.60 %	NP	70.21 %	>95.00 %	>95.00 %
Single Parents	>95.00 %	89.16 %	93.37 %	NP	69.28 %	<10.00 %	<10.00 %
Displaced Homemakers	60.00 %	80.00 %	40.00 %	NP	NP	40.00 %	33.33 %
Other Educational Barriers	93.01 %	86.66 %	94.03 %	NP	61.59 %	<10.00 %	<10.00 %
Limited English Proficient	>95.00 %	>95.00 %	93.55 %	NP	33.33 %	<10.00 %	<10.00 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

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INDIANA Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	National/State Standards & Local Assessment	State/Local Data	Administrative Record Exchange	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of postsecondary students who complete occupationally specific programs and have a cumulative grade point average of at least 2.5 on a 4.0 grading system.	Number of students who complete occupationally specific programs and who have met program-defined, and industry validated career and technical skill standards and have stopped program participation in the reporting year.	The number of full-time beginning first year students who enroll in occupationally specific programs as degree seeking students and attain a postsecondary degree or credential within three years.	Number of postsecondary students who complete occupationally specific programs and are placed in further education, or employment within IN, or National military service.	Number of students who completed a postsecondary program and were placed in further postsecondary education or advanced training, employment, and/or military service in the reporting year and were retained in one or more of these types of placement.	Number of postsecondary students enrolled in occupationally specific programs that are nontraditional for their gender.	Number of postsecondary students completing occupationally specific programs that are nontraditional for their gender.
2001-2002 Levels	87.74 %	47.07 %	26.55 %	86.62 %	90.31 %	6.59 %	6.39 %
2001-2002 Results	82.79 %	47.75 %	38.27 %	85.89 %	92.77 %	<10.00 %	<10.00 %
Gender - Results							
Male	83.12 %	46.40 %	34.64 %	88.60 %	90.54 %	<10.00 %	<10.00 %
Female	82.45 %	49.56 %	43.16 %	83.02 %	>95.00 %	12.89 %	13.81 %
Ethnicity - Results							
American Indian	<10.00 %	36.36 %	23.53 %	50.00 %	NP	10.00 %	<10.00 %
Asian	66.67 %	45.00 %	33.33 %	>95.00 %	NP	33.33 %	<10.00 %
Black	75.00 %	26.16 %	20.08 %	77.78 %	86.49 %	11.63 %	10.00 %
Hispanic	83.33 %	32.69 %	40.00 %	>95.00 %	>95.00 %	<10.00 %	<10.00 %
White	82.86 %	49.93 %	40.36 %	86.60 %	92.94 %	<10.00 %	<10.00 %
Other	>95.00 %	47.89 %	33.94 %	67.74 %	93.75 %	10.17 %	10.53 %
Special Populations - Results							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Nontraditional	89.47 %	NP	43.41 %	76.32 %	95.00 %	93.02 %	92.11 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NP	NP	NP	NP	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

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IOWA Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National Academic Assessment	National/State Standards & Local Assessment	State/Local Data	NP	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of targeted students rated proficient or higher.	Number of program completers rated proficient or higher.	Number of targeted students receiving a diploma or its equivalent.	NP	Number of completers placed in continuing education, non-military employment and military.	Number of students in underrepresented gender groups enrolled in programs for nontraditional occupations.	Number of students in underrepresented gender groups who completed a program for nontraditional occupation.
2001-2002 Levels	63.67 %	69.75 %	99.55 %	NP	98.54 %	18.74 %	18.33 %
2001-2002 Results	70.35 %	81.51 %	>95.00 %	NP	>95.00 %	33.61 %	25.31 %
Gender - Results							
Male	68.30 %	79.68 %	>95.00 %	NP	>95.00 %	41.99 %	33.74 %
Female	73.28 %	84.08 %	>95.00 %	NP	>95.00 %	23.40 %	19.76 %
Ethnicity - Results							
American Indian	56.32 %	94.12 %	94.74 %	NP	>95.00 %	34.18 %	33.33 %
Asian	80.08 %	87.63 %	>95.00 %	NP	>95.00 %	33.91 %	25.00 %
Black	58.26 %	80.37 %	>95.00 %	NP	>95.00 %	38.57 %	25.35 %
Hispanic	57.52 %	77.10 %	>95.00 %	NP	>95.00 %	34.25 %	25.20 %
White	70.79 %	81.47 %	>95.00 %	NP	>95.00 %	33.46 %	25.31 %
Other	67.65 %	>95.00 %	>95.00 %	NP	>95.00 %	29.30 %	21.21 %
Special Populations - Results							
Individuals With Disabilities	35.34 %	68.48 %	>95.00 %	NP	92.75 %	33.91 %	22.79 %
Economically Disadvantaged	57.53 %	77.37 %	>95.00 %	NP	>95.00 %	33.76 %	27.48 %
Nontraditional	69.41 %	84.22 %	>95.00 %	NP	93.80 %	33.61 %	25.31 %
Single Parents	61.27 %	83.82 %	95.00 %	NP	>95.00 %	28.83 %	27.55 %
Displaced Homemakers	>95.00 %	14.29 %	>95.00 %	NP	>95.00 %	18.69 %	21.28 %
Other Educational Barriers	38.09 %	70.08 %	>95.00 %	NP	94.44 %	32.90 %	19.17 %
Limited English Proficient	60.00 %	84.85 %	>95.00 %	NP	>95.00 %	36.62 %	24.23 %
Tech-Prep	75.76 %	91.19 %	>95.00 %	NP	>95.00 %	29.95 %	23.99 %

Notes:

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IOWA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	National/State Standards & Local Assessment	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of students receiving a degree, diploma, or certificate.	Number of program completers rated as occupational proficient.	Number of students receiving a degree, diploma, or certificate.	Number of completers placed in continuing education, non-military employment and military.	Number of completers employed both the second (year after graduation) and fourth (graduation year) UI quarters.	Number of students in underrepresented gender groups enrolled in programs for nontraditional occupations.	Number of students in underrepresented gender groups who completed a program for nontraditional occupations.
2001-2002 Levels	98.54 %	95.25 %	98.54 %	95.99 %	92.00 %	17.70 %	13.51 %
2001-2002 Results	>95.00 %	85.83 %	>95.00 %	>95.00 %	92.40 %	19.64 %	13.94 %
Gender - Results							
Male	>95.00 %	86.03 %	>95.00 %	>95.00 %	91.56 %	14.53 %	<10.00 %
Female	>95.00 %	85.69 %	>95.00 %	>95.00 %	92.99 %	25.54 %	21.13 %
Ethnicity - Results							
American Indian	>95.00 %	78.80 %	>95.00 %	90.20 %	87.50 %	21.16 %	14.00 %
Asian	>95.00 %	92.62 %	>95.00 %	70.64 %	91.03 %	26.76 %	17.74 %
Black	>95.00 %	78.39 %	>95.00 %	76.69 %	85.96 %	22.56 %	18.18 %
Hispanic	>95.00 %	82.95 %	>95.00 %	66.85 %	88.24 %	20.67 %	17.42 %
White	>95.00 %	86.42 %	>95.00 %	>95.00 %	92.65 %	19.29 %	13.81 %
Other	>95.00 %	74.89 %	>95.00 %	87.18 %	90.70 %	22.11 %	12.88 %
Special Populations - Results							
Individuals With Disabilities	>95.00 %	77.08 %	>95.00 %	>95.00 %	92.16 %	19.30 %	27.53 %
Economically Disadvantaged	>95.00 %	89.51 %	>95.00 %	87.85 %	92.79 %	18.59 %	19.58 %
Nontraditional	>95.00 %	>95.00 %	>95.00 %	>95.00 %	88.27 %	19.64 %	13.94 %
Single Parents	>95.00 %	85.93 %	>95.00 %	>95.00 %	92.62 %	22.01 %	14.78 %
Displaced Homemakers	>95.00 %	65.32 %	>95.00 %	>95.00 %	>95.00 %	15.94 %	18.75 %
Other Educational Barriers	NE	76.36 %	>95.00 %	33.70 %	33.70 %	NE	NE
Limited English Proficient	>95.00 %	>95.00 %	>95.00 %	65.20 %	93.18 %	30.93 %	16.22 %
Tech-Prep	>95.00 %	87.76 %	>95.00 %	71.43 %	71.43 %	27.03 %	11.43 %

Notes:

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KANSAS Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Local Standards & Assessment	State/Local Data	State/Local Data	National/State Standards & Assessment	State/Local Data	State/Local Assessment
Measurement Definitions	Total number of secondary students who reached a 2.0 GPA or better during the reporting year.	Number of students who reach the 80% threshold level of vocational education and who have met state-established, industry-validated Career/Technical skill standards and who have left secondary education in the reporting year.	Number of secondary vocational students who have attained a high school diploma and have left secondary education in the reporting year.	Number of students enrolled in secondary vocational education programs and who received or were eligible to receive a secondary degree, certificate, or credential, or reached their predetermined goal, and who stopped program participation in the reporting year.	Number of students who completed secondary vocational programs and who received a high school diploma and left secondary education in the reporting year and who were placed in postsecondary education or advanced training or employment, or military service.	Number of students in underrepresented gender groups who participated in a non-traditional secondary program in a reporting year.	Number of students in underrepresented gender groups who completed a non-traditional program in a reporting year.
2001-2002 Levels	94.25 %	81.10 %	74.75 %	74.75 %	90.45 %	32.30 %	24.25 %
2001-2002 Results	91.31 %	>95.00 %	76.18 %	76.18 %	76.91 %	30.30 %	30.91 %
Gender - Results							
Male	89.82 %	>95.00 %	74.17 %	74.17 %	84.18 %	31.14 %	25.97 %
Female	92.90 %	>95.00 %	78.32 %	78.32 %	69.15 %	29.04 %	44.83 %
Ethnicity - Results							
American Indian	93.44 %	>95.00 %	>95.00 %	>95.00 %	84.31 %	38.27 %	25.00 %
Asian	94.40 %	>95.00 %	82.24 %	82.24 %	76.92 %	32.05 %	38.46 %
Black	73.92 %	83.04 %	90.18 %	90.18 %	61.00 %	41.87 %	48.53 %
Hispanic	81.91 %	93.88 %	83.56 %	83.56 %	67.59 %	31.81 %	24.37 %
White	92.96 %	>95.00 %	69.92 %	69.92 %	78.25 %	29.38 %	24.91 %
Other	NE	NE	NE	NE	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	86.43 %	93.41 %	69.06 %	69.06 %	71.37 %	26.20 %	22.73 %
Economically Disadvantaged	88.39 %	92.04 %	71.52 %	71.52 %	68.31 %	28.24 %	23.14 %
Nontraditional	92.85 %	>95.00 %	94.88 %	94.88 %	88.94 %	30.30 %	25.97 %
Single Parents	81.25 %	84.38 %	71.88 %	71.88 %	61.45 %	31.79 %	29.29 %
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	62.68 %	92.03 %	80.80 %	80.80 %	75.62 %	24.05 %	19.72 %
Limited English Proficient	88.46 %	>95.00 %	61.90 %	61.90 %	64.29 %	26.47 %	12.50 %
Tech-Prep	92.95 %	>95.00 %	78.54 %	NP	NP	33.47 %	27.73 %

Notes:

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KANSAS Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Vocational Course Completion	Program Completion	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of postsecondary students who attained a 2.0 GPA and who have met program-defined academic standards and who have stopped program participation in the reporting year.	Number of postsecondary vocational students who have met 80% level of vocational education and have completed a vocational program, who have met state-established, industry-validated Career/Technical skill standards, and who have stopped program participation in the reporting year.	Number of students enrolled in postsecondary vocational education programs and who received or were eligible to receive a postsecondary degree, certificate, or credential, or reached their predetermined goal, and who stopped program participation in the reporting year.	Number of students who completed a postsecondary vocational program in the reporting year and who were placed in further postsecondary education or advanced training, employment, or military service after stopping participation in the postsecondary program.	Number of students who completed a postsecondary vocational program in the reporting year and who were placed in further postsecondary education or advanced training, employment, or military service after stopping participation in the postsecondary program and who remain employed 6 months later.	Number of students in underrepresented gender groups who participated in a non-traditional postsecondary program in the reporting year.	Number of students in underrepresented gender groups who completed in a non-traditional postsecondary program in the reporting year.
2001-2002 Levels	98.25 %	90.35 %	38.58 %	76.92 %	81.85 %	24.50 %	19.75 %
2001-2002 Results	>95.00 %	>95.00 %	35.11 %	71.85 %	71.85 %	27.12 %	20.70 %
Gender - Results							
Male	>95.00 %	>95.00 %	37.83 %	73.94 %	73.94 %	36.78 %	25.03 %
Female	>95.00 %	>95.00 %	32.42 %	70.17 %	70.17 %	17.15 %	15.72 %
Ethnicity - Results							
American Indian	94.67 %	>95.00 %	45.73 %	67.74 %	67.74 %	29.73 %	25.00 %
Asian	>95.00 %	>95.00 %	29.20 %	77.57 %	77.57 %	29.15 %	24.03 %
Black	>95.00 %	>95.00 %	35.97 %	62.37 %	62.37 %	28.29 %	25.73 %
Hispanic	94.25 %	>95.00 %	44.33 %	77.57 %	77.57 %	24.55 %	16.82 %
White	>95.00 %	>95.00 %	34.61 %	72.51 %	72.51 %	27.06 %	20.31 %
Other	NE	NE	NE	NE	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	>95.00 %	93.98 %	56.27 %	79.58 %	79.58 %	17.80 %	15.92 %
Economically Disadvantaged	>95.00 %	>95.00 %	45.19 %	71.33 %	71.33 %	21.17 %	15.89 %
Nontraditional	>95.00 %	>95.00 %	36.14 %	71.40 %	71.40 %	26.75 %	20.34 %
Single Parents	>95.00 %	>95.00 %	44.47 %	74.49 %	74.49 %	26.75 %	21.25 %
Displaced Homemakers	>95.00 %	>95.00 %	48.74 %	80.00 %	80.00 %	18.43 %	15.79 %
Other Educational Barriers	>95.00 %	>95.00 %	40.35 %	79.68 %	79.68 %	18.88 %	12.63 %
Limited English Proficient	>95.00 %	>95.00 %	24.19 %	73.17 %	73.17 %	42.47 %	35.00 %
Tech-Prep	94.54 %	>95.00 %	58.77 %	NP	NP	17.57 %	15.36 %

Notes:

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KENTUCKY Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational-Technical Program Completion	High School Graduation	High School Graduation	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational concentrators who passed the state exam.	Percent of exiting vocational concentrators who completed their program of study.	Percent of exiting vocational concentrators who graduated.	Percent of exiting vocational concentrators who either graduated or received a secondary credential.	Percent of vocational concentrator/ graduates who were placed in postsecondary education, employment, or military service.	Percent of nontraditional gender students among participants in programs leading to nontraditional employment or training.	Percent of nontraditional gender students among completers of programs leading to nontraditional employment or training.
2001-2002 Levels	11.00 %	50.00 %	68.99 %	15.70 %	77.51 %	19.88 %	21.46 %
2001-2002 Results	14.59 %	54.86 %	>95.00 %	24.07 %	93.04 %	28.71 %	29.02 %
Gender - Results							
Male	10.00 %	58.47 %	>95.00 %	24.07 %	34.54 %	28.70 %	29.02 %
Female	19.00 %	62.00 %	>95.00 %	24.06 %	48.38 %	28.71 %	29.03 %
Ethnicity - Results							
American Indian	NP	NP	NE	<10.00 %	<10.00 %	NP	NP
Asian	23.84 %	NP	>95.00 %	24.71 %	53.97 %	NP	NP
Black	<10.00 %	NP	>95.00 %	24.01 %	57.79 %	NP	NP
Hispanic	11.92 %	NP	>95.00 %	24.71 %	19.57 %	NP	NP
White	15.00 %	NP	>95.00 %	24.05 %	39.90 %	NP	NP
Other	<10.00 %	NP	>95.00 %	24.71 %	<10.00 %	NP	NP
Special Populations - Results							
Individuals With Disabilities	<10.00 %	NP	>95.00 %	24.02 %	NP	NP	NP
Economically Disadvantaged	<10.00 %	NP	>95.00 %	24.04 %	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	10.00 %	NP	>95.00 %	23.53 %	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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Definitions for special populations are provided in Attachment D.

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KENTUCKY Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Overall GPA	Overall GPA	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational program completers with a 2.0 GPA or above.	Percent of vocational program completers with a 2.0 GPA or above.	Percent of vocational program completers with a 2.0 GPA or above.	Percent of completers who were placed in the military, employment, or continuing education.	Percent of placements retained in their original placement or transitioned to another positive placement.	Percent of nontraditional gender students among participants in programs leading to nontraditional employment or training.	Percent of nontraditional gender students among completers of programs leading to nontraditional employment or training.
2001-2002 Levels	54.09 %	54.09 %	54.09 %	74.04 %	37.20 %	12.25 %	10.75 %
2001-2002 Results	49.79 %	49.79 %	49.79 %	88.30 %	54.46 %	14.31 %	10.93 %
Gender - Results							
Male	46.85 %	46.85 %	46.85 %	22.36 %	58.04 %	17.83 %	10.92 %
Female	51.76 %	51.76 %	51.76 %	13.29 %	50.78 %	14.99 %	10.94 %
Ethnicity - Results							
American Indian	47.22 %	47.22 %	47.22 %	66.67 %	>95.00 %	NP	NP
Asian	50.00 %	50.00 %	50.00 %	83.33 %	10.00 %	NP	NP
Black	36.41 %	36.41 %	36.41 %	NP	18.35 %	NP	NP
Hispanic	50.00 %	50.00 %	50.00 %	NP	NP	NP	NP
White	51.40 %	51.40 %	51.40 %	84.81 %	54.25 %	NP	NP
Other	34.26 %	34.26 %	34.26 %	>95.00 %	NP	NP	NP
Special Populations - Results							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NP	NP	NP	NP	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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LOUISIANA Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	NP	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of concentrators completing vocational programs.	Percent of concentrators completing vocational programs.	Percent of concentrators completing vocational programs.	NP	Percent of surveyed vocational completers who responded and were placed in further study, employment, or the military.	Percent of nontraditional enrollees in nontraditional programs.	Percent of nontraditional completers of non-traditional programs.
2001-2002 Levels	76.88 %	45.42 %	45.42 %	NP	79.18 %	7.32 %	19.08 %
2001-2002 Results	71.93 %	39.63 %	39.63 %	NP	56.51 %	30.57 %	26.77 %
Gender - Results							
Male	72.41 %	38.00 %	38.00 %	NP	56.03 %	40.27 %	34.99 %
Female	71.47 %	41.05 %	41.05 %	NP	56.87 %	21.00 %	19.35 %
Ethnicity - Results							
American Indian	74.64 %	41.67 %	41.67 %	NP	27.42 %	32.23 %	31.67 %
Asian	79.32 %	37.58 %	37.58 %	NP	46.92 %	33.44 %	31.25 %
Black	53.55 %	40.54 %	40.54 %	NP	54.71 %	31.44 %	26.83 %
Hispanic	72.54 %	34.64 %	34.64 %	NP	49.03 %	30.13 %	26.62 %
White	84.81 %	39.05 %	39.05 %	NP	58.62 %	29.79 %	26.60 %
Other	<10.00 %	38.71 %	38.71 %	NP	83.33 %	29.09 %	22.22 %
Special Populations - Results							
Individuals With Disabilities	25.91 %	33.81 %	33.81 %	NP	33.13 %	27.42 %	22.50 %
Economically Disadvantaged	34.99 %	35.38 %	35.38 %	NP	58.29 %	31.13 %	26.88 %
Nontraditional	<10.00 %	<10.00 %	NE	NP	NE	NE	NE
Single Parents	<10.00 %	42.95 %	42.95 %	NP	64.98 %	30.87 %	23.60 %
Displaced Homemakers	<10.00 %	55.00 %	55.00 %	NP	70.59 %	32.28 %	26.67 %
Other Educational Barriers	58.33 %	32.32 %	32.32 %	NP	61.55 %	29.50 %	21.62 %
Limited English Proficient	54.86 %	37.80 %	37.80 %	NP	33.33 %	29.29 %	19.44 %
Tech-Prep	NP	47.13 %	47.13 %	NP	59.74 %	30.92 %	26.14 %

Notes:

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LOUISIANA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	Surveys/Placement Records and Administrative Record Exchanges	Surveys/Placement Records and Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational concentrators completing their program and receiving a degree or credential.	Percent of vocational concentrators completing their program and receiving a degree or credential.	Percent of vocational concentrators completing their program and receiving a degree or credential.	Percent of vocational completers placed in further study, employment, or the military.	Percent of placed completers who were retained in placement status for at least 6 months.	Percent of nontraditional enrollees in non-traditional programs.	Percent of nontraditional completers of non-traditional programs.
2001-2002 Levels	13.68 %	13.68 %	13.68 %	90.00 %	49.67 %	6.72 %	6.71 %
2001-2002 Results	16.47 %	16.47 %	16.47 %	94.89 %	83.79 %	39.53 %	35.60 %
Gender - Results							
Male	16.62 %	16.62 %	16.62 %	>95.00 %	83.39 %	46.27 %	42.77 %
Female	16.36 %	16.36 %	16.36 %	94.50 %	83.96 %	36.96 %	33.17 %
Ethnicity - Results							
American Indian	14.29 %	14.29 %	14.29 %	91.43 %	86.96 %	37.82 %	23.53 %
Asian	15.72 %	15.72 %	15.72 %	80.70 %	86.21 %	51.97 %	61.11 %
Black	12.87 %	12.87 %	12.87 %	67.67 %	82.66 %	38.80 %	35.47 %
Hispanic	12.28 %	12.28 %	12.28 %	31.12 %	71.43 %	53.23 %	50.88 %
White	18.97 %	18.97 %	18.97 %	77.67 %	84.26 %	15.50 %	36.05 %
Other	10.16 %	10.16 %	10.16 %	83.58 %	93.02 %	23.24 %	34.43 %
Special Populations - Results							
Individuals With Disabilities	16.18 %	16.18 %	16.18 %	NE	NE	37.57 %	39.29 %
Economically Disadvantaged	13.24 %	13.24 %	13.24 %	NE	NE	37.37 %	36.85 %
Nontraditional	14.75 %	14.75 %	14.75 %	NE	NE	33.18 %	23.88 %
Single Parents	14.10 %	14.10 %	14.10 %	NE	NE	>95.00 %	90.88 %
Displaced Homemakers	40.15 %	40.15 %	40.15 %	NE	NE	28.79 %	22.64 %
Other Educational Barriers	28.33 %	28.33 %	28.33 %	NE	NE	38.33 %	47.06 %
Limited English Proficient	<10.00 %	<10.00 %	<10.00 %	NE	NE	30.40 %	22.22 %
Tech-Prep	84.62 %	84.62 %	84.62 %	NE	NE	61.54 %	NE

Notes:

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LOUISIANA Adult

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	Surveys/Placement Records and Administrative Record Exchanges	Surveys/Placement Records and Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of concentrators completing a vocational program.	Percent of concentrators completing a vocational program.	Percent of concentrators completing a vocational program.	Percent of completers placed in further education, military service, or employment.	Percent of placed completers retained in placement status for at least 6 months.	Percent of nontraditional enrollees in nontraditional programs.	Percent of nontraditional completers of nontraditional programs.
2001-2002 Levels	25.50 %	25.50 %	25.50 %	77.54 %	57.55 %	7.92 %	11.28 %
2001-2002 Results	36.45 %	36.45 %	36.45 %	80.60 %	83.59 %	<10.00 %	<10.00 %
Gender – Results							
Male	31.43 %	31.43 %	31.43 %	78.93 %	85.63 %	<10.00 %	10.38 %
Female	41.80 %	41.65 %	41.65 %	81.61 %	82.39 %	11.36 %	<10.00 %
Ethnicity – Results							
American Indian	35.37 %	35.37 %	35.37 %	89.47 %	92.86 %	<10.00 %	<10.00 %
Asian	33.33 %	33.33 %	33.33 %	83.33 %	86.36 %	<10.00 %	NE
Black	39.37 %	39.37 %	39.37 %	79.91 %	83.14 %	<10.00 %	<10.00 %
Hispanic	32.59 %	32.59 %	32.59 %	71.43 %	81.82 %	14.81 %	13.21 %
White	34.14 %	34.14 %	34.14 %	91.03 %	84.15 %	<10.00 %	<10.00 %
Other	<10.00 %	<10.00 %	<10.00 %	61.54 %	20.00 %	<10.00 %	NE
Special Populations – Results							
Individuals With Disabilities	25.23 %	25.23 %	25.23 %	NE	NE	14.35 %	10.34 %
Economically Disadvantaged	40.34 %	40.34 %	40.34 %	NE	NE	<10.00 %	<10.00 %
Nontraditional	33.41 %	33.41 %	33.41 %	NE	NE	>95.00 %	74.23 %
Single Parents	50.68 %	50.68 %	50.68 %	NE	NE	10.54 %	<10.00 %
Displaced Homemakers	31.72 %	31.72 %	31.72 %	NE	NE	<10.00 %	<10.00 %
Other Educational Barriers	32.63 %	32.63 %	32.63 %	NE	NE	11.52 %	<10.00 %
Limited English Proficient	37.08 %	37.08 %	37.08 %	NE	NE	13.64 %	<10.00 %
Tech-Prep	58.31 %	58.31 %	58.31 %	NE	NE	16.00 %	<10.00 %

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MAINE Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	Vocational/Technical Course Completion	State/Local Data	NP	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of high school seniors enrolled in an approved secondary vocational program, at each region and center and statewide, who are reported as "completed 50% or more" or "completed" on end-of-year EF-V-116 forms.	Number of high school seniors enrolled in an approved secondary vocational program, at each region and center and statewide, who are reported as "completed 50% or more" or "completed" on end-of-year EF-V-116 forms.	Number of high school seniors enrolled in an approved secondary vocational program, at each region and center and statewide, who are reported as "completed 50% or more" or "completed" on end-of-year EF-V-116 forms.	NP	Number of 12th grade secondary vocational program participants reported as both 50% or more completers and graduates on end-of-year EF-V-116 forms who enroll in postsecondary education, military service, or advanced training within one year, according to University of ME System, ME Technical College System, ME Department of Labor, or U.S. Department of Defense records, based on social security number matches.	Number of males and females enrolled in approved secondary vocational program that are non-traditional for their gender, at each center and region and statewide, who are reported on the EF-V-116 forms.	Number of males and females who are reported on the EF-V-116 form as "completed" or "graduated" from approved secondary vocational programs that are non-traditional for their gender, at each center and region and statewide.
2001-2002 Levels	89.56 %	90.43 %	89.56 %	NP	59.50 %	7.33 %	8.34 %
2001-2002 Results	83.92 %	85.38 %	83.92 %	NP	NP	<10.00 %	11.87 %
Gender - Results							
Male	82.80 %	83.64 %	82.80 %	NP	NP	<10.00 %	<10.00 %
Female	85.89 %	88.46 %	85.89 %	NP	NP	29.14 %	38.27 %
Ethnicity - Results							
American Indian	>95.00 %	95.00 %	>95.00 %	NP	NP	17.39 %	23.08 %
Asian	91.43 %	94.29 %	91.43 %	NP	NP	<10.00 %	25.00 %
Black	67.86 %	71.43 %	67.86 %	NP	NP	<10.00 %	33.33 %
Hispanic	84.00 %	80.00 %	84.00 %	NP	NP	13.79 %	<10.00 %
White	83.88 %	85.39 %	83.88 %	NP	NP	<10.00 %	11.67 %
Other	NE	NE	NE	NP	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	83.67 %	84.46 %	83.67 %	NP	NP	<10.00 %	<10.00 %
Economically Disadvantaged	84.10 %	86.88 %	84.10 %	NP	NP	<10.00 %	11.00 %
Nontraditional	79.11 %	81.01 %	79.11 %	NP	NP	NP	NP
Single Parents	86.54 %	90.38 %	86.54 %	NP	NP	16.67 %	30.00 %
Displaced Homemakers	83.33 %	>95.00 %	83.33 %	NP	NP	<10.00 %	<10.00 %
Other Educational Barriers	80.48 %	82.88 %	80.48 %	NP	NP	<10.00 %	<10.00 %
Limited English Proficient	87.50 %	90.63 %	87.50 %	NP	NP	12.50 %	22.86 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

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MAINE
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	State/Local Data	Surveys/Placement Records and Administrative Record Exchanges	Surveys/Placement Records and Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Students matriculated into postsecondary technical education programs offered by the MTCS, by program, college, and system-wide, who have successfully met the approved academic and technical skill requirements of their program and received an AAS degree, diploma, or certificate.	Students matriculated into postsecondary technical education programs offered by the MTCS, by program, college, and system-wide, who have successfully met the approved academic and technical skill requirements of their program and received an AAS degree, diploma, or certificate.	Students matriculated into postsecondary technical education programs offered by the MTCS, by program, college, and system-wide, who have successfully met the approved academic and technical skill requirements of their program and received an AAS degree, diploma, or certificate.	ME Technical College System graduates, by program, at each college and system-wide, who become employed within one year of graduation and remain employed for a minimum of two Unemployment Insurance System ED-202 wage record quarters (or others OVAE-designated time period), based on social security number matches with UI ES-202 wage record data.	ME Technical College System graduates, by program, at each college and system-wide, who become employed within one year of graduation and remain employed for a minimum of three Unemployment Insurance System ED-202 wage record quarters (or others OVAE-designated time period), based on social security number matches with UI ES-202 wage record data.	Number of males and females enrolled in an identified non-traditional program.	Number of males and females completing an identified non-traditional program.
2001-2002 Levels	26.44 %	26.44 %	26.44 %	78.02 %	78.20 %	11.64 %	17.82 %
2001-2002 Results	24.45 %	24.45 %	24.45 %	>95.00 %	86.61 %	11.05 %	11.01 %
Gender - Results							
Male	26.10 %	26.10 %	26.10 %	NP	<10.00 %	<10.00 %	<10.00 %
Female	22.60 %	22.60 %	22.60 %	NP	<10.00 %	14.35 %	20.53 %
Ethnicity - Results							
American Indian	46.79 %	46.79 %	46.79 %	NP	<10.00 %	<10.00 %	<10.00 %
Asian	30.56 %	30.56 %	30.56 %	NP	<10.00 %	<10.00 %	<10.00 %
Black	24.14 %	24.14 %	24.14 %	NP	<10.00 %	<10.00 %	<10.00 %
Hispanic	16.00 %	16.00 %	16.00 %	NP	<10.00 %	<10.00 %	<10.00 %
White	20.83 %	20.83 %	20.83 %	NP	<10.00 %	<10.00 %	<10.00 %
Other	40.97 %	40.97 %	40.97 %	NP	<10.00 %	<10.00 %	43.43 %
Special Populations - Results							
Individuals With Disabilities	19.93 %	19.93 %	19.93 %	NP	<10.00 %	<10.00 %	<10.00 %
Economically Disadvantaged	18.92 %	18.92 %	18.92 %	NP	<10.00 %	<10.00 %	<10.00 %
Nontraditional	57.60 %	57.60 %	57.60 %	NP	<10.00 %	<10.00 %	<10.00 %
Single Parents	24.91 %	24.91 %	24.91 %	NP	<10.00 %	<10.00 %	<10.00 %
Displaced Homemakers	42.86 %	42.86 %	42.86 %	NP	<10.00 %	<10.00 %	<10.00 %
Other Educational Barriers	22.67 %	22.67 %	22.67 %	NP	<10.00 %	<10.00 %	<10.00 %
Limited English Proficient	81.25 %	81.25 %	81.25 %	NP	<10.00 %	<10.00 %	<10.00 %
Tech-Prep	40.41 %	40.41 %	40.41 %	NP	NP	<10.00 %	<10.00 %

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MARYLAND
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Vocational-Technical GPA	High School Graduation	NP	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of CTE concentrators who achieve an overall GPA of 2.0 or higher.	Percent of CTE concentrators who achieve a technical GPA of 2.0 or higher.	Percent of CTE concentrators who receive high school diplomas or certificates.	NP	Percent of CTE graduates who enter postsecondary education, employment or the military, within two quarters after graduation.	Percent of underrepresented gender students among participants in nontraditional CTE programs.	Percent of underrepresented gender students among completers of nontraditional CTE programs.
2001-2002 Levels	67.34 %	71.32 %	96.27 %	NP	77.11 %	38.41 %	21.61 %
2001-2002 Results	75.38 %	78.95 %	>95.00 %	NP	78.37 %	38.17 %	23.92 %
Gender - Results							
Male	70.75 %	74.57 %	>95.00 %	NP	76.35 %	66.25 %	26.58 %
Female	80.13 %	83.49 %	>95.00 %	NP	80.05 %	11.08 %	21.20 %
Ethnicity - Results							
American Indian	48.48 %	63.64 %	>95.00 %	NP	77.27 %	38.59 %	28.57 %
Asian	88.79 %	88.13 %	>95.00 %	NP	79.36 %	46.67 %	50.00 %
Black	63.71 %	72.79 %	>95.00 %	NP	71.62 %	39.85 %	24.97 %
Hispanic	73.76 %	79.91 %	>95.00 %	NP	73.97 %	39.06 %	27.81 %
White	79.56 %	80.98 %	>95.00 %	NP	78.96 %	36.26 %	22.53 %
Other	42.86 %	85.71 %	>95.00 %	NP	70.37 %	NE	NE
Special Populations - Results							
Individuals With Disabilities	59.06 %	58.81 %	>95.00 %	NP	79.78 %	34.46 %	18.50 %
Economically Disadvantaged	65.80 %	59.56 %	>95.00 %	NP	79.43 %	31.68 %	23.21 %
Nontraditional	72.88 %	70.27 %	>95.00 %	NP	77.86 %	38.17 %	23.92 %
Single Parents	63.16 %	73.68 %	88.24 %	NP	61.54 %	26.09 %	<10.00 %
Displaced Homemakers	NE	NE	NE	NP	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NP	NE	NE	NE
Limited English Proficient	75.00 %	80.26 %	94.44 %	NP	>95.00 %	38.75 %	14.29 %
Tech-Prep	72.94 %	74.25 %	>95.00 %	NP	79.05 %	37.52 %	24.25 %

Notes:

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MARYLAND
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Overall GPA	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of occupational degree or certificate recipients who achieve an overall GPA of 2.2 or higher.	Percent of occupational degree or certificate recipients who achieve an overall GPA of 2.2 or higher.	Percent of first-time, full-time students seeking an occupational degree or certificate who receive one within 3 years.	Percent of occupational degree or certificate recipients who enter further postsecondary education, employment, or the military, within two quarters after graduation.	Percent of occupational degree or certificate recipients who enter employment within two quarters after graduation and remain employed four quarters after graduation.	Percent of underrepresented gender students among participants in nontraditional CTE programs.	Percent of underrepresented gender students among completers of nontraditional CTE programs.
2001-2002 Levels	94.50 %	94.50 %	14.50 %	61.24 %	90.56 %	22.40 %	19.41 %
2001-2002 Results	>95.00 %	>95.00 %	<10.00 %	75.94 %	92.32 %	23.00 %	27.88 %
Gender - Results							
Male	>95.00 %	>95.00 %	<10.00 %	77.50 %	91.99 %	75.35 %	72.43 %
Female	>95.00 %	>95.00 %	<10.00 %	75.22 %	92.48 %	<10.00 %	<10.00 %
Ethnicity - Results							
American Indian	94.44 %	94.44 %	<10.00 %	82.14 %	>95.00 %	25.40 %	<10.00 %
Asian	>95.00 %	>95.00 %	<10.00 %	75.53 %	86.21 %	31.41 %	57.55 %
Black	>95.00 %	>95.00 %	<10.00 %	72.19 %	90.54 %	21.96 %	30.02 %
Hispanic	>95.00 %	>95.00 %	<10.00 %	80.77 %	90.91 %	20.16 %	47.27 %
White	>95.00 %	>95.00 %	12.56 %	76.93 %	92.99 %	23.81 %	23.97 %
Other	>95.00 %	>95.00 %	<10.00 %	82.47 %	92.75 %	27.31 %	32.18 %
Special Populations - Results							
Individuals With Disabilities	>95.00 %	>95.00 %	NE	56.00 %	>95.00 %	25.51 %	45.83 %
Economically Disadvantaged	>95.00 %	>95.00 %	NE	69.29 %	90.20 %	19.50 %	17.32 %
Nontraditional	>95.00 %	>95.00 %	NE	79.17 %	91.86 %	23.00 %	81.82 %
Single Parents	>95.00 %	>95.00 %	NE	50.00 %	>95.00 %	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficient	>95.00 %	>95.00 %	NE	81.25 %	87.88 %	27.93 %	43.64 %
Tech-Prep	NE	NE	NE	NE	NE	NE	NE

Notes:

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MASSACHUSETTS
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	State/Local Data	National/State Standards & Assessment	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	The number of students who passed MCAS for each subject area.	The number of students who complete a Chapter 74 program and receive a Chapter 74 certificate or who complete a non-Chapter 74 program.	The number of students who complete a Chapter 74 program and receive a Chapter 74 certificate or who complete a non-Chapter 74 program.	The number of career and technical education students who receive a high school diploma.	The number of career and technical education graduates who are in a job, the military or postsecondary education 9 months after graduation.	The number of nontraditional students enrolled in programs nontraditional for their gender.	The number of nontraditional students who complete nontraditional programs.
2001-2002 Levels	28.80 %	91.73 %	91.73 %	91.73 %	95.58 %	9.03 %	8.05 %
2001-2002 Results	45.17 %	93.41 %	93.41 %	93.41 %	>95.00 %	10.80 %	10.05 %
Gender - Results							
Male	48.01 %	92.69 %	92.69 %	92.69 %	>95.00 %	<10.00 %	<10.00 %
Female	42.01 %	94.34 %	94.34 %	94.34 %	94.99 %	12.47 %	11.87 %
Ethnicity - Results							
American Indian	28.57 %	NP	NP	NP	>95.00 %	13.10 %	5.56 %
Asian	44.06 %	NP	NP	NP	>95.00 %	14.29 %	11.36 %
Black	21.01 %	NP	NP	NP	94.75 %	11.18 %	12.05 %
Hispanic	23.02 %	NP	NP	NP	94.83 %	16.31 %	15.31 %
White	54.99 %	NP	NP	NP	>95.00 %	<10.00 %	<10.00 %
Other	31.91 %	NP	NP	NP	94.13 %	NE	NP
Special Populations - Results							
Individuals With Disabilities	23.00 %	91.81 %	91.81 %	91.81 %	94.09 %	NP	NP
Economically Disadvantaged	NP	91.06 %	91.06 %	91.06 %	94.67 %	NP	NP
Nontraditional	NP	>95.00 %	>95.00 %	>95.00 %	>95.00 %	>95.00 %	>95.00 %
Single Parents	NP	94.01 %	94.01 %	94.01 %	85.14 %	NP	NP
Displaced Homemakers	NP	NE	NE	NE	NE	NP	NP
Other Educational Barriers	NP	91.98 %	91.98 %	91.98 %	>95.00 %	NP	NP
Limited English Proficient	10.00 %	89.68 %	89.68 %	89.68 %	92.65 %	NP	NP
Tech-Prep	NP	93.66 %	93.66 %	93.66 %	>95.00 %	13.43 %	NP

Notes:

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MASSACHUSETTS
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National/State Academic Assessment and Academic Course Completion	National/State and Local Assessment	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	The number of for-credit courses completed by all matriculated career & technical students.	The number of for-credit courses completed by all matriculated career & technical students.	The number of full-time, first-time matriculated students who completed a career & technical Associate degree or certificate program within four years.	The number of career and technical education graduates who are in a job, the military or further education 9 months after graduation.	The number of career and technical education graduates who are in a job, the military or further education 9 months after graduation.	The number of nontraditional students enrolled in programs nontraditional for their gender.	The number of nontraditional students who complete nontraditional programs.
2001-2002 Levels	75.87 %	75.87 %	43.80 %	90.31 %	90.31 %	9.93 %	9.26 %
2001-2002 Results	71.17 %	71.17 %	59.99 %	>95.00 %	>95.00 %	16.77 %	14.23 %
Gender - Results							
Male	<10.00 %	<10.00 %	60.23 %	>95.00 %	>95.00 %	<10.00 %	<10.00 %
Female	<10.00 %	<10.00 %	62.10 %	>95.00 %	>95.00 %	25.21 %	22.85 %
Ethnicity - Results							
American Indian	<10.00 %	<10.00 %	48.00 %	92.42 %	90.91 %	20.69 %	15.38 %
Asian	<10.00 %	<10.00 %	57.43 %	93.98 %	93.69 %	21.45 %	17.95 %
Black	<10.00 %	<10.00 %	51.05 %	>95.00 %	>95.00 %	20.71 %	19.53 %
Hispanic	<10.00 %	<10.00 %	58.80 %	93.97 %	93.18 %	22.51 %	21.37 %
White	<10.00 %	<10.00 %	63.37 %	>95.00 %	>95.00 %	16.18 %	14.67 %
Other	<10.00 %	<10.00 %	46.83 %	94.13 %	91.78 %	10.18 %	<10.00 %
Special Populations - Results							
Individuals With Disabilities	<10.00 %	<10.00 %	64.23 %	91.75 %	91.77 %	NP	NP
Economically Disadvantaged	<10.00 %	<10.00 %	47.87 %	93.81 %	93.81 %	NP	NP
Nontraditional	<10.00 %	<10.00 %	62.05 %	>95.00 %	94.71 %	>95.00 %	>95.00 %
Single Parents	<10.00 %	<10.00 %	52.22 %	93.84 %	93.69 %	NP	NP
Displaced Homemakers	<10.00 %	<10.00 %	45.71 %	91.67 %	91.67 %	NP	NP
Other Educational Barriers	<10.00 %	<10.00 %	NP	NE	NE	NP	NP
Limited English Proficient	<10.00 %	<10.00 %	48.20 %	94.50 %	94.44 %	NP	NP
Tech-Prep	71.53 %	71.46 %	62.66 %	93.71 %	93.72 %	16.81 %	12.68 %

Notes:

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MICHIGAN Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical GPA	State/Local Data	NP	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	The number of 10th through 12th grade CTE program concentrators who took all MEAP tests and attained an endorsement status of at least a Level 3 (basic) on four of the tests.	Number of 11th and 12th grade CTE program concentrators who left school and obtained a GPA of 2.0 or better.	Number of CTE program concentrators who received a secondary school diploma or its recognized state equivalent.	NP	The number of 12th grade program completers who graduated the previous year and are in postsecondary education or advanced training, employment, and/or military service.	The number of grade 9 and above female and male students enrolled in an occupational program determined to be nontraditional for their gender.	The number of grade 9 and above female and male students who completed an occupational program determined to be nontraditional for their gender.
2001-2002 Levels	60.51 %	85.65 %	98.12 %	NP	95.03 %	31.10 %	27.80 %
2001-2002 Results	61.13 %	86.32 %	>95.00 %	NP	94.47 %	31.70 %	29.83 %
Gender - Results							
Male	60.45 %	84.05 %	>95.00 %	NP	>95.00 %	45.30 %	42.38 %
Female	61.91 %	89.03 %	>95.00 %	NP	93.80 %	13.31 %	13.24 %
Ethnicity - Results							
American Indian	58.28 %	81.40 %	>95.00 %	NP	88.80 %	29.90 %	25.29 %
Asian	64.90 %	90.02 %	>95.00 %	NP	>95.00 %	39.84 %	37.84 %
Black	35.22 %	78.95 %	>95.00 %	NP	93.72 %	34.29 %	30.27 %
Hispanic	45.61 %	81.76 %	>95.00 %	NP	90.78 %	29.28 %	28.23 %
White	65.33 %	87.61 %	>95.00 %	NP	94.67 %	31.15 %	29.70 %
Other	NE	NE	NE	NP	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	18.82 %	76.99 %	>95.00 %	NP	88.63 %	25.99 %	23.61 %
Economically Disadvantaged	37.36 %	77.02 %	>95.00 %	NP	88.03 %	31.95 %	26.84 %
Nontraditional	68.81 %	83.70 %	>95.00 %	NP	94.64 %	>95.00 %	>95.00 %
Single Parents	45.45 %	84.67 %	>95.00 %	NP	NP	24.04 %	15.33 %
Displaced Homemakers	<10.00 %	>95.00 %	50.00 %	NP	NP	15.38 %	10.00 %
Other Educational Barriers	32.45 %	74.33 %	>95.00 %	NP	90.56 %	30.05 %	24.37 %
Limited English Proficient	37.94 %	85.38 %	>95.00 %	NP	90.66 %	29.17 %	28.21 %
Tech-Prep	66.98 %	86.53 %	>95.00 %	NP	94.96 %	39.07 %	37.36 %

Notes:

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MICHIGAN
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical Course	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of successful course completions in academic courses by occupational students.	Number of successful course completions in occupational courses by occupation students.	Number of students that received an occupational award.	Number of occupational completers who received an award (and responded to the survey) the prior year and either transferred, were employed, or entered military.	Total number who responded as still being employed three months later.	Number of men enrolled in programs considered non-traditional for men + number of women enrolled in programs considered non-traditional for women (based on NLS and some program data).	Number of men who received an award in programs considered non-traditional for men + number of women who received an award in programs considered non-traditional for women (based on NLS and some program data) (based on input colleges projected number of students).
2001-2002 Levels	78.22 %	84.60 %	16.55 %	91.01 %	87.73 %	18.24 %	13.50 %
2001-2002 Results	79.92 %	83.94 %	17.47 %	>95.00 %	94.86 %	16.89 %	13.27 %
Gender - Results							
Male	NP	NP	NP	NP	NP	16.48 %	13.00 %
Female	NP	NP	NP	NP	NP	17.19 %	13.43 %
Ethnicity - Results							
American Indian	NP	NP	NP	NP	NP	24.42 %	NP
Asian	NP	NP	NP	NP	NP	21.28 %	NP
Black	NP	NP	NP	NP	NP	20.76 %	NP
Hispanic	NP	NP	NP	NP	NP	20.51 %	NP
White	NP	NP	NP	NP	NP	15.72 %	NP
Other	79.92 %	83.94 %	17.47 %	>95.00 %	94.86 %	18.38 %	13.27 %
Special Populations - Results							
Individuals With Disabilities	70.17 %	83.85 %	23.23 %	88.54 %	91.84 %	37.49 %	13.93 %
Economically Disadvantaged	74.77 %	83.00 %	26.40 %	>95.00 %	>95.00 %	24.15 %	12.67 %
Nontraditional	73.38 %	81.99 %	21.71 %	92.31 %	>95.00 %	19.18 %	>95.00 %
Single Parents	69.69 %	68.79 %	26.53 %	94.20 %	>95.00 %	16.46 %	<10.00 %
Displaced Homemakers	80.58 %	78.72 %	41.67 %	60.78 %	>95.00 %	17.76 %	12.94 %
Other Educational Barriers	65.97 %	73.60 %	18.29 %	91.96 %	>95.00 %	20.26 %	12.48 %
Limited English Proficient	85.51 %	83.76 %	14.55 %	>95.00 %	93.44 %	17.65 %	19.61 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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MINNESOTA
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical GPA	State/Local Data	NP	State Surveys	State/Local Data	State/Local Data
Measurement Definitions	The number of CTE concentrators who have passed the basic requirement tests of math, reading, and writing.	The number of CTE concentrators.	The number of CTE completers who have passed all requirements for graduation.	NP	The number of CTE completers with positive MnSCU match and CTE completers responding to further education, military, or employment on self-report survey.	The number of participants from under-represented gender groups who have enrolled in identified nontraditional CTE programs.	The number of completers from under-represented gender groups who have completed identified nontraditional CTE programs.
2001-2002 Levels	90.63 %	54.00 %	90.63 %	NP	74.00 %	21.00 %	16.00 %
2001-2002 Results	71.06 %	46.79 %	86.47 %	NP	>95.00 %	33.60 %	34.88 %
Gender - Results							
Male	71.26 %	47.72 %	85.23 %	NP	NP	42.66 %	43.65 %
Female	70.83 %	45.74 %	87.93 %	NP	NP	17.53 %	21.42 %
Ethnicity - Results							
American Indian	48.10 %	47.37 %	67.19 %	NP	NP	34.49 %	38.46 %
Asian	49.84 %	45.57 %	70.90 %	NP	NP	35.74 %	34.89 %
Black	32.44 %	34.70 %	62.15 %	NP	NP	40.30 %	43.94 %
Hispanic	47.81 %	40.99 %	68.31 %	NP	NP	39.65 %	41.75 %
White	75.41 %	47.93 %	89.11 %	NP	NP	32.50 %	34.12 %
Other	NP	NP	NP	NP	NP	NP	NP
Special Populations - Results							
Individuals With Disabilities	32.57 %	46.20 %	76.77 %	NP	NP	29.67 %	26.86 %
Economically Disadvantaged	50.59 %	45.11 %	76.52 %	NP	NP	33.13 %	32.57 %
Nontraditional	70.28 %	45.27 %	84.69 %	NP	NP	33.60 %	>95.00 %
Single Parents	36.79 %	58.72 %	54.12 %	NP	NP	12.02 %	14.81 %
Displaced Homemakers	50.00 %	70.00 %	64.29 %	NP	NP	<10.00 %	<10.00 %
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	25.00 %	38.75 %	52.81 %	NP	NP	39.76 %	40.89 %
Tech-Prep	58.41 %	39.90 %	86.47 %	NP	NP	34.25 %	34.88 %

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MINNESOTA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	State Surveys	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Number of vocational concentrators who have met program defined standards (for certificates, diplomas, AAS or AS degrees) and have completed their program in the reporting year.	Number of vocational concentrators who have met program defined standards (for certificates, diplomas, AAS or AS degrees) and have completed their program in the reporting year.	Number of vocational concentrators who have met program defined standards (for certificates, diplomas, AAS or AS degrees) and have completed their program in the reporting year.	Number of vocational completers reporting related placement, unrelated placement, continued education or military placement in reporting year.	Number of vocational completers identified as employed within Unemployment Insurance wage detail records, 3rd Quarter and 4th Quarter after placement reporting period.	Number of vocational participants in underrepresented gender groups who participated in a nontraditional vocational program during reporting year.	Number of vocational concentrators in underrepresented gender groups who received a certificate, diploma, AAS or AS degree in a nontraditional program area in the reporting year.
2001-2002 Levels	22.00 %	22.00 %	22.00 %	85.00 %	80.00 %	20.80 %	14.70 %
2001-2002 Results	25.46 %	25.46 %	25.46 %	>95.00 %	91.32 %	22.81 %	16.45 %
Gender - Results							
Male	25.29 %	25.29 %	25.29 %	>95.00 %	90.61 %	32.12 %	22.17 %
Female	25.60 %	25.60 %	25.60 %	>95.00 %	91.96 %	14.64 %	11.07 %
Ethnicity - Results							
American Indian	20.42 %	20.42 %	20.42 %	94.83 %	93.81 %	22.84 %	19.59 %
Asian	22.19 %	22.19 %	22.19 %	91.49 %	86.63 %	30.72 %	26.91 %
Black	17.08 %	17.08 %	17.08 %	92.28 %	89.92 %	33.52 %	29.26 %
Hispanic	19.97 %	19.97 %	19.97 %	93.41 %	85.71 %	25.11 %	14.41 %
White	26.66 %	26.66 %	26.66 %	>95.00 %	91.40 %	21.59 %	15.95 %
Other	23.36 %	23.36 %	23.36 %	>95.00 %	92.01 %	21.84 %	14.24 %
Special Populations - Results							
Individuals With Disabilities	19.43 %	19.43 %	19.43 %	NP	NP	23.94 %	14.10 %
Economically Disadvantaged	25.35 %	25.35 %	25.35 %	NP	NP	20.13 %	13.68 %
Nontraditional	16.45 %	16.45 %	16.45 %	NP	NP	22.81 %	16.45 %
Single Parents	22.15 %	22.15 %	22.15 %	NP	NP	16.35 %	12.24 %
Displaced Homemakers	22.77 %	22.77 %	22.77 %	NP	NP	17.85 %	16.18 %
Other Educational Barriers	21.72 %	21.72 %	21.72 %	NP	NP	37.03 %	11.57 %
Limited English Proficient	15.14 %	15.14 %	15.14 %	NP	NP	33.09 %	36.46 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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MISSISSIPPI
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	State Academic Assessment	State Academic Assessment	NP	Surveys/Placement Records and Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of completers who passed the F.L.E.	Percent of completers who passed the F.L.E.	Percent of completers who passed the F.L.E.	NP	Percent of completer/graduates who were placed in employment, advanced education, or the military.	Percent of nontraditional participants in nontraditional programs.	Percent of nontraditional completers of nontraditional programs.
2001-2002 Levels	90.18 %	48.88 %	90.18 %	NP	61.65 %	14.73 %	14.98 %
2001-2002 Results	93.34 %	72.58 %	93.34 %	NP	84.32 %	15.50 %	13.95 %
Gender - Results							
Male	91.93 %	75.40 %	91.93 %	NP	82.74 %	16.03 %	14.92 %
Female	94.56 %	70.19 %	94.56 %	NP	85.76 %	15.13 %	13.20 %
Ethnicity - Results							
American Indian	90.91 %	75.00 %	90.91 %	NP	81.82 %	<10.00 %	<10.00 %
Asian	85.71 %	67.86 %	85.71 %	NP	80.00 %	26.36 %	21.62 %
Black	89.87 %	64.67 %	89.87 %	NP	81.61 %	16.33 %	14.56 %
Hispanic	>95.00 %	66.67 %	>95.00 %	NP	>95.00 %	19.78 %	11.11 %
White	>95.00 %	80.20 %	>95.00 %	NP	86.77 %	14.39 %	13.25 %
Other	NE	NE	NE	NP	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	69.93 %	49.47 %	69.93 %	NP	69.67 %	<10.00 %	<10.00 %
Economically Disadvantaged	92.58 %	68.47 %	92.58 %	NP	83.93 %	14.82 %	12.64 %
Nontraditional	92.77 %	72.89 %	92.77 %	NP	84.38 %	>95.00 %	>95.00 %
Single Parents	92.41 %	63.50 %	92.41 %	NP	77.99 %	18.20 %	13.64 %
Displaced Homemakers	>95.00 %	>95.00 %	>95.00 %	NP	66.67 %	60.00 %	66.67 %
Other Educational Barriers	NE	NE	NE	NP	NE	NE	NE
Limited English Proficient	>95.00 %	71.43 %	>95.00 %	NP	84.21 %	24.21 %	<10.00 %
Tech-Prep	94.06 %	72.73 %	94.06 %	NP	85.55 %	15.59 %	14.52 %

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**MISSISSIPPI
Postsecondary**

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data	Surveys/Placement Records and Administrative Record Exchanges	Surveys/Placement Records and Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of eligible concentrators who graduated.	Percent of eligible concentrators who graduated.	Percent of eligible concentrators who graduated.	Percent of concentrator/graduates who were placed in employment, advanced education, or the military.	Percent of placements in employment, advanced education, or the military who remained there for a minimum of six months.	Percent of nontraditional participants in nontraditional programs.	Percent of nontraditional completers of nontraditional programs.
2001-2002 Levels	81.43 %	49.36 %	82.39 %	61.15 %	30.00 %	11.07 %	10.58 %
2001-2002 Results	54.53 %	64.00 %	42.98 %	88.84 %	>95.00 %	15.46 %	<10.00 %
Gender - Results							
Male	53.25 %	66.19 %	43.13 %	90.36 %	NP	14.95 %	<10.00 %
Female	55.59 %	62.19 %	42.85 %	87.57 %	NP	16.09 %	12.87 %
Ethnicity - Results							
American Indian	41.30 %	69.57 %	64.79 %	91.30 %	NP	18.52 %	<10.00 %
Asian	57.89 %	73.68 %	30.16 %	89.47 %	NP	25.00 %	16.67 %
Black	48.59 %	62.69 %	43.81 %	83.90 %	NP	12.84 %	<10.00 %
Hispanic	60.00 %	60.00 %	43.48 %	90.00 %	NP	19.70 %	<10.00 %
White	59.68 %	64.65 %	42.90 %	92.69 %	NP	17.41 %	10.67 %
Other	44.44 %	82.22 %	21.13 %	95.56 %	NP	23.73 %	24.32 %
Special Populations - Results							
Individuals With Disabilities	51.67 %	67.50 %	41.81 %	88.33 %	NP	17.94 %	<10.00 %
Economically Disadvantaged	55.84 %	65.62 %	41.63 %	87.90 %	NP	13.36 %	<10.00 %
Nontraditional	54.37 %	55.56 %	42.47 %	85.82 %	NP	74.77 %	76.14 %
Single Parents	61.48 %	58.47 %	39.74 %	83.61 %	NP	13.16 %	<10.00 %
Displaced Homemakers	61.73 %	81.48 %	43.55 %	86.42 %	NP	15.95 %	12.50 %
Other Educational Barriers	NE	NE	NE	NE	NP	NE	NE
Limited English Proficient	68.57 %	82.86 %	26.72 %	88.57 %	NP	39.29 %	28.13 %
Tech-Prep	58.59 %	71.88 %	30.05 %	90.63 %	NP	20.30 %	11.87 %

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

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MISSOURI Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Local Assessment	State/Local Data	State-Approved Local Standards & Assessment	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators scoring in the top 3 levels of achievement on the MO Assessment Program.	Percent of concentrators mastering 80% of the state-approved and/or locally adopted identified competencies.	Percent of completers.	Percent of completers that receive a national, state, or local credential.	Percent of completers placed in postsecondary education or advanced training, military or employment.	Percent of underrepresented secondary vocational students participating in nontraditional vocational programs.	Percent of underrepresented secondary vocational participants completing non-traditional vocational programs.
2001-2002 Levels	48.19 %	87.25 %	80.59 %	22.00 %	90.21 %	30.10 %	18.95 %
2001-2002 Results	44.01 %	81.90 %	92.99 %	27.25 %	93.78 %	27.24 %	24.61 %
Gender - Results							
Male	44.88 %	79.96 %	92.72 %	27.39 %	94.45 %	27.60 %	23.88 %
Female	42.71 %	84.81 %	93.35 %	27.06 %	92.90 %	26.63 %	25.83 %
Ethnicity - Results							
American Indian	42.52 %	64.84 %	84.85 %	30.36 %	88.00 %	30.70 %	22.22 %
Asian	46.46 %	85.29 %	86.62 %	20.59 %	90.15 %	39.53 %	44.26 %
Black	22.55 %	75.91 %	91.14 %	<10.00 %	90.14 %	32.45 %	27.05 %
Hispanic	41.33 %	77.74 %	88.73 %	32.28 %	87.32 %	25.28 %	26.09 %
White	46.83 %	83.00 %	93.56 %	30.73 %	94.60 %	26.19 %	24.10 %
Other	52.00 %	89.13 %	>95.00 %	13.79 %	>95.00 %	29.69 %	24.00 %
Special Populations - Results							
Individuals With Disabilities	32.83 %	77.78 %	93.77 %	18.18 %	85.26 %	27.22 %	17.19 %
Economically Disadvantaged	19.99 %	71.93 %	90.51 %	23.77 %	89.67 %	18.75 %	15.93 %
Nontraditional	52.89 %	83.53 %	87.77 %	26.70 %	91.61 %	NP	NP
Single Parents	32.36 %	76.42 %	88.14 %	29.67 %	87.23 %	25.35 %	23.16 %
Displaced Homemakers	68.97 %	92.31 %	90.91 %	40.00 %	60.00 %	39.29 %	25.00 %
Other Educational Barriers	25.34 %	73.15 %	90.68 %	20.85 %	90.91 %	23.42 %	19.13 %
Limited English Proficient	30.08 %	82.12 %	75.40 %	26.32 %	74.55 %	32.86 %	26.85 %
Tech-Prep	43.48 %	82.79 %	>95.00 %	34.05 %	93.36 %	23.22 %	21.25 %

Notes:

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MISSOURI Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National/State Academic Assessment	National/State Standards & Local Assessment	State/Local Data	Surveys/Placement Records	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators scoring at or above the 50th percentile on a nationally normed or averaged academic assessment (Consistent with CBHE academic reporting requirements for all postsecondary institutions in the state).	Percent of concentrators mastering 80% of the state-approved and/or locally adopted identified competencies.	Percent of completers.	Percent of completers placed in postsecondary education or advanced training, military or employment.	Percent of concentrators retained in employment one year after placement.	Percent of underrepresented postsecondary students participating in nontraditional vocational programs.	Percent of underrepresented postsecondary students completing nontraditional vocational programs.
2001-2002 Levels	72.17 %	94.02 %	87.59 %	85.99 %	85.49 %	32.09 %	16.70 %
2001-2002 Results	73.89 %	90.02 %	78.42 %	87.41 %	90.40 %	30.95 %	15.61 %
Gender - Results							
Male	68.20 %	88.08 %	77.90 %	88.04 %	90.03 %	53.49 %	26.67 %
Female	77.14 %	91.11 %	78.74 %	87.07 %	90.60 %	13.16 %	<10.00 %
Ethnicity - Results							
American Indian	59.09 %	86.36 %	68.52 %	>95.00 %	83.33 %	18.99 %	21.05 %
Asian	75.00 %	89.23 %	78.05 %	80.85 %	89.13 %	21.95 %	22.00 %
Black	61.00 %	72.51 %	80.26 %	75.15 %	88.61 %	19.42 %	16.30 %
Hispanic	59.02 %	92.00 %	69.12 %	81.82 %	86.11 %	34.13 %	23.73 %
White	75.82 %	82.71 %	78.89 %	88.59 %	90.66 %	20.89 %	14.87 %
Other	52.24 %	91.99 %	57.73 %	82.76 %	88.64 %	41.51 %	39.29 %
Special Populations - Results							
Individuals With Disabilities	72.95 %	88.60 %	74.20 %	84.94 %	85.32 %	13.68 %	16.01 %
Economically Disadvantaged	59.20 %	86.23 %	70.98 %	74.26 %	89.57 %	20.70 %	16.67 %
Nontraditional	78.63 %	88.53 %	66.05 %	82.71 %	90.54 %	NP	NP
Single Parents	71.32 %	89.62 %	79.92 %	88.16 %	82.98 %	20.35 %	14.76 %
Displaced Homemakers	61.05 %	82.04 %	68.33 %	79.46 %	>95.00 %	10.91 %	15.79 %
Other Educational Barriers	44.44 %	93.05 %	69.73 %	94.43 %	93.02 %	24.11 %	13.32 %
Limited English Proficient	60.00 %	81.25 %	74.19 %	57.14 %	50.00 %	25.71 %	16.00 %
Tech-Prep	79.86 %	85.52 %	84.48 %	>95.00 %	NP	14.40 %	17.46 %

Notes:

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MONTANA Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	Program Completion	State/Local Data	NP	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational concentrators who achieve the proficient level or above on the national standardized test in Montana.	Percent of vocational concentrators who attained a high school diploma in Montana.	Percent of vocational concentrators who attained a high school diploma in Montana.	NP	Percent of vocational concentrators in Montana who were placed in postsecondary education or advanced training, employment, and/or military service within 6 months of graduation.	Percent of participants of the underrepresented gender in programs defined as nontraditional.	Percent of non-traditional vocational concentrators who attained a high school diploma in Montana.
2001-2002 Levels	93.71 %	93.71 %	93.71 %	NP	83.55 %	15.29 %	14.28 %
2001-2002 Results	>95.00 %	>95.00 %	>95.00 %	NP	>95.00 %	22.14 %	10.98 %
Gender - Results							
Male	>95.00 %	>95.00 %	>95.00 %	NP	>95.00 %	NP	<10.00 %
Female	>95.00 %	>95.00 %	>95.00 %	NP	94.96 %	NP	21.79 %
Ethnicity - Results							
American Indian	NP	NP	NP	NP	NP	NP	NP
Asian	NP	NP	NP	NP	NP	NP	NP
Black	NP	NP	NP	NP	NP	NP	NP
Hispanic	NP	NP	NP	NP	NP	NP	NP
White	NP	NP	NP	NP	NP	NP	NP
Other	NP	NP	NP	NP	NP	NP	NP
Special Populations - Results							
Individuals With Disabilities	92.87 %	92.87 %	92.87 %	NP	88.58 %	NP	<10.00 %
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NP	NP	NP	NP	NP	NP	NP
Tech-Prep	>95.00 %	>95.00 %	>95.00 %	NP	>95.00 %	NP	<10.00 %

Notes:

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MONTANA Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Program Completion	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators attaining a 2.0 cumulative GPA.	Percent of concentrators completing postsecondary degree or certificate within 3 years.	Percent of concentrators completing postsecondary degree or certificate within 3 years.	Percent of completers placed in employment, the military or further postsecondary education.	Percent of completers placed in employment that were retained in the following quarter.	Percent of enrolled students of the underrepresented gender in programs defined as nontraditional.	Percent of enrolled students of the underrepresented gender in programs defined as non-traditional who complete a postsecondary degree or certificate within 3 years.
2001-2002 Levels	77.26 %	38.16 %	38.16 %	66.81 %	87.83 %	14.46 %	11.90 %
2001-2002 Results	82.85 %	32.66 %	32.66 %	70.85 %	85.71 %	14.83 %	14.36 %
Gender - Results							
Male	79.78 %	30.96 %	30.96 %	65.49 %	82.47 %	19.12 %	22.64 %
Female	85.31 %	34.05 %	34.05 %	74.84 %	87.77 %	11.70 %	<10.00 %
Ethnicity - Results							
American Indian	73.34 %	25.78 %	25.78 %	61.90 %	73.08 %	19.51 %	13.33 %
Asian	90.24 %	26.32 %	26.32 %	81.82 %	80.00 %	18.18 %	33.33 %
Black	68.97 %	<10.00 %	<10.00 %	<10.00 %	>95.00 %	43.75 %	>95.00 %
Hispanic	71.26 %	26.53 %	26.53 %	72.73 %	88.89 %	25.00 %	<10.00 %
White	86.26 %	37.83 %	37.83 %	72.66 %	87.81 %	13.43 %	14.51 %
Other	76.24 %	17.99 %	17.99 %	65.14 %	82.93 %	15.15 %	13.04 %
Special Populations - Results							
Individuals With Disabilities	78.68 %	37.23 %	37.23 %	64.06 %	87.65 %	15.91 %	18.52 %
Economically Disadvantaged	82.91 %	37.44 %	37.44 %	69.94 %	84.09 %	14.76 %	15.60 %
Nontraditional	80.91 %	35.74 %	35.74 %	68.55 %	78.67 %	>95.00 %	>95.00 %
Single Parents	82.81 %	40.96 %	40.96 %	76.19 %	86.67 %	13.32 %	18.18 %
Displaced Homemakers	84.37 %	41.27 %	41.27 %	78.95 %	90.48 %	11.56 %	<10.00 %
Other Educational Barriers	77.56 %	28.91 %	28.91 %	63.45 %	84.35 %	11.07 %	<10.00 %
Limited English Proficient	92.65 %	30.77 %	30.77 %	57.89 %	71.43 %	17.02 %	14.29 %
Tech-Prep	91.61 %	42.22 %	42.22 %	69.39 %	>95.00 %	14.91 %	22.73 %

Notes:

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NEBRASKA
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment and Academic GPA	Local Standards & Assessment and Vocational/Technical GPA	State/Local Data	NP	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of students concentrating in vocational education and who meet academic standards.	Percent of students concentrating in vocational education who attained program defined and validated vocational-technical skills.	Percent of seniors concentrating in vocational education who graduated from high school.	NP	Percent of students who, within one year of graduation are enrolled in documented postsecondary programs, advanced training, in the military or are employed.	Percent of non-traditional students who concentrated in programs leading to occupations that are determined to be nontraditional.	Percent of non-traditional students who complete programs leading to occupations that are determined to be nontraditional
2001-2002 Levels	64.00 %	70.90 %	90.63 %	NP	90.71 %	12.00 %	13.00 %
2001-2002 Results	64.69 %	78.42 %	>95.00 %	NP	>95.00 %	14.31 %	77.51 %
Gender - Results							
Male	61.74 %	76.80 %	>95.00 %	NP	>95.00 %	12.07 %	70.69 %
Female	68.58 %	80.55 %	>95.00 %	NP	>95.00 %	17.29 %	84.31 %
Ethnicity - Results							
American Indian	59.68 %	69.35 %	91.94 %	NP	93.75 %	30.65 %	63.16 %
Asian	71.09 %	74.79 %	>95.00 %	NP	>95.00 %	14.62 %	69.23 %
Black	27.03 %	66.14 %	89.60 %	NP	91.27 %	12.59 %	87.50 %
Hispanic	55.99 %	72.27 %	91.38 %	NP	93.24 %	17.48 %	72.46 %
White	66.00 %	79.11 %	>95.00 %	NP	>95.00 %	14.42 %	75.64 %
Other	80.00 %	80.00 %	90.00 %	NP	100.00 %	<10.00 %	>95.00 %
Special Populations - Results							
Individuals With Disabilities	38.52 %	65.36 %	93.18 %	NP	88.10 %	10.41 %	>95.00 %
Economically Disadvantaged	58.15 %	76.45 %	>95.00 %	NP	93.84 %	15.57 %	76.01 %
Nontraditional	61.11 %	73.68 %	>95.00 %	NP	82.66 %	>95.00 %	NP
Single Parents	64.16 %	74.70 %	>95.00 %	NP	93.94 %	34.11 %	74.36 %
Displaced Homemakers	64.29 %	64.29 %	78.12 %	NP	>95.00 %	<10.00 %	>95.00 %
Other Educational Barriers	56.74 %	64.41 %	90.96 %	NP	94.15 %	12.46 %	68.12 %
Limited English Proficient	55.88 %	67.96 %	91.92 %	NP	88.66 %	33.00 %	77.78 %
Tech-Prep	64.42 %	80.61 %	>95.00 %	NP	87.62 %	19.68 %	87.04 %

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NEBRASKA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	National/State Standards & Local Assessment and Local Standards & Assessment	State/Local Data	Surveys/Placement Records & Administrative Record Exchanges	Surveys/Placement Records & Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of students who have concentrated in a program leading to a certificate or associate degree will meet program defined academic standards.	Percent of students concentrating in a program leading to a certificate or associate degree who attained programs defined and industry validated vocational-technical skills.	Percent of students, who attain an associate degree, credential, or certificate.	Percent of students who attained an associate degree or certificate who were employed, entered the military, or advanced training one year after graduation.	Percent of postsecondary students placed for employment who remain employed for one year.	Percent of non-traditional students in programs leading to occupations that are determined to be nontraditional.	Percent of non-traditional students who complete programs leading to occupations that are determined to be nontraditional.
2001-2002 Levels	78.00 %	91.30 %	40.00 %	90.72 %	94.70 %	22.00 %	22.50 %
2001-2002 Results	89.09 %	86.81 %	29.99 %	>95.00 %	>95.00 %	17.28 %	18.80 %
Gender - Results							
Male	88.33 %	86.18 %	31.53 %	>95.00 %	>95.00 %	11.84 %	<10.00 %
Female	89.83 %	87.43 %	28.49 %	>95.00 %	>95.00 %	22.31 %	28.70 %
Ethnicity - Results							
American Indian	80.00 %	73.00 %	17.00 %	93.75 %	25.00 %	17.46 %	33.33 %
Asian	88.99 %	88.04 %	23.85 %	>95.00 %	52.94 %	29.44 %	25.45 %
Black	88.42 %	88.64 %	15.34 %	91.27 %	32.69 %	24.76 %	33.75 %
Hispanic	87.15 %	79.64 %	17.22 %	93.24 %	40.00 %	16.34 %	25.00 %
White	89.37 %	87.26 %	31.14 %	>95.00 %	71.59 %	16.78 %	18.46 %
Other	82.91 %	74.46 %	47.86 %	>95.00 %	12.90 %	<10.00 %	<10.00 %
Special Populations - Results							
Individuals With Disabilities	86.01 %	84.09 %	22.03 %	88.10 %	47.06 %	25.60 %	31.88 %
Economically Disadvantaged	84.35 %	81.88 %	27.95 %	93.84 %	80.52 %	16.31 %	16.23 %
Nontraditional	81.32 %	73.07 %	30.12 %	82.66 %	93.55 %	26.33 %	20.14 %
Single Parents	81.14 %	74.86 %	26.29 %	90.24 %	83.33 %	14.57 %	21.43 %
Displaced Homemakers	78.79 %	81.82 %	18.18 %	87.50 %	NP	37.04 %	20.00 %
Other Educational Barriers	81.04 %	78.92 %	23.56 %	12.63 %	85.71 %	15.13 %	14.22 %
Limited English Proficient	94.64 %	83.93 %	23.21 %	11.11 %	NP	21.74 %	11.11 %
Tech-Prep	85.71 %	82.68 %	31.90 %	27.27 %	>95.00 %	12.67 %	<10.00 %

Notes:

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**NEVADA
Secondary**

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical Course Completion	State/Local Data	Vocational/Technical Education Course	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of 12th grade occupational students who are included in the official enrollment counts of terminal courses who have passed all portions of the Nevada High School Proficiency Examination by August 31 following the completion of the reporting school.	Percent of occupational program completers who receive a grade of "A" or "B" in the final semester of their terminal course(s).	Percent of 12th grade occupational students who are included in the official enrollment counts of terminal courses who receive a standard high school diploma or an adjusted diploma by August 31 following the completion of the current reporting school year.	Percent of high school graduates of terminal courses that received a standard, advanced or adjusted diploma will demonstrate at least 80% of the competencies of certificate skills.	Percent of 12th grade occupational program completers who are placed in one of the eligible placement categories within 6 months of the completion of the school year.	Percent of students in underrepresented gender who were included in the official enrollment counts of courses identified as leading to nontraditional employment.	Percent of students in underrepresented gender groups who receive a "D" or higher in terminal courses which have been identified as leading to non-traditional employment for that gender.
2001-2002 Levels	88.73 %	78.07 %	82.75 %	80.00 %	93.50 %	14.47 %	18.00 %
2001-2002 Results	89.37 %	78.07 %	87.07 %	83.60 %	>95.00 %	25.23 %	21.04 %
Gender - Results							
Male	88.63 %	74.86 %	84.93 %	81.52 %	>95.00 %	28.55 %	14.94 %
Female	90.33 %	82.65 %	89.84 %	86.18 %	>95.00 %	24.93 %	22.05 %
Ethnicity - Results							
American Indian	77.42 %	72.22 %	77.42 %	90.00 %	>95.00 %	26.05 %	38.46 %
Asian	>95.00 %	74.89 %	85.53 %	81.91 %	>95.00 %	29.90 %	41.67 %
Black	81.87 %	72.37 %	83.98 %	73.17 %	>95.00 %	31.52 %	21.48 %
Hispanic	84.37 %	73.96 %	82.87 %	79.47 %	>95.00 %	26.30 %	19.13 %
White	91.43 %	79.88 %	89.06 %	86.03 %	>95.00 %	23.67 %	19.78 %
Other	NE	NE	NE	NE	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	78.39 %	75.90 %	85.94 %	80.75 %	>95.00 %	23.27 %	17.94 %
Economically Disadvantaged	81.34 %	70.96 %	81.34 %	75.00 %	>95.00 %	22.84 %	14.89 %
Nontraditional	89.80 %	84.82 %	87.54 %	88.00 %	>95.00 %	>95.00 %	>95.00 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	35.12 %	72.21 %	66.89 %	76.47 %	>95.00 %	27.27 %	23.41 %
Limited English Proficient	65.38 %	77.27 %	71.15 %	82.76 %	>95.00 %	27.37 %	<10.00 %
Tech-Prep	89.75 %	78.27 %	89.04 %	85.16 %	>95.00 %	26.11 %	21.52 %

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NEVADA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Vocational/Technical GPA	State/Local Data	State/Local Data	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of students in the occupational cohort who have an overall grade point average at or above 3.0.	Percent of students in the occupational cohort who have a grade point average at or above 3.0 in their occupational courses.	Percent of students in the occupational cohort who attain a Certificate of Achievement or an Associate of Applied Science Degree by the end of the fourth year following the cohort establishment.	Percent of occupational certificate and degree recipients who are placed in one of the eligible placement categories within 6 months of the completion of the school year.	Percent of occupational certificate and degree recipients who indicate that they are in one of the eligible placement categories after at least one year of completing the first postsecondary placement survey.	Percent of students in underrepresented gender groups enrolled in non-traditional programs during the fall semester of the reporting year.	Percent of students in underrepresented gender who attain a Certificate of Achievement or an Associate of Applied Science Degree in nontraditional areas during the fall, spring or summer semesters of the reporting year.
2001-2002 Levels	61.45 %	71.12 %	10.75 %	95.00 %	80.00 %	34.83 %	17.75 %
2001-2002 Results	64.24 %	73.84 %	31.13 %	77.91 %	93.81 %	34.36 %	10.33 %
Gender - Results							
Male	62.12 %	71.21 %	27.27 %	78.64 %	92.95 %	14.20 %	<10.00 %
Female	68.27 %	78.85 %	38.46 %	77.52 %	94.29 %	64.06 %	14.24 %
Ethnicity - Results							
American Indian	>95.00 %	>95.00 %	25.00 %	81.48 %	>95.00 %	34.29 %	19.05 %
Asian	51.61 %	67.74 %	32.26 %	70.34 %	86.75 %	37.82 %	<10.00 %
Black	37.50 %	37.50 %	37.50 %	81.00 %	>95.00 %	42.09 %	<10.00 %
Hispanic	51.72 %	62.07 %	31.03 %	85.71 %	>95.00 %	31.84 %	<10.00 %
White	67.16 %	76.47 %	30.88 %	77.64 %	93.26 %	33.94 %	11.60 %
Other	76.00 %	80.00 %	32.00 %	76.72 %	>95.00 %	33.93 %	10.91 %
Special Populations - Results							
Individuals With Disabilities	57.14 %	85.71 %	28.57 %	68.18 %	93.33 %	43.59 %	15.38 %
Economically Disadvantaged	58.06 %	62.90 %	43.55 %	78.59 %	94.35 %	49.37 %	10.76 %
Nontraditional	68.78 %	79.02 %	22.44 %	83.33 %	>95.00 %	38.27 %	22.82 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	67.31 %	71.15 %	32.69 %	80.83 %	>95.00 %	46.25 %	<10.00 %
Limited English Proficient	53.85 %	69.23 %	46.15 %	63.29 %	76.00 %	91.22 %	11.36 %
Tech-Prep	63.64 %	36.36 %	<10.00 %	87.50 %	82.14 %	31.82 %	11.36 %

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

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NP - indicates that either data were not collected by the state or there was no program in the state.

NEW HAMPSHIRE Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Local Standards & Assessment	State/Local Data	Vocational/Technical Education Program Completion	Surveys	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational concentrators who assess as proficient or advanced on the NH Educational Improvement and Assessment Program (NHELAP) 10th grade exam.	Percent of vocational concentrators who attain 90% or more of an LEA-established, industry validated set of vocational competencies and have left their program within the reporting period.	Percent of vocational concentrators who are high school seniors who receive a secondary diploma or a GED within the reporting period.	Percent of vocational concentrators who are high school seniors who receive a secondary diploma or a GED within the reporting period.	Percent of vocational concentrators who completed secondary vocational education programs and left secondary education in the reporting period, and who were either enrolled in further education and/or employment (including military service) within six months of receiving a high school diploma or its equivalent.	Percent of vocational participants who enrolled in a program nontraditional for their gender during the reporting period.	Percent of vocational concentrators enrolled in the final year of vocational programs non-traditional for their gender who complete the program during the reporting period.
2001-2002 Levels	8.37 %	67.65 %	89.09 %	85.95 %	90.23 %	25.88 %	21.79 %
2001-2002 Results	14.23 %	76.76 %	91.73 %	87.96 %	>95.00 %	25.98 %	21.04 %
Gender - Results							
Male	13.89 %	71.64 %	90.19 %	86.73 %	>95.00 %	27.24 %	21.80 %
Female	14.67 %	83.50 %	93.88 %	89.67 %	>95.00 %	24.12 %	20.00 %
Ethnicity - Results							
American Indian	<10.00 %	76.47 %	82.35 %	>95.00 %	>95.00 %	12.26 %	12.50 %
Asian	13.95 %	88.89 %	>95.00 %	>95.00 %	83.33 %	36.67 %	37.50 %
Black	<10.00 %	60.00 %	>95.00 %	>95.00 %	>95.00 %	20.00 %	<10.00 %
Hispanic	11.36 %	63.64 %	>95.00 %	90.91 %	90.91 %	26.09 %	18.75 %
White	14.39 %	76.97 %	>95.00 %	93.43 %	>95.00 %	26.12 %	21.24 %
Other	NE	NE	NE	NE	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	2.33 %	65.54 %	91.70 %	89.01 %	93.67 %	22.47 %	13.80 %
Economically Disadvantaged	16.61 %	61.29 %	88.89 %	79.01 %	>95.00 %	22.83 %	19.05 %
Nontraditional	20.54 %	75.95 %	92.64 %	87.66 %	>95.00 %	>95.00 %	>95.00 %
Single Parents	<10.00 %	86.67 %	>95.00 %	>95.00 %	NP	31.58 %	<10.00 %
Displaced Homemakers	NE	>95.00 %	>95.00 %	>95.00 %	NP	<10.00 %	<10.00 %
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NE	>95.00 %	>95.00 %	85.71 %	>95.00 %	<10.00 %	NE
Tech-Prep	12.63 %	78.41 %	91.08 %	85.82 %	94.93 %	21.04 %	19.43 %

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

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NEW HAMPSHIRE
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational concentrators who matriculated in 1995 and graduated on or before July 2000.	Percent of vocational concentrators who matriculated in 1995 and graduated on or before July 2000.	Percent of vocational concentrators who matriculated in 1995 and graduated on or before July 2000.	Percent of students who complete a Perkins-eligible postsecondary program in the reporting period, and who were placed in further postsecondary education, advanced training, employment, and/or the military within six months of ending participation in the program.	Percent of students who complete a Perkins-eligible postsecondary program in the reporting period, and who were placed in further postsecondary education, advanced training, employment, and/or the military within twelve months of ending participation in the program.	Percent of vocational participants enrolled in programs that are nontraditional for their gender during the reporting period.	Percent of vocational concentrators enrolled in a program nontraditional for their gender who complete the program during the reporting year.
2001-2002 Levels	55.49 %	55.49 %	55.49 %	91.72 %	65.90 %	28.47 %	18.07 %
2001-2002 Results	56.67 %	56.67 %	56.67 %	91.86 %	93.88 %	22.79 %	17.68 %
Gender - Results							
Male	52.99 %	52.99 %	52.99 %	92.13 %	93.12 %	23.74 %	25.80 %
Female	59.78 %	59.78 %	59.78 %	91.67 %	94.48 %	21.87 %	11.37 %
Ethnicity - Results							
American Indian	50.00 %	50.00 %	50.00 %	>95.00 %	75.00 %	38.46 %	25.00 %
Asian	42.86 %	42.86 %	42.86 %	>95.00 %	<10.00 %	30.19 %	25.00 %
Black	43.75 %	43.75 %	43.75 %	>95.00 %	NP	40.68 %	15.38 %
Hispanic	34.78 %	34.78 %	34.78 %	>95.00 %	NP	38.18 %	27.27 %
White	59.57 %	59.57 %	59.57 %	92.59 %	94.20 %	22.53 %	17.79 %
Other	44.23 %	44.23 %	44.23 %	86.36 %	>95.00 %	21.72 %	16.24 %
Special Populations - Results							
Individuals With Disabilities	47.39 %	47.39 %	47.39 %	88.10 %	NP	28.66 %	20.33 %
Economically Disadvantaged	56.85 %	56.85 %	56.85 %	81.34 %	92.04 %	22.88 %	16.05 %
Nontraditional	53.65 %	53.65 %	53.65 %	75.24 %	NP	87.14 %	82.34 %
Single Parents	52.08 %	52.08 %	52.08 %	88.89 %	NP	20.35 %	<10.00 %
Displaced Homemakers	82.50 %	82.50 %	82.50 %	88.00 %	NP	27.16 %	28.13 %
Other Educational Barriers	71.43 %	71.43 %	71.43 %	NP	NP	69.23 %	NP
Limited English Proficient	50.00 %	50.00 %	50.00 %	>95.00 %	NP	50.00 %	NP
Tech-Prep	NE	NE	NE	NE	NE	NE	NE

Notes:

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NEW JERSEY
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	High School Graduation	National/State Standards & Assessment	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting vocational concentrators who passed the statewide High School Proficiency Assessment.	Percent who passed of those exiting vocational concentrators who sat for a state or national licensure, certification, or competency exam.	Percent of exiting vocational concentrators who attained a secondary diploma or its recognized state equivalent.	Percent of exiting vocational concentrators who attained a proficiency credential in conjunction with a secondary diploma or its recognized state equivalent.	Percent of vocational concentrator graduates who were placed in postsecondary education or advanced training, employment, or military service.	Percent of underrepresented gender students among participants in nontraditional programs.	Percent of underrepresented gender students among completers of nontraditional programs.
2001-2002 Levels	85.32 %	82.95 %	82.52 %	70.25 %	62.50 %	8.97 %	7.29 %
2001-2002 Results	85.98 %	87.18 %	85.65 %	73.21 %	71.19 %	<10.00 %	<10.00 %
Gender - Results							
Male	85.63 %	86.65 %	83.99 %	74.79 %	69.27 %	<10.00 %	<10.00 %
Female	86.34 %	87.75 %	87.43 %	71.71 %	73.44 %	15.46 %	13.16 %
Ethnicity - Results							
American Indian	90.67 %	84.42 %	93.67 %	66.67 %	75.00 %	<10.00 %	NE
Asian	86.69 %	86.29 %	81.24 %	83.33 %	66.83 %	31.43 %	18.75 %
Black	78.72 %	85.29 %	85.71 %	74.36 %	62.84 %	<10.00 %	10.02 %
Hispanic	89.45 %	86.24 %	86.57 %	74.00 %	68.17 %	<10.00 %	10.34 %
White	86.63 %	88.08 %	85.60 %	72.52 %	74.84 %	<10.00 %	<10.00 %
Other	94.74 %	86.36 %	84.38 %	<10.00 %	74.14 %	<10.00 %	NE
Special Populations - Results							
Individuals With Disabilities	88.43 %	89.79 %	85.63 %	73.21 %	71.19 %	<10.00 %	10.01 %
Economically Disadvantaged	84.70 %	85.02 %	84.36 %	75.00 %	64.67 %	<10.00 %	<10.00 %
Nontraditional	80.64 %	83.78 %	76.84 %	73.79 %	>95.00 %	<10.00 %	<10.00 %
Single Parents	86.49 %	84.55 %	92.68 %	87.50 %	62.32 %	<10.00 %	<10.00 %
Displaced Homemakers	>95.00 %	92.86 %	>95.00 %	>95.00 %	59.09 %	NE	NE
Other Educational Barriers	75.05 %	85.84 %	82.18 %	51.69 %	63.62 %	<10.00 %	<10.00 %
Limited English Proficient	75.26 %	79.73 %	92.02 %	75.00 %	65.84 %	<10.00 %	<10.00 %
Tech-Prep	>95.00 %	>95.00 %	87.78 %	95.24 %	77.01 %	<10.00 %	10.34 %

Notes:

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NEW JERSEY
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	National/State Standards & Assessment	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational concentrators (full-time students enrolled in associate degree or certificate programs) who attained an overall GPA of 3.0 or higher.	Percent who passed of those exiting vocational concentrators who sat for a state or national licensure, certification, or competency exam.	Percent of exiting vocational concentrators who received an associate degree or certificate, or who transferred to a higher credential program.	Percent of vocational concentrator degree or certificate recipients who were placed in employment, military service, or further education.	Percent who were retained of those vocational concentrator degree or certificate recipients who were placed in employment, military service, or further education.	Percent of underrepresented gender students among participants in nontraditional programs.	Percent of underrepresented gender students among completers of nontraditional programs.
2001-2002 Levels	26.88 %	72.94 %	10.98 %	69.50 %	75.00 %	7.99 %	7.92 %
2001-2002 Results	26.42 %	73.77 %	11.63 %	65.21 %	85.18 %	<10.00 %	<10.00 %
Gender - Results							
Male	23.32 %	77.33 %	<10.00 %	62.60 %	86.42 %	10.52 %	13.80 %
Female	29.23 %	70.54 %	13.33 %	66.98 %	84.06 %	<10.00 %	<10.00 %
Ethnicity - Results							
American Indian	23.91 %	86.84 %	13.04 %	70.97 %	90.91 %	<10.00 %	12.50 %
Asian	30.26 %	67.91 %	<10.00 %	69.10 %	83.85 %	13.73 %	20.90 %
Black	20.06 %	64.28 %	<10.00 %	55.33 %	80.12 %	11.03 %	11.92 %
Hispanic	22.15 %	88.13 %	<10.00 %	56.81 %	80.49 %	<10.00 %	<10.00 %
White	29.04 %	74.62 %	16.06 %	69.11 %	87.37 %	<10.00 %	<10.00 %
Other	26.48 %	44.56 %	10.28 %	62.50 %	91.76 %	<10.00 %	<10.00 %
Special Populations - Results							
Individuals With Disabilities	NP	89.78 %	NP	65.21 %	85.18 %	<10.00 %	<10.00 %
Economically Disadvantaged	NP	76.65 %	NP	59.27 %	81.94 %	<10.00 %	<10.00 %
Nontraditional	NP	94.54 %	NP	NE	NE	<10.00 %	<10.00 %
Single Parents	NP	88.24 %	NP	59.60 %	81.11 %	<10.00 %	<10.00 %
Displaced Homemakers	NP	94.50 %	NP	53.13 %	79.41 %	<10.00 %	<10.00 %
Other Educational Barriers	NP	46.30 %	NP	53.42 %	88.37 %	<10.00 %	14.38 %
Limited English Proficient	NP	16.10 %	NP	64.29 %	72.22 %	13.21 %	NE
Tech-Prep	NP	56.07 %	NP	70.43 %	84.73 %	11.21 %	<10.00 %

Notes:

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NEW MEXICO
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical GPA	State/Local Data	National/State Standards & Assessment	Administrative Record Exchanges/Matching of Administrative Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of 10th grade vocational education students who passed the NM High School Competency Examination.	Percent of the cohort who passed the identified program/course with a grade of "C" or better.	Percent of 12th grade vocational education students who earned a high school diploma.	Percent of 12th grade vocational education students who received a Proficiency Credential (PF) in conjunction with a high school diploma or Certificate of Course Work Completion.	Percent of vocational education students who received a high school diploma or Certificate of Course Work Completion and are placed in a job or continue their education or entered the military.	Percent of non-traditional vocational education participants enrolled in a nontraditional program.	Percent of non-traditional vocational education participants who completed a non-traditional program as identified by NM SDE.
2001-2002 Levels	64.44 %	81.00 %	76.00 %	65.00 %	NP	39.00 %	47.00 %
2001-2002 Results	65.33 %	73.25 %	>95.00 %	12.59 %	NP	38.37 %	69.78 %
Gender - Results							
Male	NP	NP	NP	NP	NP	NP	NP
Female	NP	NP	NP	NP	NP	NP	NP
Ethnicity - Results							
American Indian	NP	NP	NP	NP	NP	NP	NP
Asian	NP	NP	NP	NP	NP	NP	NP
Black	NP	NP	NP	NP	NP	NP	NP
Hispanic	NP	NP	NP	NP	NP	NP	NP
White	NP	NP	NP	NP	NP	NP	NP
Other	NP	NP	NP	NP	NP	NP	NP
Special Populations - Results							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NP	NP	NP	NP	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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NEW MEXICO
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	Surveys/Placement Records	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational concentrators who took at least one academic course during the census semester and successfully completed it (a grade of "C" or better).	Percent of vocational concentrators who took at least one vocational course during the census semester and successfully completed it (a grade of "C" or better).	Percent of vocational concentrators who obtained a degree or credential within 3 years.	Percent of vocational education graduates placed in a job, advanced training or entered the military.	Percent of vocational education graduates retained in a job, in advanced training or the military.	Percent of non-traditional students participating in non-traditional programs	Percent of students in underrepresented gender groups who completed a non-traditional program in the reporting year.
2001-2002 Levels	71.00 %	81.00 %	23.00 %	NP	81.50 %	16.00 %	12.00 %
2001-2002 Results	74.70 %	78.91 %	26.72 %	NP	92.47 %	23.74 %	22.16 %
Gender - Results							
Male	74.77 %	78.71 %	27.93 %	NP	NP	22.68 %	17.70 %
Female	74.63 %	79.11 %	25.47 %	NP	NP	24.50 %	25.00 %
Ethnicity - Results							
American Indian	65.67 %	77.80 %	26.84 %	NP	NP	27.46 %	16.76 %
Asian	70.77 %	81.95 %	36.67 %	NP	NP	35.98 %	17.24 %
Black	66.00 %	72.48 %	29.63 %	NP	NP	46.41 %	36.00 %
Hispanic	69.81 %	77.00 %	29.69 %	NP	NP	27.82 %	23.47 %
White	74.82 %	79.98 %	24.24 %	NP	NP	35.20 %	24.13 %
Other	55.61 %	83.77 %	23.10 %	NP	NP	23.81 %	10.91 %
Special Populations - Results							
Individuals With Disabilities	68.87 %	71.48 %	57.55 %	NP	NP	34.90 %	32.18 %
Economically Disadvantaged	75.90 %	79.20 %	30.94 %	NP	NP	22.60 %	26.94 %
Nontraditional	77.63 %	78.63 %	28.06 %	NP	NP	42.77 %	42.98 %
Single Parents	68.31 %	75.40 %	45.34 %	NP	NP	25.03 %	27.29 %
Displaced Homemakers	83.72 %	45.45 %	46.34 %	NP	NP	23.94 %	57.75 %
Other Educational Barriers	74.13 %	78.28 %	29.45 %	NP	NP	26.62 %	24.31 %
Limited English Proficient	73.28 %	79.18 %	57.27 %	NP	NP	24.46 %	23.88 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

This chart reports results for students that the state has identified as "concentrators." Please see Attachment A for states' definitions.

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NEW YORK
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational-Technical GPA	High School Graduation	High School Graduation	Surveys/Placement Records.	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of CTE completers who passed both the ELA and Math A exams.	Percent of CTE completers who achieved a GPA of 3.0 or higher in CTE courses.	Percent of CTE completers who attained a high school diploma.	Percent of CTE completers who attained a high school diploma.	Percent of CTE completer/graduates successfully placed.	Percent of non-traditional gender participants in nontraditional CTE programs.	Percent of non-traditional gender completers of nontraditional CTE programs.
2001-2002 Levels	48.62 %	76.98 %	96.80 %	96.80 %	93.65 %	26.27 %	20.77 %
2001-2002 Results	82.80 %	80.74 %	>95.00 %	>95.00 %	>95.00 %	24.51 %	19.12 %
Gender - Results							
Male	81.35 %	78.90 %	>95.00 %	>95.00 %	>95.00 %	32.05 %	11.17 %
Female	84.52 %	82.93 %	>95.00 %	>95.00 %	>95.00 %	21.90 %	21.04 %
Ethnicity - Results							
American Indian	76.03 %	74.66 %	89.73 %	89.73 %	90.91 %	NP	NP
Asian	92.21 %	77.30 %	>95.00 %	>95.00 %	>95.00 %	NP	NP
Black	75.72 %	73.29 %	>95.00 %	>95.00 %	>95.00 %	NP	NP
Hispanic	74.45 %	71.63 %	>95.00 %	>95.00 %	>95.00 %	NP	NP
White	85.27 %	84.25 %	>95.00 %	>95.00 %	>95.00 %	NP	NP
Other	NE	NE	NE	<10.00 %	NE	NP	NP
Special Populations - Results							
Individuals With Disabilities	59.57 %	62.90 %	92.97 %	92.97 %	90.87 %	NP	NP
Economically Disadvantaged	70.55 %	72.06 %	94.24 %	94.24 %	94.49 %	NP	NP
Nontraditional	83.93 %	79.68 %	>95.00 %	>95.00 %	>95.00 %	NP	NP
Single Parents	76.22 %	85.37 %	>95.00 %	>95.00 %	89.01 %	NP	NP
Displaced Homemakers	>95.00 %	>95.00 %	>95.00 %	>95.00 %	>95.00 %	NP	NP
Other Educational Barriers	63.52 %	73.41 %	91.26 %	91.26 %	90.42 %	NP	NP
Limited English Proficient	52.54 %	61.29 %	91.06 %	91.06 %	>95.00 %	NP	NP
Tech-Prep	63.05 %	54.38 %	89.96 %	89.96 %	58.96 %	26.07 %	36.26 %

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE - indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator.

NP - indicates that either data were not collected by the state or there was no program in the state.

NEW YORK
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion.	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of first-time, full-time, credit-bearing, CTE program participants, among an entry cohort for the fall of a given year, who receive a credential by June 30 of the reporting year.	Percent of first-time, full-time, credit-bearing, CTE program participants, among an entry cohort for the fall of a given year, who receive a credential by June 30 of the reporting year.	Percent of first-time, full-time, credit-bearing, CTE program participants, among an entry cohort for the fall of a given year, who receive a credential by June 30 of the reporting year.	Percent of CTE credential recipients who enter advanced training, the military, or employment within 6 months.	Percent of CTE credential recipients who enter advanced training, the military, or employment within 6 months and are still employed within 12 months.	Percent of non-traditional gender participants in nontraditional CTE programs.	Percent of non-traditional gender completers of nontraditional CTE programs.
2001-2002 Levels	50.65 %	50.65 %	50.65 %	95.30 %	45.53 %	33.18 %	17.52 %
2001-2002 Results	52.00 %	52.00 %	52.00 %	>95.00 %	59.41 %	31.70 %	32.75 %
Gender - Results							
Male	49.56 %	49.56 %	49.56 %	>95.00 %	54.94 %	20.19 %	17.65 %
Female	54.49 %	54.49 %	54.49 %	>95.00 %	62.27 %	35.46 %	37.79 %
Ethnicity - Results							
American Indian	30.88 %	30.88 %	30.88 %	>95.00 %	52.63 %	NP	NP
Asian	57.55 %	57.55 %	57.55 %	>95.00 %	57.19 %	NP	NP
Black	37.53 %	37.53 %	37.53 %	>95.00 %	54.00 %	NP	NP
Hispanic	36.28 %	36.28 %	36.28 %	92.78 %	52.25 %	NP	NP
White	58.35 %	58.35 %	58.35 %	>95.00 %	61.33 %	NP	NP
Other	58.05 %	58.05 %	58.05 %	>95.00 %	53.43 %	NP	NP
Special Populations - Results							
Individuals With Disabilities	50.58 %	50.58 %	50.58 %	>95.00 %	46.54 %	NP	NP
Economically Disadvantaged	47.01 %	47.01 %	47.01 %	>95.00 %	49.62 %	NP	NP
Nontraditional	53.75 %	53.75 %	53.75 %	>95.00 %	64.87 %	NP	NP
Single Parents	50.14 %	50.14 %	50.14 %	>95.00 %	68.74 %	NP	NP
Displaced Homemakers	58.33 %	58.33 %	58.33 %	94.65 %	89.76 %	NP	NP
Other Educational Barriers	41.74 %	41.74 %	41.74 %	>95.00 %	51.95 %	NP	NP
Limited English Proficient	43.72 %	43.72 %	43.72 %	93.34 %	60.63 %	NP	NP
Tech-Prep	72.34 %	72.34 %	72.34 %	>95.00 %	NP	24.84 %	19.88 %

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

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NORTH CAROLINA
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National Academic Assessment	National/State Standards & Local Assessment	State/Local Administrative Data	NP	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational and technical education completers who score at or above the national average on each of the four ASSET tests: reading, writing, numerical skills, and elementary algebra.	Percent of vocational and technical education course takers who score at Level III or above on an end-of-course VoCATS test.	Percent of graduating vocational and technical education completers who also meet requirements for Tech Prep or College/Tech Prep.	NP	Percent of graduating vocational and technical education completers who are employed, enrolled in further education, or both, in the year following graduation.	Percent of underrepresented gender students among participants in nontraditional vocational and technical education programs.	Percent of underrepresented gender students among completers of nontraditional vocational and technical education programs.
2001-2002 Levels	48.69 %	55.99 %	75.50 %	NP	94.80 %	25.33 %	14.49 %
2001-2002 Results	54.06 %	59.58 %	75.98 %	NP	>95.00 %	24.42 %	11.94 %
Gender - Results							
Male	52.65 %	56.12 %	72.74 %	NP	>95.00 %	28.19 %	<10.00 %
Female	55.58 %	63.22 %	79.59 %	NP	94.83 %	18.41 %	15.72 %
Ethnicity - Results							
American Indian	45.10 %	41.12 %	85.09 %	NP	92.21 %	20.69 %	11.07 %
Asian	55.16 %	57.50 %	87.54 %	NP	>95.00 %	33.40 %	19.08 %
Black	42.25 %	44.51 %	76.66 %	NP	92.09 %	25.51 %	14.00 %
Hispanic	50.55 %	48.61 %	78.55 %	NP	94.66 %	26.47 %	15.94 %
White	58.52 %	66.97 %	75.10 %	NP	>95.00 %	23.73 %	11.02 %
Other	62.50 %	63.28 %	80.21 %	NP	>95.00 %	29.37 %	22.95 %
Special Populations - Results							
Individuals With Disabilities	26.04 %	32.06 %	43.50 %	NP	92.00 %	18.13 %	<10.00 %
Economically Disadvantaged	44.23 %	48.23 %	74.22 %	NP	92.91 %	24.02 %	12.41 %
Nontraditional	53.94 %	62.57 %	76.70 %	NP	94.79 %	24.42 %	11.94 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	33.75 %	38.55 %	57.03 %	NP	92.08 %	23.53 %	12.98 %
Limited English Proficient	35.96 %	37.31 %	79.10 %	NP	94.44 %	28.71 %	22.73 %
Tech-Prep	61.36 %	53.92 %	79.61 %	NP	>95.00 %	21.71 %	11.11 %

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

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NORTH CAROLINA Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational-Technical GPA	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting vocational completers who met program-defined academic standards with a GPA of 2.5 or higher.	Percent of exiting vocational completers who met program-defined vocational standards with a GPA of 2.5 or higher.	Percent of exiting vocational completers who met degree, diploma, or certificate requirements.	Percent of exiting vocational completers who were employed during the third quarter of the calendar year.	Percent of exiting vocational completers who were employed during the third quarter of the calendar year and were retained in employment during the fourth quarter.	Percent of students in underrepresented gender groups among participants in a vocational and technical education program that leads to nontraditional training and employment.	Percent of students in underrepresented gender groups among completers of a vocational and technical education program that leads to nontraditional training and employment.
2001-2002 Levels	64.83 %	72.28 %	63.78 %	79.80 %	92.09 %	22.39 %	16.23 %
2001-2002 Results	69.13 %	73.02 %	64.04 %	81.16 %	94.64 %	23.35 %	17.22 %
Gender - Results							
Male	63.39 %	68.34 %	60.84 %	81.28 %	93.54 %	44.81 %	28.92 %
Female	72.30 %	75.60 %	66.09 %	81.09 %	>95.00 %	<10.00 %	<10.00 %
Ethnicity - Results							
American Indian	64.43 %	68.56 %	70.68 %	79.90 %	94.84 %	19.10 %	14.79 %
Asian	56.98 %	57.54 %	53.52 %	67.80 %	92.50 %	29.51 %	19.74 %
Black	55.64 %	59.69 %	61.06 %	78.92 %	94.69 %	20.93 %	15.32 %
Hispanic	67.19 %	70.31 %	64.34 %	73.57 %	94.17 %	27.99 %	21.30 %
White	73.10 %	77.02 %	65.02 %	82.23 %	94.71 %	24.10 %	17.56 %
Other	73.50 %	76.92 %	67.39 %	60.87 %	85.71 %	33.05 %	30.40 %
Special Populations - Results							
Individuals With Disabilities	65.42 %	69.74 %	61.85 %	72.05 %	93.68 %	28.98 %	21.86 %
Economically Disadvantaged	72.32 %	76.52 %	67.44 %	79.43 %	94.41 %	18.29 %	14.76 %
Nontraditional	67.26 %	70.43 %	58.77 %	78.18 %	93.50 %	>95.00 %	>95.00 %
Single Parents	71.55 %	75.83 %	67.86 %	82.47 %	>95.00 %	12.44 %	10.88 %
Displaced Homemakers	78.10 %	81.22 %	70.38 %	75.87 %	>95.00 %	11.27 %	<10.00 %
Other Educational Barriers	75.94 %	80.41 %	68.06 %	81.11 %	94.29 %	21.97 %	15.62 %
Limited English Proficient	64.71 %	64.71 %	56.84 %	67.88 %	93.55 %	28.25 %	25.95 %
Tech-Prep	74.56 %	78.80 %	67.07 %	85.31 %	>95.00 %	22.25 %	13.65 %

Notes:

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NORTH DAKOTA
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National Academic Assessment	National/State Standards & Local Assessment	State/Local Data	NP	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of ND secondary vocational “concentrators” who have a composite ACT score of 17 or above.	Percent of ND secondary vocational “concentrators” who have earned at least a “C” average or above in a vocational program.	Percent of ND secondary vocational “concentrators” who attained a diploma.	NP	Percent of ND secondary vocational “completers” who were placed in postsecondary, employment or military.	Percent of ND secondary vocational “participants” in underrepresented gender group in a nontraditional program.	Percent of ND secondary vocational “completers” in underrepresented gender group in a nontraditional program.
2001-2002 Levels	86.25 %	93.24 %	92.20 %	NP	94.75 %	15.04 %	15.41 %
2001-2002 Results	79.21 %	>95.00 %	>95.00 %	NP	92.61 %	21.16 %	20.89 %
Gender - Results							
Male	76.73 %	93.35 %	>95.00 %	NP	92.43 %	17.97 %	17.74 %
Female	81.75 %	>95.00 %	>95.00 %	NP	92.82 %	25.59 %	25.25 %
Ethnicity - Results							
American Indian	57.69 %	85.47 %	88.89 %	NP	84.62 %	37.76 %	35.29 %
Asian	88.00 %	>95.00 %	94.74 %	NP	94.44 %	<10.00 %	<10.00 %
Black	80.95 %	>95.00 %	94.44 %	NP	82.35 %	23.81 %	21.05 %
Hispanic	71.43 %	89.19 %	>95.00 %	NP	86.11 %	32.00 %	30.43 %
White	79.51 %	>95.00 %	>95.00 %	NP	92.94 %	20.83 %	20.70 %
Other	72.73 %	>95.00 %	>95.00 %	NP	83.33 %	<10.00 %	NP
Special Populations - Results							
Individuals With Disabilities	33.49 %	83.64 %	>95.00 %	NP	83.56 %	18.41 %	18.15 %
Economically Disadvantaged	67.38 %	90.63 %	>95.00 %	NP	90.71 %	23.39 %	22.34 %
Nontraditional	74.30 %	94.22 %	>95.00 %	NP	92.26 %	>95.00 %	>95.00 %
Single Parents	66.67 %	84.38 %	91.67 %	NP	81.82 %	28.40 %	24.32 %
Displaced Homemakers	NP	>95.00 %	NP	NP	NP	>95.00 %	NP
Other Educational Barriers	46.96 %	81.85 %	92.34 %	NP	91.27 %	19.72 %	18.50 %
Limited English Proficient	25.00 %	92.31 %	89.74 %	NP	57.14 %	20.69 %	22.22 %
Tech-Prep	76.00 %	>95.00 %	>95.00 %	NP	93.85 %	11.44 %	11.57 %

Notes:

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NORTH DAKOTA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of ND Postsecondary Vocational “Concentrators” who have a cumulative grade point average of a “C” or above	Percent of ND postsecondary vocational “concentrators” enrolled in a vocational program, which had a grade point average of a “C” or above.	Percent of ND postsecondary vocational “concentrators” who attained a certificate, diploma, or degree	Percent of ND postsecondary vocational “completers” who were placed in advanced education, employment or military.	Percent of ND postsecondary vocational “completers” who remained in advanced education, employment or military.	Percent of ND postsecondary vocational “participants” in underrepresented gender group in a nontraditional program	Percent of ND postsecondary vocational “completers” in underrepresented gender group in a nontraditional program.
2001-2002 Levels	98.63 %	86.09 %	60.75 %	80.75 %	71.00 %	6.75 %	7.25 %
2001-2002 Results	93.33 %	91.46 %	52.13 %	67.78 %	67.78 %	21.06 %	18.45 %
Gender - Results							
Male	93.80 %	91.24 %	55.46 %	68.41 %	68.41 %	<10.00 %	<10.00 %
Female	92.72 %	91.75 %	47.65 %	66.81 %	66.81 %	40.30 %	38.70 %
Ethnicity - Results							
American Indian	84.09 %	81.63 %	35.74 %	66.49 %	66.49 %	28.08 %	44.00 %
Asian	85.71 %	85.71 %	28.57 %	50.00 %	50.00 %	50.00 %	>95.00 %
Black	>95.00 %	>95.00 %	30.00 %	66.67 %	66.67 %	16.67 %	20.00 %
Hispanic	>95.00 %	>95.00 %	62.50 %	40.00 %	40.00 %	33.33 %	66.67 %
White	>95.00 %	94.12 %	57.58 %	68.51 %	68.51 %	19.38 %	14.12 %
Other	93.55 %	>95.00 %	38.71 %	41.67 %	41.67 %	27.27 %	14.29 %
Special Populations - Results							
Individuals With Disabilities	92.47 %	84.95 %	54.84 %	70.59 %	70.59 %	16.44 %	12.82 %
Economically Disadvantaged	92.82 %	90.47 %	48.32 %	66.67 %	66.67 %	27.10 %	21.18 %
Nontraditional	92.24 %	91.95 %	50.00 %	62.42 %	62.42 %	>95.00 %	>95.00 %
Single Parents	88.83 %	86.80 %	50.25 %	60.61 %	60.61 %	29.92 %	40.00 %
Displaced Homemakers	87.18 %	87.18 %	38.96 %	80.00 %	80.00 %	28.26 %	38.89 %
Other Educational Barriers	87.92 %	82.55 %	37.84 %	67.86 %	67.86 %	23.08 %	42.86 %
Limited English Proficient	>95.00 %	85.71 %	57.14 %	50.00 %	50.00 %	<10.00 %	<10.00 %
Tech-Prep	89.64 %	88.45 %	28.97 %	87.10 %	87.10 %	47.44 %	52.17 %

Notes:

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OHIO Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	State/Local Data	National/State Standards & Assessment	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators who left school passing all parts of or being exempt from taking the 9th grade proficiency test upon program completion.	Percent of concentrators who left school that met/exceeded the OCTCA (total score) benchmark.	Percent of concentrators who graduate from high school.	Percent of concentrators who graduate from high school.	Percent of known completers who were employed, pursuing further education, in the military and/or in the voluntary labor force.	Percent of Non-traditional participants in non-traditional programs.	Percent of Non-traditional program completers in non-traditional programs.
2001-2002 Levels	98.99 %	51.00 %	92.00 %	92.00 %	92.47 %	22.00 %	21.00 %
2001-2002 Results	>95.00 %	60.94 %	>95.00 %	>95.00 %	92.54 %	26.30 %	23.58 %
Gender - Results							
Male	>95.00 %	58.59 %	>95.00 %	>95.00 %	93.58 %	16.60 %	17.26 %
Female	94.56 %	64.24 %	>95.00 %	>95.00 %	91.26 %	41.75 %	32.12 %
Ethnicity - Results							
American Indian	>95.00 %	71.43 %	>95.00 %	>95.00 %	90.48 %	30.88 %	21.05 %
Asian	>95.00 %	54.84 %	92.75 %	92.75 %	92.93 %	42.44 %	39.44 %
Black	87.80 %	43.21 %	94.28 %	94.28 %	91.62 %	40.60 %	33.61 %
Hispanic	>95.00 %	58.06 %	>95.00 %	>95.00 %	89.20 %	31.97 %	35.23 %
White	>95.00 %	62.86 %	>95.00 %	>95.00 %	92.66 %	24.16 %	22.26 %
Other	90.98 %	52.78 %	93.28 %	93.28 %	>95.00 %	25.70 %	20.45 %
Special Populations - Results							
Individuals With Disabilities	92.76 %	37.57 %	>95.00 %	>95.00 %	86.05 %	19.21 %	19.02 %
Economically Disadvantaged	90.34 %	51.32 %	92.89 %	92.89 %	87.35 %	26.18 %	21.08 %
Nontraditional	>95.00 %	56.70 %	>95.00 %	>95.00 %	93.67 %	>95.00 %	>95.00 %
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	90.18 %	46.01 %	93.64 %	93.64 %	89.40 %	23.14 %	20.40 %
Limited English Proficient	94.81 %	43.75 %	87.01 %	87.01 %	>95.00 %	47.79 %	48.84 %
Tech-Prep	>95.00 %	62.66 %	>95.00 %	>95.00 %	>95.00 %	22.98 %	23.30 %

Notes:

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OHIO Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational/Technical Course	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of the concentrators, the number of students who completed 28 quarter or 19 semester credit hours of non-technical/academic course work (courses that are not from subject codes identified as technical).	Percent of the concentrators, the number of students who completed 30 quarter or 20 semester credit hours of Technical course work (courses that are from subject codes identified as technical).	Percent of completers of associate degrees in technical majors who are no longer enrolled in the next fiscal year.	Percent of the concentrators who are either: 1) employed in the first quarter of the next year (January through March) or 2) enrolled in higher education during Autumn of the next year.	Percent of the numerator in 3P1, how many were employed in the second quarter (April through June) of the next year or enrolled in higher education during winter or spring of the next year.	Percent of nontraditional participants in non-traditional programs.	Percent of non-traditional program completers in non-traditional programs.
2001-2002 Levels	54.00 %	87.00 %	62.22 %	53.00 %	89.00 %	27.50 %	23.00 %
2001-2002 Results	58.99 %	88.48 %	79.56 %	40.50 %	45.25 %	24.31 %	31.97 %
Gender - Results							
Male	55.06 %	90.49 %	75.07 %	39.32 %	47.78 %	41.23 %	62.48 %
Female	62.61 %	86.63 %	79.10 %	41.26 %	43.71 %	11.31 %	<10.00 %
Ethnicity - Results							
American Indian	54.29 %	89.80 %	70.77 %	39.53 %	58.82 %	25.81 %	20.97 %
Asian	71.51 %	85.70 %	73.50 %	51.22 %	51.19 %	26.96 %	35.10 %
Black	69.58 %	79.46 %	70.15 %	49.86 %	53.88 %	25.80 %	34.94 %
Hispanic	64.25 %	83.78 %	71.35 %	45.64 %	44.12 %	24.15 %	28.52 %
White	56.46 %	90.40 %	78.34 %	39.89 %	43.89 %	23.76 %	31.33 %
Other	67.50 %	83.01 %	75.07 %	29.04 %	56.45 %	29.78 %	41.81 %
Special Populations - Results							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficient	NP	NP	NP	NP	NP	NP	NP
Tech-Prep	45.48 %	93.68 %	68.50 %	49.28 %	52.94 %	21.00 %	11.11 %

Notes:

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OHIO Adult

Indicators	Academic Attainment	Skill Attainment	Completion	Credential & Diploma	Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational/Technical Course	State/Local Data	NP	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of the concentrators who left the program and who met/exceeded the appropriate levels for the WorkKeys tests.	Percent of the concentrators who left the program and who met/exceeded the OCTCA (total score) benchmark or who received an industry credential.	Percent of concentrators who completed a workforce career development program or completed sufficient occupational competencies to obtain employment.	NP	Percent of known completers who were employed, pursuing further education, in the military and/or in the voluntary labor force (12 months after program completion).	Percent of nontraditional participants in non-traditional programs.	Percent of non-traditional program completers in non-traditional programs.
2001-2002 Levels	29.00 %	78.00 %	62.00 %	NP	94.15 %	22.00 %	15.00 %
2001-2002 Results	NP	NP	79.56 %	NP	90.72 %	<10.00 %	<10.00 %
Gender - Results							
Male	NP	NP	83.17 %	NP	90.40 %	18.08 %	16.17 %
Female	NP	NP	77.17 %	NP	90.95 %	<10.00 %	<10.00 %
Ethnicity - Results							
American Indian	NP	NP	77.78 %	NP	>95.00 %	<10.00 %	<10.00 %
Asian	NP	NP	87.76 %	NP	88.89 %	<10.00 %	<10.00 %
Black	NP	NP	66.69 %	NP	84.35 %	11.70 %	13.47 %
Hispanic	NP	NP	76.99 %	NP	79.66 %	12.98 %	11.11 %
White	NP	NP	82.01 %	NP	91.80 %	<10.00 %	<10.00 %
Other	NP	NP	81.13 %	NP	93.33 %	14.55 %	18.75 %
Special Populations - Results							
Individuals With Disabilities	NP	NP	74.23 %	NP	83.82 %	10.99 %	12.62 %
Economically Disadvantaged	NP	NP	76.94 %	NP	86.21 %	<10.00 %	<10.00 %
Nontraditional	NP	NP	74.74 %	NP	83.78 %	>95.00 %	>95.00 %
Single Parents	NP	NP	NE	NP	NE	NE	NE
Displaced Homemakers	NP	NP	NE	NP	NE	NE	NE
Other Educational Barriers	NP	NP	NE	NP	NE	NE	NE
Limited English Proficient	NP	NP	85.29 %	NP	90.00 %	13.89 %	13.79 %
Tech-Prep	NP	NP	NE	NP	NE	NE	NE

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

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OKLAHOMA
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	National/State Standards & Assessment	High School Graduation	NP	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting 12th grade occupational enrollees who met high school graduation standards.	Percent of 11th and 12th grade occupational students who have passed a competency test.	Percent of exiting 12th grade occupational enrollees who met high school graduation standards.	NP	Percent of occupational program completers placed in continuing education or advanced training, employment, and/or the military within six months after completion.	Percent of nontraditional secondary male students and nontraditional secondary female students among enrollees in nontraditional programs.	Percent of nontraditional secondary male students and nontraditional secondary female students among completers of nontraditional programs.
2001-2002 Levels	92.60 %	65.19 %	92.60 %	NP	91.48 %	28.75 %	25.91 %
2001-2002 Results	94.02 %	65.37 %	94.02 %	NP	94.75 %	32.75 %	29.30 %
Gender - Results							
Male	93.30 %	64.95 %	93.30 %	NP	>95.00 %	42.39 %	38.07 %
Female	94.97 %	65.90 %	94.97 %	NP	93.25 %	26.18 %	20.60 %
Ethnicity - Results							
American Indian	93.29 %	63.22 %	93.29 %	NP	93.56 %	32.62 %	28.82 %
Asian	>95.00 %	73.55 %	>95.00 %	NP	>95.00 %	41.32 %	35.96 %
Black	>95.00 %	60.41 %	>95.00 %	NP	93.01 %	36.05 %	31.08 %
Hispanic	91.65 %	60.25 %	91.65 %	NP	92.06 %	33.48 %	30.22 %
White	93.99 %	66.68 %	93.99 %	NP	>95.00 %	32.22 %	29.00 %
Other	NE	NE	NE	NP	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	92.70 %	61.85 %	92.70 %	NP	90.71 %	27.72 %	24.66 %
Economically Disadvantaged	>95.00 %	58.41 %	>95.00 %	NP	90.53 %	29.18 %	25.40 %
Nontraditional	94.14 %	64.53 %	94.14 %	NP	94.93 %	32.75 %	29.30 %
Single Parents	90.88 %	54.27 %	90.88 %	NP	91.67 %	26.50 %	29.02 %
Displaced Homemakers	>95.00 %	66.67 %	>95.00 %	NP	>95.00 %	25.00 %	<10.00 %
Other Educational Barriers	NE	NE	NE	NP	NE	NE	NE
Limited English Proficient	93.25 %	62.18 %	93.25 %	NP	89.47 %	29.92 %	27.41 %
Tech-Prep	90.30 %	71.41 %	90.30 %	NP	>95.00 %	19.33 %	20.96 %

Notes:

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**OKLAHOMA
Postsecondary**

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of first-year enrollees who earned AAS degrees or other degrees within six years.	Percent of first-year enrollees who earned AAS degrees or other degrees within six years.	Percent of first-year enrollees who earned AAS degrees or other degrees within six years.	Percent of AAS graduates employed in OK.	Percent of AAS graduates retained in employment or higher education.	Percent of nontraditional enrollees in nontraditional AAS programs.	Percent of nontraditional graduates of nontraditional AAS programs.
2001-2002 Levels	23.30 %	23.30 %	23.30 %	80.50 %	85.90 %	16.60 %	12.50 %
2001-2002 Results	25.59 %	25.59 %	25.59 %	84.27 %	86.28 %	14.54 %	10.63 %
Gender - Results							
Male	23.92 %	23.92 %	23.92 %	80.36 %	82.89 %	<10.00 %	<10.00 %
Female	26.87 %	26.87 %	26.87 %	86.43 %	88.16 %	26.63 %	16.44 %
Ethnicity - Results							
American Indian	25.62 %	25.62 %	25.62 %	82.81 %	85.52 %	<10.00 %	<10.00 %
Asian	34.97 %	34.97 %	34.97 %	78.57 %	78.57 %	<10.00 %	<10.00 %
Black	15.19 %	15.19 %	15.19 %	89.68 %	91.27 %	<10.00 %	<10.00 %
Hispanic	21.43 %	21.43 %	21.43 %	83.72 %	88.37 %	<10.00 %	<10.00 %
White	26.65 %	26.65 %	26.65 %	84.80 %	86.72 %	77.00 %	81.14 %
Other	36.36 %	36.36 %	36.36 %	26.52 %	31.58 %	<10.00 %	<10.00 %
Special Populations - Results							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NP	NP	NP	NP	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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**OKLAHOMA
Adult**

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National/State Standards & Assessment	National/State Standards & Assessment	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of adult occupational program enrollees who have passed a competency test.	Percent of adult occupational program enrollees who have passed a competency test.	Percent of adult occupational program enrollees who completed.	Percent of adult occupational program completers who were placed in continuing education or advanced training, employment, and/or the military within six months.	Percent of adult occupational program completers who were placed within six months and retained in placement for six months.	Percent of nontraditional adult male students and nontraditional adult female students among enrollees in nontraditional programs.	Percent of nontraditional adult male students and nontraditional adult female students among completers of nontraditional programs.
2001-2002 Levels	78.19 %	78.19 %	78.19 %	91.49 %	80.90 %	15.29 %	14.00 %
2001-2002 Results	81.07 %	81.07 %	81.07 %	93.29 %	75.84 %	15.45 %	14.02 %
Gender – Results							
Male	80.75 %	80.75 %	80.75 %	>95.00 %	69.90 %	16.75 %	14.46 %
Female	81.39 %	81.39 %	81.39 %	90.81 %	81.21 %	14.06 %	13.57 %
Ethnicity – Results							
American Indian	79.59 %	79.59 %	79.59 %	90.46 %	78.54 %	17.50 %	16.27 %
Asian	80.17 %	80.17 %	80.17 %	>95.00 %	60.61 %	10.81 %	11.76 %
Black	77.12 %	77.12 %	77.12 %	92.57 %	68.45 %	14.34 %	10.85 %
Hispanic	85.92 %	85.92 %	85.92 %	94.96 %	65.78 %	<10.00 %	<10.00 %
White	81.55 %	81.55 %	81.55 %	93.68 %	76.90 %	15.76 %	14.47 %
Other	NE	NE	NE	NE	NE	NE	NE
Special Populations – Results							
Individuals With Disabilities	77.99 %	77.99 %	77.99 %	84.72 %	75.50 %	23.65 %	24.00 %
Economically Disadvantaged	76.35 %	76.35 %	76.35 %	87.58 %	77.70 %	19.14 %	17.97 %
Nontraditional	81.22 %	81.22 %	81.22 %	93.37 %	75.08 %	15.45 %	14.02 %
Single Parents	77.55 %	77.55 %	77.55 %	89.31 %	82.37 %	13.66 %	10.55 %
Displaced Homemakers	82.43 %	82.43 %	82.43 %	89.89 %	81.75 %	17.34 %	15.06 %
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficient	79.52 %	79.52 %	79.52 %	90.16 %	62.22 %	14.44 %	15.79 %
Tech-Prep	>95.00 %	>95.00 %	>95.00 %	92.59 %	>95.00 %	17.50 %	22.22 %

Notes:

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OREGON Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical Course Completion	State/Local Data	NP	State-Approved Local Standards & Assessment	State/Local Data	State/Local Data
Measurement Definitions	Percent of Perkins concentrators who scored at or above the statewide proficiency level on 10th grade Reading/Writing/Math tests during program year.	Percent of Perkins concentrators who made satisfactory progress during program year.	Percent of Perkins concentrators enrolled during their senior year that graduated from high school.	NP	Percent of Perkins completers who were employed or engaged in further education within one year after program completion.	Percent of Perkins participants in underrepresented gender groups participating in secondary nontraditional employment & training programs during program year.	Percent of Perkins participants in underrepresented gender groups in nontraditional employment & training programs who graduated from high school during program year.
2001-2002 Levels	46.40 %	95.00 %	92.60 %	NP	85.00 %	50.00 %	90.54 %
2001-2002 Results	58.49 %	>95.00 %	90.55 %	NP	86.98 %	55.04 %	86.32 %
Gender - Results							
Male	55.58 %	>95.00 %	89.03 %	NP	85.66 %	66.77 %	85.97 %
Female	62.01 %	>95.00 %	92.42 %	NP	88.62 %	41.10 %	87.01 %
Ethnicity - Results							
American Indian	49.61 %	93.70 %	88.70 %	NP	86.64 %	55.71 %	81.58 %
Asian	55.78 %	>95.00 %	92.77 %	NP	87.69 %	52.76 %	87.03 %
Black	40.12 %	>95.00 %	87.56 %	NP	83.11 %	43.06 %	82.98 %
Hispanic	34.55 %	94.92 %	87.50 %	NP	85.38 %	54.74 %	75.80 %
White	60.66 %	>95.00 %	90.75 %	NP	87.17 %	55.41 %	87.45 %
Other	33.33 %	93.75 %	93.94 %	NP	78.57 %	56.02 %	84.31 %
Special Populations - Results							
Individuals With Disabilities	27.17 %	93.70 %	84.95 %	NP	79.29 %	54.83 %	80.10 %
Economically Disadvantaged	37.72 %	92.39 %	82.25 %	NP	81.97 %	57.24 %	75.34 %
Nontraditional	56.81 %	>95.00 %	89.52 %	NP	87.56 %	>95.00 %	86.32 %
Single Parents	46.28 %	94.94 %	81.82 %	NP	77.14 %	48.63 %	67.20 %
Displaced Homemakers	NE	NE	NE	NP	NE	NE	NE
Other Educational Barriers	45.01 %	>95.00 %	86.71 %	NP	83.82 %	57.43 %	80.56 %
Limited English Proficient	42.26 %	>95.00 %	87.96 %	NP	87.85 %	54.42 %	76.30 %
Tech-Prep	58.27 %	>95.00 %	90.00 %	NP	87.86 %	58.48 %	85.55 %

Notes:

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OREGON
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of community college Perkins concentrators with a GPA of 2.0 or higher in academic courses during program year.	Percent of community college Perkins concentrators with a GPA of 2.0 or higher in vocational courses during program year.	Percent of community college Perkins concentrators who received a postsecondary degree, or certificate during program year.	Percent of concentrator completers who were employed or engaged in further education within one-year after program completion.	Percent of concentrator completers who were placed within one year after program completion, were retained in employment or further education one year from placement or who had attained a further postsecondary degree or credential within one year from placement.	Percent of Perkins participants in underrepresented gender groups participating in community college nontraditional employment & training programs during program year.	Percent of community college Perkins participants in underrepresented gender groups in nontraditional training and employment programs who received a postsecondary degree or certificate during the program year.
2001-2002 Levels	87.88 %	92.87 %	56.79 %	86.00 %	90.13 %	9.39 %	14.50 %
2001-2002 Results	87.56 %	94.20 %	54.07 %	88.07 %	89.14 %	16.49 %	10.55 %
Gender - Results							
Male	83.74 %	93.97 %	48.90 %	86.77 %	89.43 %	10.69 %	18.48 %
Female	90.09 %	94.33 %	58.16 %	88.97 %	89.07 %	22.34 %	<10.00 %
Ethnicity - Results							
American Indian	86.76 %	92.59 %	43.36 %	90.91 %	88.89 %	21.99 %	18.75 %
Asian	85.59 %	94.20 %	58.50 %	85.83 %	85.00 %	18.71 %	12.50 %
Black	73.68 %	89.55 %	59.38 %	>95.00 %	82.61 %	19.93 %	<10.00 %
Hispanic	79.81 %	92.86 %	40.99 %	92.19 %	89.74 %	16.95 %	<10.00 %
White	88.25 %	94.32 %	54.45 %	88.95 %	89.66 %	16.26 %	10.52 %
Other	87.50 %	94.50 %	55.53 %	79.83 %	86.99 %	15.82 %	10.61 %
Special Populations - Results							
Individuals With Disabilities	85.31 %	94.09 %	44.66 %	88.24 %	91.95 %	19.88 %	13.85 %
Economically Disadvantaged	88.76 %	94.12 %	55.50 %	91.64 %	90.43 %	17.01 %	15.32 %
Nontraditional	85.96 %	93.95 %	49.65 %	87.72 %	85.99 %	>95.00 %	10.55 %
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	85.00 %	90.74 %	27.66 %	94.12 %	90.00 %	24.74 %	<10.00 %
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficient	91.38 %	90.06 %	56.22 %	94.48 %	93.41 %	14.50 %	11.76 %
Tech-Prep	78.77 %	89.22 %	NP	91.77 %	90.77 %	13.44 %	<10.00 %

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PENNSYLVANIA
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	High School Graduation	National/State Standards & Assessment	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of 11th grade CTE concentrators who score at or above the state average on the state academic test.	Percent of CTE concentrators who achieve competency levels at or above national norms on the NOCTI Job Ready Assessments, or meet state-specified benchmarks on other state-approved tests.	Percent of CTE concentrators who meet state-established, industry-validated, career-technical skill standards, and receive a diploma.	Percent of CTE concentrators who achieve competency levels at or above national norms on the NOCTI Job Ready Assessments, or meet state-specified benchmarks on other state-approved tests.	Percent of CTE completer/graduates who enter employment, further education or training, and/or the military within nine months.	Percent of students in underrepresented genders among participants in nontraditional CTE programs.	Percent of students in underrepresented genders among completers of nontraditional CTE programs.
2001-2002 Levels	15.86 %	38.80 %	50.80 %	38.80 %	91.10 %	6.08 %	4.88 %
2001-2002 Results	20.74 %	44.32 %	51.77 %	44.32 %	91.42 %	<10.00 %	<10.00 %
Gender - Results							
Male	22.52 %	44.40 %	53.19 %	44.40 %	91.99 %	<10.00 %	<10.00 %
Female	18.11 %	44.26 %	49.89 %	44.26 %	90.64 %	14.00 %	10.97 %
Ethnicity - Results							
American Indian	21.69 %	NE	55.93 %	*	92.86 %	<10.00 %	<10.00 %
Asian	29.58 %	NE	25.22 %	<10.00 %	90.83 %	14.89 %	16.98 %
Black	<10.00 %	13.33 %	26.90 %	13.33 %	85.66 %	14.20 %	12.79 %
Hispanic	<10.00 %	<10.00 %	39.91 %	<10.00 %	82.97 %	<10.00 %	<10.00 %
White	30.31 %	50.00 %	59.06 %	50.00 %	92.03 %	<10.00 %	<10.00 %
Other	23.19 %	44.33 %	NP	44.33 %	NP	NP	NP
Special Populations - Results							
Individuals With Disabilities	NP	24.02 %	58.84 %	24.02 %	83.25 %	<10.00 %	<10.00 %
Economically Disadvantaged	12.86 %	36.04 %	56.03 %	36.04 %	84.23 %	<10.00 %	<10.00 %
Nontraditional	NP	44.13 %	42.92 %	44.13 %	90.59 %	NP	NP
Single Parents	NP	34.01 %	56.90 %	34.01 %	72.27 %	10.03 %	<10.00 %
Displaced Homemakers	NP	60.00 %	NE	60.00 %	>95.00 %	41.67 %	35.29 %
Other Educational Barriers	<10.00 %	NP	49.28 %	NP	87.56 %	<10.00 %	<10.00 %
Limited English Proficient	<10.00 %	23.68 %	34.31 %	23.68 %	91.84 %	<10.00 %	<10.00 %
Tech-Prep	26.83 %	50.00 %	51.49 %	50.00 %	93.93 %	<10.00 %	<10.00 %

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PENNSYLVANIA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	State/Local Administrative Data	State/Local Administrative Data	Surveys/Placement Records	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting occupationally-specific students who met the state defined threshold for program completion and who attained a GPA of 2.5 or higher.	Percent of exiting occupationally-specific students who met the state-defined threshold for program completion and who met program-defined, industry-validated career-technical skill standards.	Percent of exiting occupationally-specific students who met the state-defined threshold for program completion.	Percent of surveyed occupationally-specific completers who were placed in additional postsecondary education or advanced training, employment, and/or military service within eight months after completion.	Percent of CTE program completers who were employed in a related field in the first quarter following completion and were also employed in the third quarter following completion.	Percent of non-traditional students among participants in nontraditional occupationally-specific programs.	Percent of non-traditional students among completers of nontraditional occupationally-specific programs.
2001-2002 Levels	61.37 %	66.74 %	16.46 %	75.68 %	76.98 %	11.71 %	9.75 %
2001-2002 Results	60.14 %	69.59 %	14.55 %	92.44 %	93.30 %	10.15 %	<10.00 %
Gender - Results							
Male	NP	NP	14.17 %	91.37 %	NP	17.62 %	15.72 %
Female	NP	NP	14.87 %	93.11 %	NP	<10.00 %	<10.00 %
Ethnicity - Results							
American Indian	NP	NP	12.42 %	73.68 %	NP	NP	NP
Asian	NP	NP	11.12 %	92.31 %	NP	NP	NP
Black	NP	NP	11.30 %	87.47 %	NP	NP	NP
Hispanic	NP	NP	11.87 %	87.50 %	NP	NP	NP
White	NP	NP	15.31 %	93.05 %	NP	NP	NP
Other	NP	NP	15.41 %	76.47 %	NP	NP	NP
Special Populations - Results							
Individuals With Disabilities	56.85 %	60.42 %	19.42 %	76.23 %	NP	NP	NP
Economically Disadvantaged	60.16 %	64.93 %	15.72 %	90.38 %	NP	NP	NP
Nontraditional	<10.00 %	66.18 %	14.75 %	90.66 %	NP	NP	NP
Single Parents	74.05 %	60.75 %	28.58 %	92.20 %	NP	NP	NP
Displaced Homemakers	73.02 %	65.83 %	17.65 %	89.66 %	NP	NP	NP
Other Educational Barriers	53.59 %	59.79 %	13.97 %	92.91 %	NP	NP	NP
Limited English Proficient	58.01 %	62.12 %	14.34 %	86.79 %	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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PENNSYLVANIA
Adult

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational-Technical GPA	State/Local Administrative Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of adult CTE enrollees who achieved a grade point average of 2.5 or higher in academic courses.	Percent of adult CTE enrollees who achieved a grade point average of 2.5 or higher in CTE courses.	Percent of adult CTE enrollees who met the state-defined threshold for program completion and received a diploma, certificate, or other formal award.	Percent of adult CTE completer survey respondents who were placed in further education or advanced training, employment, and/or military service within eight months.	Percent of adult CTE completers who were employed in a related field in the first quarter following completion (July 1 – September 30) who were also employed in the Third Quarter following completion (January 1 – March 31).	Percent of non-traditional adult CTE enrollees in programs leading to employment in occupations in which underrepresented gender groups represent less than 25 percent of employment.	Percent of non-traditional adult CTE completers of programs leading to employment in occupations in which underrepresented gender groups represent less than 25 percent of employment.
2001-2002 Levels	57.54 %	57.32 %	59.45 %	55.83 %	90.60 %	6.78 %	5.96 %
2001-2002 Results	90.45 %	85.09 %	67.35 %	84.17 %	79.54 %	<10.00 %	<10.00 %
Gender - Results							
Male	NP	46.27 %	67.48 %	87.97 %	84.11 %	<10.00 %	<10.00 %
Female	NP	36.96 %	67.13 %	79.87 %	74.36 %	16.01 %	<10.00 %
Ethnicity - Results							
American Indian	NP	<10.00 %	66.28 %	79.17 %	14.52 %	98.73 %	<10.00 %
Asian	NP	<10.00 %	75.47 %	84.88 %	80.23 %	93.84 %	<10.00 %
Black	NP	13.33 %	57.10 %	83.54 %	79.88 %	90.65 %	<10.00 %
Hispanic	NP	<10.00 %	71.43 %	87.88 %	84.85 %	96.30 %	<10.00 %
White	NP	50.00 %	67.57 %	84.14 %	79.47 %	92.20 %	<10.00 %
Other	NP	85.58 %	NP	NP	NP	NP	NP
Special Populations – Results							
Individuals With Disabilities	NP	78.86 %	63.82 %	50.00 %	36.17 %	63.57 %	63.82 %
Economically Disadvantaged	NP	86.32 %	48.96 %	86.32 %	78.11 %	21.21 %	48.96 %
Nontraditional	NP	44.29 %	53.28 %	82.49 %	77.02 %	NP	NP
Single Parents	NP	76.76 %	51.12 %	81.95 %	75.61 %	82.46 %	57.12 %
Displaced Homemakers	NP	66.30 %	61.85 %	74.65 %	65.49 %	78.09 %	61.85 %
Other Educational Barriers	NP	77.14 %	41.34 %	78.26 %	77.46 %	87.92 %	41.34 %
Limited English Proficient	NP	44.44 %	61.36 %	76.67 %	70.00 %	86.05 %	61.36 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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PUERTO RICO
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical GPA	State/Local Data	State-Approved Local Standards & Assessment	State Surveys	State/Local Data	State/Local Data
Measurement Definitions	Percent of students attained the core indicators and left secondary education in the reporting years.	Percent of students who meet the state established industry validated career and technical skills standards.	Percent of students reaching the core indicators and who have attained a high school diploma.	Percent of students who attained a proficiency credential in conjunction with secondary school diploma, and who have left secondary education in the reporting year.	Percent of students who completed secondary vocational education and left in the reporting year and work, place in postsecondary education, advance training, employment or military service	Percent of students in under represented gender who participated in the reporting year.	Percent of students in under represented gender groups who completed a non-traditional program in the reporting year.
2001-2002 Levels	49.00 %	72.00 %	95.50 %	95.00 %	87.00 %	15.50 %	12.85 %
2001-2002 Results	73.88 %	80.94 %	>95.00 %	>95.00 %	80.47 %	27.35 %	27.19 %
Gender - Results							
Male	64.65 %	70.85 %	>95.00 %	>95.00 %	80.79 %	27.36 %	27.51 %
Female	79.73 %	87.35 %	>95.00 %	>95.00 %	80.27 %	27.34 %	26.88 %
Ethnicity - Results							
American Indian	NE	NE	NE	NE	NE	NE	NE
Asian	NE	NE	NE	NE	NE	NE	NE
Black	NE	NE	NE	NE	NE	NE	NE
Hispanic	73.88 %	80.94 %	>95.00 %	>95.00 %	80.47 %	27.35 %	27.19 %
White	NE	NE	NE	NE	NE	NE	NE
Other	NE	NE	NE	NE	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	55.00 %	75.00 %	94.29 %	94.29 %	81.32 %	27.17 %	25.99 %
Economically Disadvantaged	75.00 %	83.00 %	>95.00 %	>95.00 %	80.52 %	27.37 %	27.20 %
Nontraditional	76.00 %	82.99 %	>95.00 %	>95.00 %	80.85 %	27.35 %	27.19 %
Single Parents	87.50 %	75.00 %	88.89 %	88.89 %	75.00 %	33.33 %	25.00 %
Displaced Homemakers	94.12 %	76.47 %	>95.00 %	>95.00 %	82.35 %	27.27 %	25.00 %
Other Educational Barriers	71.93 %	48.44 %	93.95 %	93.95 %	77.75 %	27.24 %	28.00 %
Limited English Proficient	60.25 %	80.75 %	>95.00 %	>95.00 %	83.85 %	26.92 %	27.40 %
Tech-Prep	<10.00 %	82.05 %	>95.00 %	>95.00 %	80.85 %	27.40 %	27.12 %

Notes:

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PUERTO RICO
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Vocational/Technical GPA	State/Local Data	State Surveys	State Surveys	State/Local Data	State/Local Data
Measurement Definitions	Percent of students who completed a postsecondary program and met program define academic standards and have stopped in the reporting year.	Percent of student who met the state established industry validated career and technical skills standards.	Percent of students who received or were eligible to receive a postsecondary degree, certificate, or credential and who stopped program participation in the reporting year.	Percent of students who completed postsecondary program in the reporting year, and who were place in postsecondary education or advanced training employment, and/or military service.	Percent of students who completed a postsecondary and were retained in on or more of these types of placement within on OVAE designated time period.	Percent of students in underrepresented gender group who participated in a non-traditional program in the reporting year	Percent of students in underrepresented gender groups who completed a non-traditional postsecondary program in the reporting year.
2001-2002 Levels	54.00 %	90.00 %	87.00 %	70.00 %	76.00 %	16.00 %	13.00 %
2001-2002 Results	59.75 %	61.66 %	>95.00 %	79.48 %	36.53 %	64.94 %	>95.00 %
Gender - Results							
Male	69.07 %	65.19 %	>95.00 %	31.71%	31.71 %	64.86 %	>95.00 %
Female	45.45 %	56.25 %	>95.00 %	44.04%	44.04 %	65.07 %	>95.00 %
Ethnicity - Results							
American Indian	NE	NE	NE	NE	NE	NE	NE
Asian	NE	NE	NE	NE	NE	NE	NE
Black	NE	NE	NE	NE	NE	NE	NE
Hispanic	59.75 %	61.66 %	>95.00 %	36.53%	36.53 %	64.94 %	>95.00 %
White	NE	NE	NE	NE	NE	NE	NE
Other	NE	NE	NE	NE	NE	NE	NE
Special Populations - Results							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	52.03 %	54.98 %	>95.00 %	35.80%	35.80 %	64.91 %	>95.00 %
Nontraditional	54.02 %	59.06 %	>95.00 %	36.44%	36.44 %	64.94 %	>95.00 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	>95.00 %	>95.00 %	>95.00 %	33.33%	33.33 %	66.67 %	>95.00 %
Other Educational Barriers	90.29 %	88.00 %	91.62 %	39.57%	39.57 %	65.00 %	>95.00 %
Limited English Proficient	NE	NE	NE	NE	NE	NE	NE
Tech-Prep	NE	NE	NE	NE	NE	NE	NE

Notes:

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RHODE ISLAND
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical GPA	State/Local Data	Vocational/Technical Education Program Completion	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of career and technical education concentrators who meet or exceed the standard in reading, writing, and mathematics on the state administered 10th and 11th grade assessment.	Percent of grade 12 concentrators who completed career and technical education programs.	Percent of 12th grade concentrators who have attained a high school diploma or its equivalent in the reporting year	Percent of 12th grade concentrators who have attained a high school diploma or its equivalent and have completed career and technical education program requirements in the reporting year.	Percent of previous reporting year secondary career and technical education completers with diplomas who were placed in postsecondary education or advanced training, employment, and/or military service between September 1st and December 1st of the reporting year.	Percent of students in underrepresented gender groups who participated in a non-traditional secondary program in the reporting year.	Percent of students in underrepresented gender groups who completed a non-traditional secondary program in the reporting year.
2001-2002 Levels	22.23 %	84.06 %	96.60 %	79.04 %	85.23 %	35.23 %	52.39 %
2001-2002 Results	37.14 %	34.80 %	30.05 %	31.91 %	<10.00 %	31.56 %	27.73 %
Gender - Results							
Male	32.55 %	40.68 %	29.77 %	38.72 %	<10.00 %	18.56 %	28.23 %
Female	41.97 %	28.58 %	30.37 %	24.72 %	<10.00 %	50.55 %	33.53 %
Ethnicity - Results							
American Indian	11.34 %	<10.00 %	12.50 %	<10.00 %	NP	33.70 %	22.22 %
Asian	38.37 %	26.93 %	26.44 %	18.52 %	NP	34.21 %	27.27 %
Black	16.63 %	36.73 %	14.35 %	10.20 %	NP	30.65 %	22.66 %
Hispanic	18.19 %	38.03 %	22.87 %	19.72 %	NP	32.08 %	29.71 %
White	42.16 %	35.37 %	31.48 %	13.13 %	NP	31.24 %	27.59 %
Other	31.94 %	<10.00 %	16.67 %	28.57 %	NP	37.62 %	68.75 %
Special Populations - Results							
Individuals With Disabilities	12.33 %	12.88 %	16.04 %	12.12 %	NP	21.08 %	15.15 %
Economically Disadvantaged	19.49 %	27.01 %	14.61 %	12.32 %	NP	31.45 %	24.29 %
Nontraditional	NE	NE	NE	NE	NE	NE	NE
Single Parents	NP	75.00 %	34.62 %	65.00 %	NP	16.82 %	27.27 %
Displaced Homemakers	NE	NE	<10.00 %	<10.00 %	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficient	<10.00 %	30.00 %	10.00 %	10.00 %	NP	34.08 %	26.92 %
Tech-Prep	NP	41.05 %	56.94 %	38.95 %	NP	25.68 %	30.95 %

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RHODE ISLAND
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Program Completion	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of matriculated post-secondary CCRI career and technical education concentrators who have completed the program in the reporting year.	Percent of matriculated post-secondary CCRI career and technical Education concentrators who have completed the program in the reporting year.	Percent of matriculated post-secondary CCRI career and technical education concentrators who were enrolled in and have completed associates degree or certification requirements in the reporting year.	Percent of previous reporting year matriculated post-secondary CCRI career and technical education completers with degrees or certificates who were placed in further post-secondary education, advanced training, employment and/or military service, between December 1st and March 1st in the reporting year.	Percent of matriculated post-secondary CCRI career and technical education completers, who, three months after receipt of completed survey, were retained in further post-secondary education or advanced training, employment, and/or military service between March 1st and June 1st in the reporting year.	Percent of matriculated students in underrepresented gender groups who participated in a non-traditional post-secondary program at CCRI in the reporting year.	Percent of matriculated students in underrepresented gender groups who completed a non-traditional post-secondary program at CCRI in the reporting year.
2001-2002 Levels	14.59 %	14.59 %	14.59 %	92.44 %	69.99 %	21.41 %	17.87 %
2001-2002 Results	17.52%	17.52 %	17.52 %	>95.00 %	80.18 %	25.37 %	70.00 %
Gender - Results							
Male	13.59%	13.59 %	13.59 %	>95.00 %	72.69 %	24.19 %	60.98 %
Female	21.50%	21.50 %	21.50 %	>95.00 %	83.42 %	26.59 %	78.41 %
Ethnicity - Results							
American Indian	<10.00 %	<10.00 %	<10.00 %	80.00 %	>95.00 %	60.00 %	<10.00 %
Asian	<10.00 %	<10.00 %	<10.00 %	71.43 %	<10.00 %	15.79 %	33.33 %
Black	14.29%	14.29 %	14.29 %	85.00 %	>95.00 %	30.30 %	50.00 %
Hispanic	<10.00 %	<10.00 %	<10.00 %	73.53 %	68.75 %	39.53 %	29.41 %
White	19.71%	19.71 %	19.91 %	84.38 %	>95.00 %	23.00 %	84.82 %
Other	11.02 %	11.02 %	11.02 %	71.62 %	>95.00 %	29.76 %	52.00 %
Special Populations - Results							
Individuals With Disabilities	NE	NE	NE	NP	NE	NE	NE
Economically Disadvantaged	NE	NE	NE	<10.00 %	NE	NE	NE
Nontraditional	14.48 %	14.48 %	14.48 %	>95.00 %	NE	25.37 %	70.00 %
Single Parents	NE	NE	NE	<10.00 %	NE	NE	NE
Displaced Homemakers	NE	NE	NE	<10.00 %	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NP	NE	NE	NE
Limited English Proficient	NE	NE	NE	10.53 %	NE	NE	NE
Tech-Prep	NE	NE	NE	NP	NE	NE	NE

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RHODE ISLAND
Adult

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Program Completion	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of matriculated post-secondary CCRI career and technical education concentrators who have completed the program in the reporting year.	Percent of matriculated post-secondary CCRI career and technical Education concentrators who have completed the program in the reporting year.	Percent of matriculated post-secondary CCRI career and technical education concentrators who were enrolled in and have completed associates degree or certification requirements in the reporting year.	Percent of previous reporting year matriculated post-secondary CCRI career and technical education completers with degrees or certificates who were placed in further post-secondary education, advanced training, employment and/or military service, between December 1st and March 1st in the reporting year.	Percent of matriculated post-secondary CCRI career and technical education completers, who, three months after receipt of completed survey, were retained in further post-secondary education or advanced training, employment, and/or military service between March 1st and June 1st in the reporting year.	Percent of matriculated students in underrepresented gender groups who participated in a non-traditional post-secondary program at CCRI in the reporting year.	Percent of matriculated students in underrepresented gender groups who completed a non-traditional post-secondary program at CCRI in the reporting year.
2001-2002 Levels	59.77 %	59.77 %	41.15 %	35.49 %	69.96 %	20.38 %	28.78 %
2001-2002 Results	75.94 %	75.94 %	69.40 %	81.37 %	>95.00 %	26.42 %	50.00 %
Gender – Results							
Male	88.92 %	88.92 %	39.20 %	>95.00 %	>95.00 %	<10.00 %	11.11 %
Female	67.64 %	67.64 %	88.73 %	77.44 %	>95.00 %	36.64 %	62.96 %
Ethnicity – Results							
American Indian	82.35 %	82.35 %	94.12 %	71.43 %	>95.00 %	18.18 %	NP
Asian	73.33 %	73.33 %	40.00 %	55.56 %	>95.00 %	<10.00 %	NP
Black	89.26 %	89.26 %	52.89 %	38.46 %	>95.00 %	27.27 %	45.45 %
Hispanic	71.05 %	71.05 %	34.21 %	60.00 %	>95.00 %	23.08 %	25.00 %
White	87.65 %	87.65 %	73.26 %	84.81 %	>95.00 %	25.81 %	55.05 %
Other	>95.00 %	>95.00 %	>95.00 %	NP	NP	78.57 %	>95.00 %
Special Populations – Results							
Individuals With Disabilities	90.91 %	90.91 %	77.27 %	22.22 %	>95.00 %	27.27 %	71.43 %
Economically Disadvantaged	82.81 %	82.81 %	43.36 %	38.26 %	>95.00 %	18.64 %	55.56 %
Nontraditional	NE	NE	NE	>95.00 %	>95.00 %	NE	NE
Single Parents	68.89 %	68.89 %	72.22 %	20.00 %	>95.00 %	23.46 %	50.00 %
Displaced Homemakers	62.04 %	62.04 %	59.26 %	14.37 %	>95.00 %	<10.00 %	25.00 %
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficient	73.53 %	73.53 %	58.82 %	34.21 %	>95.00 %	43.33 %	75.00 %
Tech-Prep	NE	NE	NE	NE	NE	NE	NE

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SOUTH CAROLINA
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational-Technical GPA	High School Graduation	NP	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of CTE concentrators achieving a GPA of 2.0 or higher in Mathematics, Science, and English/Language Arts courses.	Percent of CTE concentrators achieving a GPA of 2.0 or higher in CTE courses.	Percent of twelfth-grade CTE completers attaining a high school diploma.	NP	Percent of CTE completer/graduates available for placement who are placed in postsecondary education, military service, or employment.	Percent of underrepresented gender enrollment in CTE courses leading to non-traditional training and employment.	Percent of underrepresented gender completion of CTE programs leading to non-traditional training and employment.
2001-2002 Levels	60.48 %	73.49 %	72.56 %	NP	93.03 %	18.85 %	15.58 %
2001-2002 Results	71.86 %	91.81 %	94.64 %	NP	>95.00 %	29.19 %	15.84 %
Gender - Results							
Male	64.37 %	89.56 %	94.04 %	NP	>95.00 %	12.31 %	<10.00 %
Female	80.50 %	94.42 %	>95.00 %	NP	>95.00 %	49.58 %	27.66 %
Ethnicity - Results							
American Indian	NP	NP	NP	NP	NP	NP	NP
Asian	NP	NP	NP	NP	NP	NP	NP
Black	68.93 %	89.47 %	92.43 %	NP	>95.00 %	33.17 %	17.99 %
Hispanic	NP	NP	NP	NP	NP	NP	NP
White	73.85 %	93.38 %	>95.00 %	NP	>95.00 %	32.45 %	14.49 %
Other	74.52 %	94.94 %	92.31 %	NP	>95.00 %	36.37 %	13.98 %
Special Populations - Results							
Individuals With Disabilities	59.23 %	83.88 %	85.93 %	NP	>95.00 %	20.99 %	13.64 %
Economically Disadvantaged	70.52 %	90.11 %	93.09 %	NP	>95.00 %	33.78 %	17.91 %
Nontraditional	NP	NP	NP	NP	NP	32.84 %	15.84 %
Single Parents	71.82 %	89.25 %	>95.00 %	NP	94.50 %	31.63 %	16.44 %
Displaced Homemakers	50.00 %	83.33 %	>95.00 %	NP	>95.00 %	10.00 %	11.11 %
Other Educational Barriers	57.00 %	85.96 %	86.39 %	NP	>95.00 %	25.63 %	13.56 %
Limited English Proficient	76.19 %	>95.00 %	77.27 %	NP	>95.00 %	37.44 %	21.05 %
Tech-Prep	71.86 %	91.81 %	94.64 %	NP	>95.00 %	NP	15.84 %

Notes:

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SOUTH CAROLINA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Overall GPA	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of CTE concentrators from specified fall semester with a cumulative GPA of 2.25 or higher at the end of spring term.	Percent of CTE concentrators from specified fall semester with a cumulative GPA of 2.25 or higher at the end of spring term.	Percent of first-time, full-time CTE students completing and graduating within 150% of required program completion time.	Percent of CTE completer/graduates placed in continuing education or employment within nine months of completion.	Percent of CTE completer/graduates placed in employment within three months of completion and still employed one year later.	Percent of underrepresented gender enrollment in designated nontraditional programs.	Percent of underrepresented gender graduation from designated non-traditional programs.
2001-2002 Levels	70.87 %	70.87 %	14.39 %	86.12 %	87.06 %	15.75 %	11.67 %
2001-2002 Results	73.38 %	73.38 %	13.05 %	83.92 %	89.18 %	17.53 %	14.50 %
Gender - Results							
Male	70.48 %	70.48 %	<10.00 %	83.53 %	88.88 %	23.98 %	16.73 %
Female	75.00 %	75.00 %	17.58 %	84.18 %	89.36 %	14.18 %	13.11 %
Ethnicity - Results							
American Indian	73.37 %	73.37 %	<10.00 %	82.22 %	78.95 %	13.84 %	<10.00 %
Asian	78.47 %	78.47 %	16.05 %	65.56 %	89.23 %	11.86 %	21.15 %
Black	64.55 %	64.55 %	<10.00 %	84.77 %	88.04 %	17.38 %	14.20 %
Hispanic	78.88 %	78.88 %	11.76 %	75.91 %	86.96 %	21.41 %	16.92 %
White	78.49 %	78.49 %	14.69 %	85.72 %	89.83 %	17.23 %	14.67 %
Other	75.09 %	75.09 %	16.67 %	75.91 %	86.81 %	30.42 %	15.46 %
Special Populations - Results							
Individuals With Disabilities	68.71 %	68.71 %	18.34 %	55.68 %	68.35 %	10.85 %	11.88 %
Economically Disadvantaged	73.74 %	73.74 %	15.09 %	74.78 %	85.71 %	16.03 %	17.13 %
Nontraditional	32.97 %	32.97 %	19.27 %	57.51 %	68.00 %	40.15 %	26.55 %
Single Parents	70.77 %	70.77 %	14.03 %	70.41 %	63.40 %	<10.00 %	<10.00 %
Displaced Homemakers	76.82 %	76.82 %	29.91 %	78.33 %	82.04 %	12.91 %	<10.00 %
Other Educational Barriers	91.58 %	91.58 %	89.01 %	78.03 %	58.65 %	>95.00 %	<10.00 %
Limited English Proficient	77.78 %	77.78 %	29.41 %	70.37 %	82.09 %	<10.00 %	90.70 %
Tech-Prep	73.38 %	73.38 %	13.05 %	83.92 %	89.18 %	NP	14.50 %

Notes:

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SOUTH DAKOTA
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Local Standards & Assessment	State/Local Data	NP	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of total number of vocational education completers who attained a complete battery percentile rank score of 50 or higher.	Percent of total number of vocational education concentrators and completers attaining at least 70% of vocational and technical skills.	Percent of senior students who earned two or more Carnegie units of credit in this program and will graduate	NP	Percent of all secondary students who completed this vocational technical education program and are placed in further education, military services or employment.	Percent of non-traditional enrollees in this program preparing for non-traditional occupations.	Percent of non-traditional completers of this nontraditional program.
2001-2002 Levels	61.28 %	93.40 %	69.12 %	NP	91.88 %	10.00 %	6.30 %
2001-2002 Results	60.40 %	93.71 %	72.76 %	NP	92.84 %	<10.00 %	<10.00 %
Gender - Results							
Male	59.72 %	92.35 %	75.06 %	NP	91.93 %	<10.00 %	<10.00 %
Female	61.60 %	>95.00 %	68.82 %	NP	94.46 %	35.96 %	<10.00 %
Ethnicity - Results							
American Indian	47.62 %	89.47 %	69.28 %	NP	88.10 %	13.89 %	<10.00 %
Asian	47.06 %	85.29 %	53.33 %	NP	>95.00 %	<10.00 %	<10.00 %
Black	<10.00 %	83.87 %	61.54 %	NP	>95.00 %	<10.00 %	<10.00 %
Hispanic	30.00 %	78.26 %	53.85 %	NP	>95.00 %	<10.00 %	<10.00 %
White	61.37 %	93.99 %	73.25 %	NP	92.96 %	<10.00 %	<10.00 %
Other	50.00 %	80.00 %	42.86 %	NP	75.00 %	25.00 %	25.00 %
Special Populations - Results							
Individuals With Disabilities	25.95 %	84.38 %	78.41 %	NP	82.91 %	<10.00 %	<10.00 %
Economically Disadvantaged	57.42 %	93.00 %	83.45 %	NP	90.00 %	<10.00 %	<10.00 %
Nontraditional	66.33 %	88.33 %	61.03 %	NP	90.82 %	<10.00 %	<10.00 %
Single Parents	45.71 %	86.67 %	80.49 %	NP	82.86 %	10.00 %	<10.00 %
Displaced Homemakers	>95.00 %	>95.00 %	>95.00 %	NP	>95.00 %	NP	NP
Other Educational Barriers	36.24 %	88.61 %	69.46 %	NP	87.25 %	<10.00 %	12.73 %
Limited English Proficient	<10.00 %	>95.00 %	72.73 %	NP	>95.00 %	<10.00 %	<10.00 %
Tech-Prep	46.13 %	72.07 %	88.80 %	NP	>95.00 %	<10.00 %	<10.00 %

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

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SOUTH DAKOTA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Vocational/Technical GPA	State/Local Data	Surveys/Placement Records	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of total number of threshold students (full-time) of state-approved technical programs with a cumulative GPA of 2.0 or higher.	Percent of total number of threshold students (full-time) of state-approved technical programs with a cumulative GPA of 2.0 or higher.	Percent of entering first-year, full-time students (cohort group) of state-approved technical education programs who earned a diploma or AAS degree.	Percent of program completers employed, in the military, or going on for further education within six months following graduation.	Percent of graduates of state-approved technical institute programs and, according to UI wage records, are employed, in the military or attending advanced education one year following graduation.	Percent of non-traditional enrollees in programs preparing for non-traditional occupations.	Percent of non-traditional completers of this nontraditional program.
2001-2002 Levels	90.93 %	90.93 %	60.00 %	85.17 %	85.17 %	10.54 %	6.40 %
2001-2002 Results	92.18 %	92.18 %	64.99 %	>95.00 %	93.60 %	11.13 %	11.81 %
Gender - Results							
Male	90.66 %	90.66 %	65.54 %	>95.00 %	94.37 %	<10.00 %	<10.00 %
Female	94.04 %	94.04 %	64.24 %	94.95 %	92.55 %	18.15 %	19.43 %
Ethnicity - Results							
American Indian	77.61 %	77.61 %	47.69 %	>95.00 %	88.89 %	13.16 %	<10.00 %
Asian	80.00 %	80.00 %	75.00 %	>95.00 %	90.00 %	27.27 %	<10.00 %
Black	90.00 %	90.00 %	<10.00 %	>95.00 %	>95.00 %	18.18 %	<10.00 %
Hispanic	92.31 %	92.31 %	53.85 %	88.89 %	83.33 %	27.27 %	<10.00 %
White	92.71 %	92.71 %	65.76 %	>95.00 %	93.79 %	10.94 %	12.02 %
Other	75.00 %	75.00 %	54.55 %	>95.00 %	>95.00 %	10.00 %	NE
Special Populations - Results							
Individuals With Disabilities	91.57 %	91.57 %	45.88 %	82.54 %	>95.00 %	14.41 %	11.63 %
Economically Disadvantaged	92.86 %	92.86 %	67.56 %	>95.00 %	93.71 %	12.04 %	13.44 %
Nontraditional	>95.00 %	>95.00 %	60.70 %	>95.00 %	80.39 %	NP	NP
Single Parents	88.83 %	88.83 %	58.50 %	83.81 %	93.70 %	18.07 %	21.51 %
Displaced Homemakers	88.57 %	88.57 %	31.58 %	82.35 %	93.10 %	30.56 %	36.84 %
Other Educational Barriers	89.82 %	89.82 %	49.40 %	>95.00 %	91.61 %	11.73 %	<10.00 %
Limited English Proficient	>95.00 %	>95.00 %	>95.00 %	>95.00 %	>95.00 %	25.00 %	NE
Tech-Prep	94.85 %	94.85 %	65.88 %	89.55 %	94.03 %	10.96 %	<10.00 %

Notes:

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TENNESSEE
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	Vocational-Technical Program Completion	High School Graduation	NP	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of 12th grade secondary vocational concentrators graduating from high school.	Percent of 12th grade secondary vocational concentrators meeting state-established, industry-validated career-technical standards.	Percent of 12th grade secondary vocational concentrators graduating from high school.	NP	Percent of concentrators/graduates placed in postsecondary education or advanced training, employment, and/or military service within one year.	Percent of students in underrepresented gender groups who participated in a nontraditional secondary vocational program.	Percent of students in underrepresented gender groups who completed a nontraditional secondary vocational program.
2001-2002 Levels	84.54 %	90.00 %	84.54 %	NP	80.20 %	21.69 %	24.19 %
2001-2002 Results	86.06 %	93.89 %	86.06 %	NP	88.65 %	23.52 %	30.10 %
Gender - Results							
Male	89.09 %	93.60 %	89.09 %	NP	90.33 %	19.84 %	26.62 %
Female	91.21 %	94.83 %	91.21 %	NP	88.21 %	27.22 %	32.17 %
Ethnicity - Results							
American Indian	69.57 %	86.96 %	69.57 %	NP	84.38 %	25.09 %	29.75 %
Asian	89.77 %	81.82 %	89.77 %	NP	90.77 %	27.19 %	28.99 %
Black	88.31 %	90.46 %	88.31 %	NP	82.66 %	26.91 %	32.36 %
Hispanic	84.00 %	86.00 %	84.00 %	NP	89.86 %	23.28 %	32.13 %
White	90.58 %	>95.00 %	90.58 %	NP	90.73 %	22.57 %	28.66 %
Other	10.98 %	88.54 %	10.98 %	NP	84.11 %	25.06 %	29.45 %
Special Populations - Results							
Individuals With Disabilities	76.18 %	90.96 %	76.18 %	NP	81.88 %	20.14 %	23.44 %
Economically Disadvantaged	76.71 %	94.10 %	76.71 %	NP	81.20 %	23.24 %	29.06 %
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	73.49 %	92.51 %	73.49 %	NP	83.00 %	22.37 %	28.06 %
Displaced Homemakers	NE	NE	NE	NP	NE	NE	NE
Other Educational Barriers	65.31 %	90.47 %	65.31 %	NP	84.51 %	21.30 %	25.65 %
Limited English Proficient	73.33 %	76.67 %	73.33 %	NP	81.43 %	19.95 %	24.06 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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TENNESSEE
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Vocational Program Completion	National/State Standards and Local Assessment	Vocational Program Completion	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting students receiving a certificate or diploma.	Percent of tested students receiving a score of at least 70% on locally-developed competency exams, or attaining an industry-validated credential.	Percent of exiting students receiving a certificate or diploma.	Percent of completers available for placement who entered employment, the military, and/or other educational or training programs.	Percent of placed completers employed 180 days to 12 months following initial employment.	Percent of students in underrepresented gender groups who participated in a nontraditional program.	Percent of students in underrepresented gender groups who completed a nontraditional program.
2001-2002 Levels	68.50 %	90.00 %	68.50 %	90.00 %	90.00 %	13.51 %	19.07 %
2001-2002 Results	66.28 %	94.57 %	66.28 %	89.51 %	87.70 %	13.32 %	<10.00 %
Gender - Results							
Male	71.81 %	NP	71.81 %	NP	NP	<10.00 %	<10.00 %
Female	62.25 %	NP	62.25 %	NP	NP	33.44 %	<10.00 %
Ethnicity - Results							
American Indian	50.00 %	NP	50.00 %	NP	NP	<10.00 %	NP
Asian	64.06 %	NP	64.06 %	NP	NP	10.53 %	13.89 %
Black	62.82 %	NP	62.82 %	NP	NP	10.82 %	<10.00 %
Hispanic	63.24 %	NP	63.24 %	NP	NP	12.72 %	<10.00 %
White	65.71 %	NP	65.71 %	NP	NP	11.57 %	<10.00 %
Other	57.95 %	NP	57.95 %	NP	NP	NE	<10.00 %
Special Populations - Results							
Individuals With Disabilities	66.38 %	NP	66.38 %	NP	NP	<10.00 %	<10.00 %
Economically Disadvantaged	68.22 %	NP	68.22 %	NP	NP	17.25 %	<10.00 %
Nontraditional	NP	NP	NP	NP	NP	27.36 %	27.36 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	50.00 %	NP	50.00 %	NP	NP	33.33 %	NE
Tech-Prep	NP	42.35 %	42.35 %	NP	NP	<10.00 %	28.57 %

Notes:

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**TEXAS
Secondary**

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational-Technical Program Completion	State/Local Administrative Data	NP	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting vocational concentrators who met state-established academic standards.	Percent of exiting vocational concentrators who met state-established, industry-validated, career-technical skill standards.	Percent of exiting vocational concentrators who received a high school diploma or GED.	NP	Percent of vocational concentrators/graduates identified as placed in postsecondary education or advanced training, employment, and/or military service.	Percent of students in underrepresented gender groups who participated in a non-traditional program.	Percent of students in underrepresented gender groups who completed a non-traditional program.
2001-2002 Levels	77.58 %	77.24 %	77.61 %	NP	75.13 %	10.56 %	10.90 %
2001-2002 Results	77.31 %	77.46 %	78.27 %	NP	77.41 %	10.31 %	10.20 %
Gender - Results							
Male	73.93 %	75.29 %	76.04 %	NP	75.66 %	<10.00 %	<10.00 %
Female	80.74 %	79.67 %	80.53 %	NP	79.07 %	29.97 %	26.90 %
Ethnicity - Results							
American Indian	70.27 %	70.27 %	67.23 %	NP	73.71 %	12.09 %	13.92 %
Asian	84.46 %	78.70 %	84.56 %	NP	81.76 %	21.44 %	21.59 %
Black	71.15 %	77.09 %	76.82 %	NP	72.25 %	11.12 %	11.31 %
Hispanic	72.77 %	75.33 %	74.79 %	NP	76.52 %	10.86 %	11.01 %
White	82.10 %	79.17 %	81.04 %	NP	79.06 %	<10.00 %	<10.00 %
Other	NP	NP	NP	NP	NP	<10.00 %	<10.00 %
Special Populations - Results							
Individuals With Disabilities	24.34 %	71.25 %	69.37 %	NP	69.62 %	45.78 %	<10.00 %
Economically Disadvantaged	68.36 %	74.24 %	71.05 %	NP	73.93 %	10.48 %	10.48 %
Nontraditional	78.68 %	85.64 %	84.92 %	NP	75.50 %	10.31 %	10.20 %
Single Parents	65.31 %	69.38 %	67.24 %	NP	<10.00 %	<10.00 %	<10.00 %
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	68.72 %	73.51 %	72.07 %	NP	76.16 %	<10.00 %	<10.00 %
Limited English Proficient	35.04 %	61.92 %	44.98 %	NP	66.30 %	<10.00 %	<10.00 %
Tech-Prep	82.22 %	82.22 %	82.22 %	NP	78.09 %	11.79 %	11.85 %

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TEXAS Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Overall GPA	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of technical majors with at least 24 credit hours who achieved a GPA of 2.0 or higher.	Percent of technical majors with at least 24 credit hours who achieved a GPA of 2.0 or higher.	Percent of first-time, full-time technical majors who graduated or transferred to continued higher education within four years.	Percent of technical graduates who were employed, entered military service, or continued their education during the following 12 months.	Percent of employed technical graduates who were retained in employment for at least six months.	Percent of under-represented gender enrollees in nontraditional programs.	Percent of under-represented gender graduates from nontraditional programs.
2001-2002 Levels	88.75 %	88.75 %	35.37 %	90.00 %	93.44 %	12.84 %	9.63 %
2001-2002 Results	89.37 %	89.37 %	34.31 %	94.95 %	NP	12.06 %	<10.00 %
Gender - Results							
Male	88.27 %	88.27 %	32.79 %	>95.00 %	NP	18.60 %	12.59 %
Female	90.23 %	90.23 %	35.64 %	94.71 %	NP	<10.00 %	<10.00 %
Ethnicity - Results							
American Indian	90.08 %	90.08 %	30.89 %	>95.00 %	NP	15.82 %	15.09 %
Asian	93.00 %	93.00 %	44.27 %	92.85 %	NP	20.98 %	19.12 %
Black	86.20 %	86.20 %	24.95 %	94.07 %	NP	12.09 %	<10.00 %
Hispanic	87.68 %	87.68 %	27.03 %	>95.00 %	NP	11.64 %	<10.00 %
White	90.76 %	90.76 %	39.62 %	>95.00 %	NP	11.61 %	<10.00 %
Other	88.04 %	88.04 %	23.70 %	87.14 %	NP	15.87 %	15.26 %
Special Populations - Results							
Individuals With Disabilities	89.48 %	89.48 %	35.97 %	92.31 %	NP	13.80 %	11.33 %
Economically Disadvantaged	88.77 %	88.77 %	32.59 %	>95.00 %	NP	10.75 %	<10.00 %
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	86.45 %	86.45 %	26.53 %	>95.00 %	NP	<10.00 %	<10.00 %
Displaced Homemakers	89.82 %	89.82 %	33.65 %	93.36 %	NP	<10.00 %	<10.00 %
Other Educational Barriers	87.24 %	87.24 %	28.99 %	94.69 %	NP	11.39 %	<10.00 %
Limited English Proficient	92.41 %	92.41 %	21.43 %	94.17 %	NP	12.32 %	10.21 %
Tech-Prep	88.75 %	88.75 %	29.85 %	NP	NP	11.72 %	<10.00 %

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UTAH
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National & State Academic Assessment	National/State Standards & Local Assessment	State/Local Data	NP	State-Approved Local Standards & Assessment	State/Local Data	State/Local Data
Measurement Definitions	Percent of Concentrators scoring at or above the state Avg. Stanford Achievement Test.	Percent of Concentrators passing a Skills Test in area of concentration.	Percent of concentrators receiving a High School Diploma with class.	NP	Percent of Completers placed in Employment within next quarter or enrolled in Higher Ed Fall Semester (within the state).	Percent of non-traditional students enrolled in non-traditional programs.	Percent of non-traditional concentrators completing non-traditional programs.
2001-2002 Levels	48.52 %	35.00 %	92.74 %	NP	64.54 %	34.43 %	16.20 %
2001-2002 Results	46.96 %	42.44 %	>95.00 %	NP	59.43 %	34.63 %	16.41 %
Gender - Results							
Male	48.90 %	37.44 %	>95.00 %	NP	57.70 %	44.70 %	22.36 %
Female	44.97 %	47.02 %	>95.00 %	NP	61.20 %	24.22 %	10.67 %
Ethnicity - Results							
American Indian	18.62 %	24.42 %	>95.00 %	NP	51.00 %	41.15 %	17.27 %
Asian	38.17 %	37.33 %	>95.00 %	NP	43.19 %	39.83 %	22.57 %
Black	23.08 %	19.30 %	94.49 %	NP	46.72 %	38.50 %	23.08 %
Hispanic	21.73 %	28.18 %	93.55 %	NP	44.65 %	34.72 %	16.90 %
White	48.65 %	43.31 %	>95.00 %	NP	60.90 %	34.27 %	16.22 %
Other	55.17 %	58.82 %	>95.00 %	NP	55.56 %	43.90 %	16.67 %
Special Populations - Results							
Individuals With Disabilities	<10.00 %	17.07 %	>95.00 %	NP	53.16 %	40.66 %	22.58 %
Economically Disadvantaged	34.20 %	37.11 %	>95.00 %	NP	50.80 %	35.60 %	18.24 %
Nontraditional	41.02 %	29.22 %	>95.00 %	NP	58.40 %	>95.00 %	>95.00 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	17.67 %	20.56 %	87.29 %	NP	50.26 %	39.01 %	19.34 %
Limited English Proficient	24.88 %	30.79 %	>95.00 %	NP	48.85 %	35.50 %	18.48 %
Tech-Prep	53.62 %	51.04 %	>95.00 %	NP	63.38 %	32.92 %	12.83 %

Notes:

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UTAH Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators achieving a GPA of 2.0 or higher in Gen Ed Courses	Percent of concentrators achieving a GPA of 2.0 or higher in ATE courses	Percent of concentrators graduating with degrees or certificates	Percent of completers placed in employment within the next quarter, within the state.	Percent of concentrators who graduate with degrees or certificates and who are placed in employment, and are still employed three months later	Percent of non-traditional students enrolled in non-traditional programs	Percent of non-traditional completers of non-traditional programs
2001-2002 Levels	76.48 %	72.46 %	16.79 %	44.44 %	81.16 %	16.04 %	14.75 %
2001-2002 Results	75.54 %	82.19 %	15.56 %	68.70 %	90.07 %	15.21 %	12.62 %
Gender - Results							
Male	74.51 %	81.36 %	12.69 %	64.26 %	89.45 %	13.14 %	15.37 %
Female	76.84 %	83.32 %	19.26 %	71.97 %	90.49 %	17.56 %	10.42 %
Ethnicity - Results							
American Indian	53.75 %	70.50 %	<10.00 %	45.83 %	81.82 %	17.17 %	23.53 %
Asian	72.35 %	73.56 %	15.17 %	48.10 %	81.58 %	19.55 %	12.50 %
Black	55.88 %	57.14 %	<10.00 %	37.50 %	>95.00 %	23.29 %	<10.00 %
Hispanic	66.67 %	72.57 %	11.11 %	52.46 %	>95.00 %	17.09 %	<10.00 %
White	77.17 %	83.63 %	16.51 %	71.10 %	90.28 %	14.67 %	12.59 %
Other	73.50 %	83.03 %	10.14 %	58.97 %	88.41 %	16.55 %	14.81 %
Special Populations - Results							
Individuals With Disabilities	63.46 %	72.77 %	19.28 %	43.14 %	81.82 %	16.64 %	18.31 %
Economically Disadvantaged	74.86 %	82.79 %	16.45 %	64.67 %	91.39 %	16.35 %	13.88 %
Nontraditional	73.73 %	79.96 %	14.23 %	59.47 %	92.04 %	>95.00 %	>95.00 %
Single Parents	65.95 %	77.22 %	28.67 %	36.49 %	>95.00 %	14.08 %	14.49 %
Displaced Homemakers	64.34 %	80.95 %	26.14 %	65.52 %	>95.00 %	21.76 %	15.15 %
Other Educational Barriers	NP	NP	NP	75.97 %	88.78 %	NP	NP
Limited English Proficient	74.37 %	76.28 %	14.99 %	37.25 %	78.95 %	22.92 %	23.08 %
Tech-Prep	71.42 %	84.28 %	19.40 %	81.64 %	93.30 %	11.55 %	11.27 %

Notes:

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UTAH Adult

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Vocational Course Completion	Local Standards & Assessment	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators receiving USOE approved certifications	Percent of concentrators receiving USOE approved certifications	Percent of concentrators receiving completion certification.	Percent of completers placed in employment	Percent of completers placed in employment and still employed three months later	Percent of non-traditional adult students enrolled in nontraditional programs	Percent of non-traditional adult completers of non-traditional programs
2001-2002 Levels	27.27 %	27.27 %	27.27 %	65.98 %	81.16 %	17.50 %	18.39 %
2001-2002 Results	32.54 %	32.54 %	32.54 %	66.42 %	88.60 %	18.14 %	20.69 %
Gender – Results							
Male	33.96 %	33.96 %	33.96 %	68.65 %	87.35 %	<10.00 %	14.37 %
Female	31.67%	31.67%	31.67%	64.53 %	89.76 %	34.33 %	26.13 %
Ethnicity – Results							
American Indian	29.41 %	29.41 %	29.41 %	51.52 %	77.11 %	27.07 %	21.95 %
Asian	31.38 %	31.38 %	31.38 %	71.60 %	90.57 %	16.97 %	24.62 %
Black	11.11 %	11.11 %	11.11 %	52.54 %	80.65 %	18.60 %	30.43 %
Hispanic	22.15 %	22.15 %	22.15 %	60.52 %	89.38 %	15.00 %	21.14 %
White	33.98 %	33.98 %	33.98 %	67.70 %	88.39 %	17.35 %	20.43 %
Other	26.61 %	26.61 %	26.61 %	66.17 %	92.98 %	20.77 %	17.61 %
Special Populations – Results							
Individuals With Disabilities	32.16 %	32.16 %	32.16 %	48.56 %	80.00 %	17.39 %	18.00 %
Economically Disadvantaged	29.55 %	29.55 %	29.55 %	55.44 %	86.32 %	18.12 %	18.77 %
Nontraditional	34.98 %	34.98 %	34.98 %	73.84 %	89.29 %	>95.00 %	>95.00 %
Single Parents	20.00 %	20.00 %	20.00 %	NP	83.05 %	22.06 %	22.47 %
Displaced Homemakers	46.43 %	46.43 %	46.43 %	NP	73.68 %	32.08 %	31.03 %
Other Educational Barriers	34.43 %	34.43 %	34.43 %	56.63 %	81.25 %	13.97 %	12.09 %
Limited English Proficient	25.58 %	25.58 %	25.58 %	73.84 %	80.49 %	35.68 %	30.77 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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VERMONT Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	State/Local Data	National/State Standards & Assessment	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of completers who have met state academic standards and have left technical education in the reporting year (completers).	Percent of completers who score 3 or above in 90% of the competencies on the competency list and have left technical education in the reporting year.	Percent of 12th grade completers who have attained a secondary school diploma	Percent of completers who have attained an industry recognized credential.	Percent of completers leaving secondary education who have been placed in postsecondary education or advanced training, employment, and/or military service.	Percent of students in underrepresented gender groups who enrolled in non-traditional secondary programs in the reporting year.	Percent of students in underrepresented gender groups who completed a non-traditional program in the reporting year.
2001-2002 Levels	11.68 %	69.37 %	93.76 %	18.80 %	95.51 %	11.30 %	10.58 %
2001-2002 Results	11.88 %	71.29 %	>95.00 %	30.50 %	>95.00 %	13.47 %	10.88 %
Gender - Results							
Male	<10.00 %	69.23 %	>95.00 %	25.39 %	>95.00 %	<10.00 %	<10.00 %
Female	16.96 %	74.86 %	>95.00 %	39.86 %	>95.00 %	27.58 %	23.71 %
Ethnicity - Results							
American Indian	<10.00 %	42.86 %	>95.00 %	<10.00 %	>95.00 %	24.00 %	42.86 %
Asian	<10.00 %	95.45 %	94.12 %	18.18 %	>95.00 %	90.38 %	73.33 %
Black	<10.00 %	87.50 %	85.71 %	22.22 %	>95.00 %	10.00 %	16.67 %
Hispanic	<10.00 %	70.00 %	66.67 %	54.55 %	>95.00 %	10.53 %	16.67 %
White	12.10 %	71.25 %	>95.00 %	30.68 %	>95.00 %	12.99 %	10.60 %
Other	NP	>95.00 %	>95.00 %	<10.00 %	>95.00 %	25.00 %	<10.00 %
Special Populations - Results							
Individuals With Disabilities	<10.00 %	60.07 %	93.68 %	38.73 %	>95.00 %	<10.00 %	<10.00 %
Economically Disadvantaged	<10.00 %	72.57 %	93.62 %	42.37 %	94.56 %	10.38 %	<10.00 %
Nontraditional	17.02 %	61.96 %	92.79 %	26.19 %	>95.00 %	>95.00 %	>95.00 %
Single Parents	<10.00 %	88.46 %	>95.00 %	34.62 %	91.30 %	<10.00 %	<10.00 %
Displaced Homemakers	NP	>95.00 %	NP	80.00 %	50.00 %	<10.00 %	<10.00 %
Other Educational Barriers	<10.00 %	73.75 %	94.04 %	37.91 %	>95.00 %	<10.00 %	<10.00 %
Limited English Proficient	NP	66.67 %	81.82 %	23.81 %	>95.00 %	23.40 %	16.67 %
Tech-Prep	12.64 %	74.48 %	>95.00 %	34.87 %	>95.00 %	12.89 %	12.42 %

Notes:

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VERMONT
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational/Technical Course	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of all students who are enrolled in programs and who passed the writing and mathematics courses required by the programs in the reporting year.	Percent of all students who passed the vocational and technical education courses required by the program in which they are enrolled in the reporting year.	Percent of all students who earned a degree or credential in the reporting year.	Percent of grads. From a school year contacted and in positive placement - FY2000.	Percent of graduates who were identified in the placement survey as employed, continuing education or advanced training, or in the military and who were identified six months later in the retention survey as employed, continuing education or advanced training, or in the military.	Percent of students in underrepresented gender groups who participated in a non-traditional postsecondary program in the reporting year.	Percent of students in underrepresented gender groups who graduated from a nontraditional postsecondary program in the reporting year.
2001-2002 Levels	83.28 %	83.45 %	22.06 %	97.98 %	98.27 %	14.86 %	14.90 %
2001-2002 Results	84.16 %	83.15 %	16.29 %	94.89 %	88.87 %	18.09 %	13.25 %
Gender - Results							
Male	80.27 %	81.38 %	16.84 %	94.93 %	92.68 %	10.24 %	<10.00 %
Female	88.54 %	84.60 %	15.89 %	94.86 %	86.32 %	24.77 %	17.06 %
Ethnicity - Results							
American Indian	75.00 %	60.87 %	<10.00 %	>95.00 %	>95.00 %	27.78 %	<10.00 %
Asian	92.00 %	80.77 %	23.64 %	>95.00 %	>95.00 %	31.43 %	36.36 %
Black	53.85 %	62.16 %	10.20 %	>95.00 %	>95.00 %	<10.00 %	<10.00 %
Hispanic	88.24 %	70.59 %	<10.00 %	NE	NE	22.73 %	<10.00 %
White	84.11 %	83.76 %	16.32 %	93.55 %	88.66 %	17.78 %	13.16 %
Other	95.00 %	87.10 %	27.27 %	>95.00 %	>95.00 %	33.33 %	<10.00 %
Special Populations - Results							
Individuals With Disabilities	87.93 %	75.35 %	<10.00 %	89.19 %	85.29 %	24.56 %	27.27 %
Economically Disadvantaged	86.56 %	75.38 %	23.90 %	>95.00 %	73.33 %	23.75 %	19.67 %
Nontraditional	86.59 %	84.43 %	14.41 %	90.63 %	>95.00 %	33.11 %	62.75 %
Single Parents	75.00 %	66.67 %	<10.00 %	90.00 %	NP	33.33 %	<10.00 %
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	82.25 %	77.76 %	<10.00 %	>95.00 %	91.46 %	22.98 %	19.05 %
Limited English Proficient	>95.00 %	70.97 %	15.15 %	>95.00 %	85.71 %	41.67 %	<10.00 %
Tech-Prep	>95.00 %	77.50 %	19.57%	>95.00 %	>95.00 %	11.11 %	NP

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VIRGIN ISLANDS
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	NP	NP	NP	NP	NP	NP	NP
Measurement Definitions	NP	NP	NP	NP	NP	NP	NP
2001-2002 Levels	21.00 %	96.00 %	96.00 %	76.00 %	84.00 %	78.00 %	27.00 %
2001-2002 Results	80.00 %	25.66 %	>95.00 %	76.33 %	84.81 %	78.17 %	21.20 %
Gender - Results							
Male	NP	NP	NP	NP	NP	NP	NP
Female	NP	NP	NP	NP	NP	NP	NP
Ethnicity - Results							
American Indian	NP	NP	NP	NP	NP	NP	NP
Asian	NP	NP	NP	NP	NP	NP	NP
Black	NP	NP	NP	NP	NP	NP	NP
Hispanic	NP	NP	NP	NP	NP	NP	NP
White	NP	NP	NP	NP	NP	NP	NP
Other	NP	NP	NP	NP	NP	NP	NP
Special Populations - Results							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NP	NP	NP	NP	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

*Note: The Virgin Islands did not submit measurement approaches, definitions or disaggregated data for the PY 2001-2002 year.

Notes:

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VIRGIN ISLANDS
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	NP	NP	NP	NP	NP	NP	NP
Measurement Definitions	NP	NP	NP	NP	NP	NP	NP
2001-2002 Levels	34.00 %	73.00 %	64.00 %	16.00 %	15.00 %	60.50 %	60.00 %
2001-2002 Results	81.65 %	76.56 %	64.22 %	16.67 %	20.00 %	6.00 %	60.00 %
Gender - Results							
Male	NP	NP	NP	NP	NP	NP	NP
Female	NP	NP	NP	NP	NP	NP	NP
Ethnicity - Results							
American Indian	NP	NP	NP	NP	NP	NP	NP
Asian	NP	NP	NP	NP	NP	NP	NP
Black	NP	NP	NP	NP	NP	NP	NP
Hispanic	NP	NP	NP	NP	NP	NP	NP
White	NP	NP	NP	NP	NP	NP	NP
Other	NP	NP	NP	NP	NP	NP	NP
Special Populations - Results							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	NP	NP	NP	NP	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

*Note: The Virgin Islands did not submit measurement approaches, definitions or disaggregated data for the PY 2001-2002 year.

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VIRGINIA Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	State/Local Administrative Data	State/Local Administrative Data	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of CTE students (grades 9-12) who have passed the applicable Standards of Learning end-of-course tests.	Percent of CTE program completers who attained 80% of the essential competencies on the state-provided, industry-validated competency lists.	Percent of exiting CTE concentrators who completed.	Percent of completers who earned either the Career and Technical Education Diploma Seal or the Advanced Mathematics and Technology Board of Education Diploma Seal.	Percent of respondents who reported placement in employment (including military employment) and/or further education on the program completer follow-up survey.	Percent of students of the nontraditional gender enrolled in nontraditional programs.	Percent of students of the nontraditional gender who completed non-traditional programs.
2001-2002 Levels	61.50 %	94.34 %	96.47 %	NP	92.81 %	12.42 %	9.23 %
2001-2002 Results	70.29 %	>95.00 %	>95.00 %	NP	94.95 %	13.40 %	16.79 %
Gender - Results							
Male	71.80 %	>95.00 %	NP	NP	94.90 %	12.76 %	19.85 %
Female	68.53 %	>95.00 %	NP	NP	>95.00 %	13.63 %	15.05 %
Ethnicity - Results							
American Indian	70.44 %	>95.00 %	NP	NP	93.44 %	<10.00 %	<10.00 %
Asian	76.60 %	94.66 %	NP	NP	>95.00 %	12.52 %	22.60 %
Black	56.31 %	94.99 %	NP	NP	92.61 %	14.37 %	21.89 %
Hispanic	62.77 %	91.29 %	NP	NP	>95.00 %	<10.00 %	18.31 %
White	75.91 %	>95.00 %	NP	NP	>95.00 %	13.37 %	14.26 %
Other	63.14 %	>95.00 %	NP	NP	>95.00 %	13.33 %	16.13 %
Special Populations - Results							
Individuals With Disabilities	41.94 %	93.08 %	NP	NP	87.98 %	13.47 %	11.87 %
Economically Disadvantaged	56.15 %	>95.00 %	NP	NP	90.30 %	13.36 %	18.72 %
Nontraditional	73.75 %	>95.00 %	NP	NP	>95.00 %	13.40 %	17.33 %
Single Parents	54.32 %	>95.00 %	NP	NP	>95.00 %	12.50 %	NE
Displaced Homemakers	57.03 %	>95.00 %	NP	NP	>95.00 %	13.57 %	<10.00 %
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	57.81 %	93.73 %	NP	NP	>95.00 %	13.42 %	13.41 %
Tech-Prep	72.08 %	>95.00 %	NP	NP	>95.00 %	13.40 %	18.70 %

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VIRGINIA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational-Technical GPA	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of occupational-technical students enrolled in math, English, biology, chemistry, geology, physics, and/or natural sciences courses at the 100 level or higher who receive a "C" or better in the academic courses.	Percent of occupational-technical students enrolled in occupational-technical courses with HEGIS codes greater than 5000 who receive a "C" or better in the occupational-technical courses.	Percent of first-time, full-time occupational-technical students who earn a certificate or degree within 150% of the required program completion time.	Percent of graduates identified as employed within 6-12 months following graduation, plus the percent of graduates identified as attending a 4-year institution in the term immediately following graduation.	Percent of graduates who successfully transitioned into employment and have continued in employment for a period of at least one quarter.	Percent of students of the under-represented gender enrolled in nontraditional programs.	Percent of graduates of the under-represented gender who completed non-traditional programs.
2001-2002 Levels	70.13 %	83.05 %	18.05 %	74.74 %	89.68 %	18.90 %	22.55 %
2001-2002 Results	67.81 %	81.49 %	18.70 %	71.48 %	90.61 %	21.12 %	30.18 %
Gender - Results							
Male	64.44 %	80.46 %	17.59 %	68.88 %	91.55 %	36.91 %	66.35 %
Female	70.11 %	82.18 %	19.67 %	72.94 %	90.11 %	12.91 %	<10.00 %
Ethnicity - Results							
American Indian	68.18 %	79.60 %	11.76 %	61.90 %	88.00 %	24.58 %	45.00 %
Asian	67.27 %	79.32 %	<10.00 %	62.98 %	89.47 %	26.02 %	35.86 %
Black	59.59 %	77.21 %	<10.00 %	71.64 %	91.08 %	20.04 %	25.21 %
Hispanic	62.96 %	76.60 %	15.48 %	62.71 %	85.58 %	25.13 %	34.75 %
White	70.91 %	83.48 %	22.18 %	72.39 %	90.58 %	20.98 %	31.11 %
Other	68.98 %	77.60 %	14.81 %	62.90 %	>95.00 %	26.72 %	38.75 %
Special Populations - Results							
Individuals With Disabilities	76.19 %	76.92 %	33.33 %	72.50 %	>95.00 %	33.65 %	27.27 %
Economically Disadvantaged	67.32 %	81.71 %	20.19 %	74.03 %	90.99 %	16.38 %	17.67 %
Nontraditional	66.09 %	80.31 %	19.05 %	72.07 %	89.53 %	21.12 %	30.18 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	76.47 %	NP	71.43 %	>95.00 %	NP	NP
Other Educational Barriers	65.07 %	72.71 %	14.09 %	72.34 %	90.85 %	16.78 %	24.85 %
Limited English Proficient	68.18 %	80.00 %	<10.00 %	NP	NP	25.77 %	NP
Tech-Prep	68.20 %	82.07 %	17.53 %	67.89 %	90.54 %	17.36 %	16.69 %

Notes:

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WASHINGTON
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	High School Graduation	High School Graduation	High School Graduation	Administrative Record Exchanges/Matching of Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational completers who have attained a high school diploma.	Percent of vocational completers who have attained a high school diploma.	Percent of vocational completers who have attained a high school diploma.	Percent of vocational completers who have attained a high school diploma.	Percent of vocational completers who have either employment reported in UI wage records, enrollment in higher education, or enlistment in the military during the third post-exit quarter.	Percent of students in underrepresented gender groups who enrolled in a non-traditional program	Percent of vocational completers in underrepresented gender groups who completed a non-traditional program.
2001-2002 Levels	94.13 %	94.13 %	94.13 %	94.13 %	74.10 %	37.78 %	33.13 %
2001-2002 Results	94.88 %	94.88 %	94.88 %	94.88 %	75.75 %	41.99 %	38.75 %
Gender - Results							
Male	93.46 %	93.46 %	93.46 %	93.46 %	72.82 %	50.76 %	51.29 %
Female	>95.00 %	>95.00 %	>95.00 %	>95.00 %	78.51 %	30.85 %	25.06 %
Ethnicity - Results							
American Indian	90.87 %	90.87 %	90.87 %	90.87 %	68.28 %	44.25 %	41.04 %
Asian	>95.00 %	>95.00 %	>95.00 %	>95.00 %	82.01 %	42.84 %	36.25 %
Black	92.26 %	92.26 %	92.26 %	92.26 %	69.47 %	43.87 %	42.52 %
Hispanic	91.63 %	91.63 %	91.63 %	91.63 %	74.60 %	39.72 %	33.51 %
White	>95.00 %	>95.00 %	>95.00 %	>95.00 %	75.59 %	41.96 %	38.86 %
Other	>95.00 %	>95.00 %	>95.00 %	>95.00 %	NE	35.29 %	33.33 %
Special Populations - Results							
Individuals With Disabilities	86.69 %	86.69 %	86.69 %	86.69 %	65.75 %	38.76 %	34.18 %
Economically Disadvantaged	92.72 %	92.72 %	92.72 %	92.72 %	71.78 %	41.69 %	39.00 %
Nontraditional	94.54 %	94.54 %	94.54 %	94.54 %	73.42 %	>95.00 %	>95.00 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	88.38 %	88.38 %	88.38 %	88.38 %	NP	40.02 %	30.95 %
Tech-Prep	94.44 %	94.44 %	94.44 %	94.44 %	77.87 %	42.65 %	40.27 %

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE - indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator.

NP - indicates that either data were not collected by the state or there was no program in the state.

WASHINGTON Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or who completed at least 45 vocational credits with a 2.0 GPA.	Percent of vocational concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or who completed at least 45 vocational credits with a 2.0 GPA.	Percent of vocational concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or who completed at least 45 vocational credits with a 2.0 GPA.	Percent of vocational concentrators who have either employment reported in UI wage records, enrollment in higher education, or enlistment in the military during the second post-exit quarter.	Percent of vocational concentrators who have either employment reported in UI wage records, enrollment in higher education, or enlistment in the military during the third post-exit quarter.	Percent of students in underrepresented gender groups who enrolled in a non-traditional program.	Percent of vocational completers in underrepresented gender groups who completed a non-traditional program.
2001-2002 Levels	58.79 %	58.79 %	58.79 %	75.23 %	75.16 %	19.29 %	18.63 %
2001-2002 Results	56.47 %	56.47 %	56.47 %	76.86 %	76.09 %	20.12 %	18.59 %
Gender - Results							
Male	54.76 %	54.76 %	54.76 %	77.33 %	76.58 %	23.13 %	24.15 %
Female	58.18 %	58.18 %	58.18 %	76.43 %	75.65 %	16.87 %	14.39 %
Ethnicity - Results							
American Indian	48.81 %	48.81 %	48.81 %	71.19 %	71.19 %	22.08 %	19.03 %
Asian	61.61 %	61.61 %	61.61 %	79.12 %	78.67 %	19.95 %	20.30 %
Black	47.08 %	47.08 %	47.08 %	72.64 %	72.21 %	23.41 %	21.40 %
Hispanic	56.17 %	56.17 %	56.17 %	79.06 %	77.02 %	17.82 %	14.63 %
White	57.33 %	57.33 %	57.33 %	77.14 %	76.34 %	19.27 %	17.75 %
Other	46.90 %	46.90 %	46.90 %	74.78 %	75.88 %	23.13 %	24.35 %
Special Populations - Results							
Individuals With Disabilities	54.36 %	54.36 %	54.36 %	59.42 %	59.28 %	22.34 %	NP
Economically Disadvantaged	59.30 %	59.30 %	59.30 %	73.42 %	72.59 %	17.85 %	NP
Nontraditional	54.74 %	54.74 %	54.74 %	NP	NP	>95.00 %	>95.00 %
Single Parents	56.59 %	56.59 %	56.59 %	75.79 %	74.91 %	18.17 %	NP
Displaced Homemakers	46.27 %	46.27 %	46.27 %	NP	NP	21.61 %	NP
Other Educational Barriers	51.63 %	51.63 %	51.63 %	74.51 %	NE	19.19 %	NP
Limited English Proficient	61.14 %	61.14 %	61.14 %	76.56 %	20.49 %	19.57 %	NP
Tech-Prep	NP	NP	NP	73.33 %	71.23 %	NP	NP

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

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WEST VIRGINIA
Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/ State Standards & Assessment	High School Graduation	National/State Standards & Assessment	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of completers attaining 50th percentile on SAT 9.	Percent of completers attaining 75% on skill proficiency test.	Percent of completers earning a high school diploma.	Percent of completers earning a high school diploma with warranty.	Percent of completers placed.	Percent of Nontraditional enrollees in Nontraditional programs.	Percent of Nontraditional completers of Nontraditional programs.
2001-2002 Levels	48.90 %	45.05 %	90.00 %	48.90 %	90.00 %	26.91 %	21.86 %
2001-2002 Results	50.12 %	44.32 %	>95.00 %	51.46 %	82.78 %	32.61 %	18.67 %
Gender - Results							
Male	48.80 %	39.02 %	>95.00 %	49.41 %	84.14 %	62.83 %	20.62 %
Female	51.93 %	53.03 %	>95.00 %	54.40 %	80.66 %	10.68 %	15.51 %
Ethnicity - Results							
American Indian	66.67 %	75.00 %	80.00 %	80.00 %	>95.00 %	24.14 %	60.00 %
Asian	55.56 %	NE	>95.00 %	50.00 %	75.00 %	36.59 %	60.00 %
Black	34.38 %	27.78 %	90.00 %	36.67 %	89.13 %	37.09 %	36.84 %
Hispanic	>95.00 %	>95.00 %	>95.00 %	66.67 %	>95.00 %	39.53 %	<10.00 %
White	50.33 %	44.99 %	>95.00 %	51.70 %	82.64 %	32.25 %	18.27 %
Other	NP	NP	NP	NP	NP	NP	NP
Special Populations - Results							
Individuals With Disabilities	<10.00 %	22.25 %	94.44 %	<10.00 %	76.24 %	30.34 %	<10.00 %
Economically Disadvantaged	40.20 %	41.97 %	>95.00 %	42.92 %	73.95 %	31.02 %	18.93 %
Nontraditional	64.47 %	54.04 %	>95.00 %	65.59 %	89.01 %	32.61 %	18.67 %
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	75.00 %	50.00 %	>95.00 %	>95.00 %	<10.00 %	62.79 %	66.67 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

Definitions for special populations are provided in Attachment D.

Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

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WEST VIRGINIA
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National/State Academic Assessment	Vocational-Technical Program Completion	State/Local Administrative Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of CTE completers scoring at or above specified "WorkKeys" level.	Percent of CTE completers successfully completing a summative Evaluation.	Percent of CTE completers receiving a certificate or associate degree.	Percent of CTE completer/graduates placed in employment, continuing education, or the military.	Percent of placed CTE completer/graduates retained in employment.	Percent of nontraditional students enrolled in nontraditional CTE programs.	Percent of nontraditional students completing nontraditional CTE programs.
2001-2002 Levels	82.80 %	90.00 %	60.17 %	85.93 %	73.97 %	12.80 %	16.80 %
2001-2002 Results	92.97 %	93.75 %	47.52 %	79.33 %	85.38 %	15.40 %	16.28 %
Gender - Results							
Male	87.45 %	92.55 %	49.03 %	83.59 %	72.66 %	16.38 %	24.14 %
Female	>95.00 %	94.51 %	46.33 %	77.13 %	65.18 %	14.50 %	12.06 %
Ethnicity - Results							
American Indian	NP	>95.00 %	56.25 %	>95.00 %	75.00 %	28.57 %	NP
Asian	>95.00 %	90.00 %	58.82 %	71.43 %	57.14 %	25.00 %	NP
Black	61.11 %	91.80 %	33.93 %	68.75 %	53.13 %	22.79 %	23.08 %
Hispanic	66.67 %	40.00 %	>95.00 %	>95.00 %	75.00 %	26.32 %	50.00 %
White	93.74 %	93.94 %	48.60 %	79.53 %	68.12 %	14.99 %	16.24 %
Other	NP	>95.00 %	22.50 %	NP	NP	NP	NE
Special Populations - Results							
Individuals With Disabilities	83.33 %	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	86.19 %	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Single Parents	NP	NP	NP	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	NP	NP	NP	NP
Limited English Proficient	66.67 %	NP	NP	NP	NP	NP	NP
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

This chart reports results for students that the state has identified as "concentrators." Please see Attachment A for states' definitions.

Definitions for special populations are provided in Attachment D.

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**WISCONSIN
Secondary**

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion, High School Graduation	Program Completion	State/Local Data	Vocational / Technical Education Program Completion	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of VE concentrators completing courses in line with graduation requirements	Percent of VE concentrators completing either WBL or Tech Prep courses	Percent of 12th grade concentrators who graduate	Percent of VE concentrators completing either WBL or Tech Prep courses	Percent of VE concentrators graduates engaged in one of the above.	Percent of M/F VE participants enrolled in programs representing non-traditional occupations	Percent of M/F VE participants completing programs representing non-traditional occupations
2001-2002 Levels	97.61 %	85.50 %	96.47 %	85.50 %	96.44 %	22.65 %	20.16 %
2001-2002 Results	>95.00 %	90.70 %	>95.00 %	90.70 %	>95.00 %	45.07 %	42.79 %
Gender - Results							
Male	>95.00 %	89.30 %	>95.00 %	89.30 %	>95.00 %	46.25 %	43.97 %
Female	>95.00 %	92.25 %	>95.00 %	>95.00 %	>95.00 %	43.42 %	41.25 %
Ethnicity - Results							
American Indian	90.54 %	79.28 %	85.86 %	79.28 %	83.10 %	40.40 %	43.43 %
Asian	>95.00 %	93.16 %	91.90 %	93.16 %	94.81 %	42.00 %	40.94 %
Black	85.86 %	83.06 %	91.85 %	83.06 %	91.82 %	33.02 %	23.63 %
Hispanic	93.21 %	87.91 %	92.39 %	87.91 %	90.44 %	49.35 %	44.97 %
White	>95.00 %	91.01 %	>95.00 %	91.01 %	>95.00 %	45.46 %	45.13 %
Other	NP	NP	NP	NP	NP	NP	NP
Special Populations - Results							
Individuals With Disabilities	>95.00 %	82.54 %	94.63 %	82.54 %	92.70 %	52.84 %	50.07 %
Economically Disadvantaged	92.54 %	85.70 %	91.35 %	85.70 %	93.00 %	47.69 %	44.62 %
Nontraditional	>95.00 %	90.28 %	>95.00 %	90.28 %	>95.00 %	45.07 %	42.79 %
Single Parents	94.01 %	83.33 %	>95.00 %	83.33 %	88.89 %	49.40 %	48.11 %
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	86.88 %	82.12 %	84.61 %	82.12 %	90.59 %	50.66 %	43.78 %
Limited English Proficient	94.14 %	89.13 %	92.88 %	89.13 %	90.77 %	46.69 %	43.42 %
Tech-Prep	>95.00 %	90.92 %	>95.00 %	90.92 %	>95.00 %	49.03 %	47.20 %

Notes:

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**WISCONSIN
Postsecondary**

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Local Standards & Assessment	State/Local Data	Surveys/Placement Records	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators that graduated during the three years they are followed.	Percent of concentrators that graduated during the three years they are followed.	Percent of concentrators that graduated during the three years they are followed.	Percent of graduates from the most recent year who responded to the follow up and were placed in employment, advanced training, continued education or the military	Percent of total grads reporting employment still employed 3 months later	Percent of total number of NT students in designated programs during reporting year. Most current reporting for 1999-00 baseline year.	Percent of average number of NT students graduating in designated programs over a seven year reporting year
2001-2002 Levels	76.00 %	79.50 %	57.00 %	91.90 %	90.00 %	11.00 %	10.45 %
2001-2002 Results	62.96 %	79.84 %	61.90 %	90.39 %	93.07 %	11.48 %	10.46 %
Gender - Results							
Male	60.53 %	78.85 %	57.24 %	87.87 %	91.03 %	<10.00 %	14.41 %
Female	65.13 %	80.85 %	66.31 %	91.97 %	94.28 %	13.27 %	<10.00 %
Ethnicity - Results							
American Indian	46.83 %	60.87 %	48.57 %	84.55 %	88.89 %	13.46 %	12.88 %
Asian	56.35 %	76.58 %	58.28 %	79.17 %	90.59 %	84.77 %	10.55 %
Black	35.85 %	56.40 %	43.40 %	66.22 %	>95.00 %	16.11 %	11.79 %
Hispanic	50.87 %	69.07 %	54.77 %	77.57 %	88.43 %	13.64 %	10.49 %
White	66.50 %	81.60 %	63.46 %	91.88 %	93.13 %	11.10 %	10.56 %
Other	58.43 %	80.76 %	59.81 %	87.62 %	93.06 %	<10.00 %	<10.00 %
Special Populations - Results							
Individuals With Disabilities	56.88 %	71.56 %	53.75 %	82.75 %	91.87 %	17.29 %	13.81 %
Economically Disadvantaged	59.51 %	75.01 %	55.92 %	89.77 %	93.82 %	12.87 %	11.42 %
Nontraditional	60.59 %	7.89 %	55.60 %	87.80 %	92.24 %	11.48 %	10.46 %
Single Parents	54.90 %	70.46 %	57.82 %	>95.00 %	92.90 %	12.48 %	<10.00 %
Displaced Homemakers	64.55 %	72.25 %	66.51 %	87.42 %	90.29 %	17.29 %	13.81 %
Other Educational Barriers	59.93 %	73.48 %	56.11 %	88.07 %	94.22 %	12.95 %	10.90 %
Limited English Proficient	62.67 %	75.68 %	57.43 %	77.86 %	88.61 %	12.20 %	12.50 %
Tech-Prep	NP	NP	NP	NP	NP	NP	NP

Notes:

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WYOMING Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential & Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	State/Local Data	NP	Administrative Record Exchanges/Matching of Administrative Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational concentrators proficient on the total Wyoming comprehensive Assessment Systems (WyCAS).	Percent of 12th grade vocational concentrators who were proficient or advanced in at least 4 of the 7 Wyoming Career and Technical Assessment (WyCTA) content areas.	Percent of 12th grade vocational concentrators obtaining a high school diploma or its equivalent	NP	Percent of program completers who were followed up and placed in employment, postsecondary, training, education, or the military.	Percent of students in underrepresented gender groups who participated in a nontraditional program in the reporting year	Percent of students in underrepresented gender groups who completed a nontraditional program in the reporting year
2001-2002 Levels	38.90 %	59.80 %	95.00 %	NP	80.00 %	7.10 %	9.50 %
2001-2002 Results	43.26 %	61.95 %	94.55 %	NP	90.52 %	43.22 %	45.49 %
Gender - Results							
Male	38.72 %	56.93 %	93.99 %	NP	90.37 %	32.61 %	35.62 %
Female	49.21 %	68.56 %	>95.00 %	NP	90.92 %	61.16 %	61.66 %
Ethnicity - Results							
American Indian	33.33 %	49.06 %	89.58 %	NP	85.00 %	50.00 %	40.00 %
Asian	53.85 %	50.00 %	95.00 %	NP	86.67 %	44.44 %	45.45 %
Black	50.00 %	45.45 %	>95.00 %	NP	66.67 %	43.48 %	66.67 %
Hispanic	26.74 %	55.91 %	91.94 %	NP	93.51 %	42.29 %	38.89 %
White	44.09 %	62.66 %	94.73 %	NP	90.68 %	43.13 %	45.81 %
Other	25.00 %	50.00 %	>95.00 %	NP	66.67 %	40.00 %	NP
Special Populations - Results							
Individuals With Disabilities	<10.00 %	30.70 %	91.84 %	NP	95.00 %	33.44 %	40.79 %
Economically Disadvantaged	24.62 %	46.15 %	87.21 %	NP	>95.00 %	44.55 %	44.30 %
Nontraditional	44.06 %	61.75 %	93.64 %	NP	92.27 %	>95.00 %	>95.00 %
Single Parents	25.81 %	60.24 %	85.19 %	NP	>95.00 %	67.31 %	56.41 %
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	<10.00 %	31.82 %	86.49 %	NP	>95.00 %	26.83 %	20.00 %
Limited English Proficient	21.88 %	66.67 %	>95.00 %	NP	>95.00 %	48.53 %	50.00 %
Tech-Prep	42.30 %	69.77 %	>95.00 %	NP	92.26 %	38.12 %	40.51 %

Notes:

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WYOMING
Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	National/State Standards & Assessment	State/Local Data	Surveys/Placement Records, Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of GE courses passed with a C or better by vocational concentrators.	Percent of postsecondary vocational concentrators who were proficient or advanced in at least 4 of 7 Wyoming Career and Technical Assessment (WyCTA) content areas.	Percent of vocational concentrators who have taken at least 2 years of coursework or 60 semester hours who have completed a certificate or a degree.	Percent of vocational concentrators who were program completers or graduated within the past 1 to 3 years who were followed up and placed in employment, advanced training, continued education or the military.	Percent of students who graduated from the University of Wyoming, were placed and retained in employment one year later.	Percent of students in underrepresented gender groups who participated in a nontraditional program in the reporting year.	Percent of students in underrepresented gender groups who completed a nontraditional program in the reporting year
2001-2002 Levels	94.00 %	44.30 %	72.10 %	63.80 %	82.70 %	9.60 %	12.30 %
2001-2002 Results	93.02 %	56.63 %	54.08 %	>95.00 %	75.05 %	19.32 %	19.39 %
Gender - Results							
Male	89.36 %	55.80 %	48.49 %	>95.00 %	74.86 %	17.62 %	18.82 %
Female	94.76 %	57.22 %	57.45 %	>95.00 %	74.83 %	20.45 %	19.72 %
Ethnicity - Results							
American Indian	85.63 %	47.73 %	41.18 %	75.00 %	68.75 %	28.00 %	33.33 %
Asian	>95.00 %	76.47 %	66.67 %	NP	>95.00 %	14.29 %	20.00 %
Black	>95.00 %	81.25 %	50.00 %	>95.00 %	85.71 %	<10.00 %	<10.00 %
Hispanic	84.26 %	67.80 %	51.85 %	>95.00 %	68.57 %	32.26 %	23.08 %
White	92.12 %	59.52 %	54.97 %	>95.00 %	75.29 %	21.25 %	21.54 %
Other	>95.00 %	43.72 %	52.20 %	>95.00 %	71.43 %	13.06 %	12.50 %
Special Populations - Results							
Individuals With Disabilities	93.99 %	47.52 %	54.72 %	>95.00 %	72.22 %	26.19 %	27.78 %
Economically Disadvantaged	>95.00 %	53.28 %	53.33 %	>95.00 %	68.40 %	28.99 %	29.93 %
Nontraditional	94.15 %	72.73 %	73.96 %	>95.00 %	73.81 %	>95.00 %	>95.00 %
Single Parents	>95.00 %	64.93 %	66.25 %	>95.00 %	66.67 %	36.36 %	34.69 %
Displaced Homemakers	>95.00 %	51.72 %	81.25 %	>95.00 %	>95.00 %	50.00 %	30.00 %
Other Educational Barriers	>95.00 %	67.38 %	81.97 %	>95.00 %	<10.00 %	28.81 %	25.93 %
Limited English Proficient	>95.00 %	76.47 %	80.00 %	>95.00 %	>95.00 %	50.00 %	57.14 %
Tech-Prep	>95.00 %	57.14 %	55.17 %	>95.00 %	69.12 %	41.18 %	38.10 %

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Attachment A for states’ definitions.

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Glossary of Terms

Below are the statutory definitions for each of the special populations for which states are required to provide data.

DISPLACED HOMEMAKER

The term 'displaced homemaker' means an individual who--

(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;

(ii) has been dependent on the income of another family member but is no longer supported by that income; or

(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and

(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY

The term 'individual with limited English proficiency' means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and--

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment in which a language other than English is the dominant language.

INDIVIDUAL WITH A DISABILITY

(A) in general the term 'individual with a disability' means an individual with any disability [as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)].

(B) the term 'individuals with disabilities' means more than one individual with a disability.

NONTRADITIONAL TRAINING AND EMPLOYMENT

The term 'nontraditional training and employment' means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than twenty-five percent of the individuals employed in each such occupation or field of work.

TECH-PREP PROGRAM

The term 'tech-prep program' means a program of study that--

(A) combines at least two years of secondary education (as determined under state law) and two years of postsecondary education in a non-duplicative sequential course of study;

(B) strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction;

(C) provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;

(D) builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and

(E) leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.