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U.S. Department of Education

***Carl D. Perkins
Career and Technical
Education Act of 2006***

Report to Congress on State Performance
Program Year 2008–09

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Career and Technical
Education Act of 2006*

**Report to Congress on State Performance
Program Year 2008–09**

U.S. Department of Education
Office of Vocational and Adult Education
Division of Academic and Technical Education

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U.S. Department of Education

Arne Duncan

Secretary

Office of Vocational and Adult Education

Brenda Dann-Messier

Assistant Secretary

Division of Academic and Technical Education

Sharon Lee Miller

Director

June 2012

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Abbreviations

<i>ADA</i>	<i>Americans with Disabilities Act of 1990</i>
AYP	adequate yearly progress
CAR	Consolidated Annual Report
CTE	career and technical education
core indicators	core indicators of performance
Department	U.S. Department of Education
DQI	Data Quality Institute
EDEN	Education Data Exchange Network
<i>ESEA</i>	<i>Elementary and Secondary Education Act of 1965</i> , as amended
<i>FERPA</i>	<i>Family Education Rights and Privacy Act</i>
FY	fiscal year
GAO	Government Accountability Office
GED	General Education Development (test and credential)
GPA	grade point average

<i>IDEA</i>	<i>Individuals with Disabilities Education Act</i>
LEA	local educational agency
NASDCTEc	National Association of State Directors of Career Technical Education Consortium
NATPL	National Association for Tech Prep Leadership
<i>NCLB</i>	<i>No Child Left Behind Act of 2001</i>
NA	data not applicable
NE	state reported no enrollment
NP	state provided no data
NSWG	Next Steps Work Group
OMB	Office of Management and Budget
OVAE	Office of Vocational and Adult Education
PCRN	Peer Collaborative Resource Network
<i>Perkins I</i>	<i>Carl D. Perkins Vocational Education Act</i>
<i>Perkins II</i>	<i>Carl D. Perkins Vocational and Applied Technology Education Act</i>
<i>Perkins III</i>	<i>Carl D. Perkins Vocational and Technical Education Act of 1998</i>
<i>Perkins IV</i>	<i>Carl D. Perkins Career and Technical Education Act of 2006</i>
PIN	personal identification number
PNO	state reported program not offered
PY	program year

Executive Summary

The *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* requires, in Sec. 113(c)(5)(C), that the secretary of education provide the appropriate committees of Congress copies of annual reports received by the U.S. Department of Education (Department), Office of Vocational and Adult Education (OVAE), from each eligible agency that receives an allotment¹ under Title I (Career and Technical Education [CTE]² Assistance to the States³) of *Perkins IV*. Sec. 113(c)(5)(A) of *Perkins IV* further requires the secretary to make the information contained in such reports available to the general public through a variety of formats, including electronically through the Internet. The Department is meeting this requirement by providing the data in (1) digital formats on discs and on the OVAE website at <http://www.ed.gov/about/reports/annual/otherplanrpts.html#perkins> and (2) in hard copy text format, on request.

¹ The United States Virgin Islands received its allotted *Perkins IV* funds consolidated with funds allotted under other formula grant programs and used some of the funds in the consolidated grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, funds with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

² The term “career and technical education” (CTE) in Sec. 3(5) of *Perkins IV* means “organized educational activities that—(A) offer a sequence of courses that—(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

³ The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

Perkins IV requires states to report to the Department each year on their progress in achieving their adjusted performance levels⁴—negotiated with and approved by the Department—on the core indicators of performance (core indicators) described in Sec. 113(b)(2)(A) and (B) of *Perkins IV*.⁵ The *Perkins IV*, Sec. 113(b)(2)(A), core indicators for CTE students at the secondary level include measures of each of the following:

- “(i) Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act.
- (ii) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.
- (iii) Student rates of attainment of each of the following:
 - (I) A secondary school diploma.
 - (II) A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities).
 - (III) A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma).
- (iv) Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965).
- (v) Student placement in postsecondary education or advanced training, in military service, or in employment.
- (vi) Student participation in and completion of career and technical education programs that lead to nontraditional fields.”

⁴ Performance levels for the *Perkins IV* Sec. 113(b) core indicators are referred to as “adjusted” after a state and the Department have negotiated and reached agreement on them per the requirements in Sec. 113(b)(3) of *Perkins IV*.

⁵ The core indicators of performance described in Sec. 113(b)(2)(A) and (B) of *Perkins IV* are hereinafter referred to as the “*Perkins IV* Sec. 113(b) core indicators.”

The *Perkins IV* Sec. 113(b)(2)(B) core indicators for CTE students at the postsecondary level include, at a minimum, measure of each of the following:

- “(i) Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.
- (ii) Student attainment of an industry-recognized credential, a certificate, or a degree.
- (iii) Student retention in postsecondary education or transfer to a baccalaureate degree program.
- (iv) Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high-demand occupations or professions.
- (v) Student participation in, and completion of, career and technical education programs that lead to employment in nontraditional fields.”

Some states operate separate adult-level programs that are not included in community college settings. Six states—Florida, Louisiana, Ohio, Oklahoma, Rhode Island, and Tennessee—negotiate separate performance levels and report data for their adult-level CTE students using the *Perkins IV* Sec. 113(b)(2)(B) postsecondary core indicators.

For data collection and reporting purposes, the Department divides the *Perkins IV* Sec. 113(b) core indicators into eight core indicators at the secondary level and six core indicators at the postsecondary level. The Department labels the *Perkins IV* Sec. 113(b) core indicators as shown in table ES-1.⁶ Program year (PY)⁷ 2008–09 (which corresponds to funds appropriated for federal fiscal year [FY] 2008), the second PY of *Perkins IV*,⁸ was the first year of a five-year plan, submitted to the secretary, pursuant to Sec. 122(a)(1) of *Perkins IV* and was required by the secretary to report student data on all the indicators of performance under Sec. 113(b) of *Perkins IV*.⁹ Each state defines CTE students as CTE

⁶ The eight secondary core indicators reflect the language of Sec. 113(b)(2)(A) of *Perkins IV*, and the six postsecondary core indicators reflect the language of Sec. 113(b)(2)(B) of *Perkins IV*.

⁷ The PY generally operates July 1–June 30.

⁸ PY 2008–09, the second PY of *Perkins IV*, also is referred to as “PY two” of *Perkins IV*.

⁹ For PY year one of *Perkins IV*, PY 2007–08, each state submitted a one-year transition plan pursuant to secs. 4 and 122(a)(1) of *Perkins IV*. Each state was required by the secretary to report only on the student performance data on the indicators related to student performance under the *Elementary and Secondary Education Act (ESEA)*, specifically, the *Perkins IV* Sec. 113(b) indicators related to academic attainment and student graduation.

participants¹⁰ and CTE concentrators,¹¹ and annually submits CTE student data to the Department¹² based on its definitions of CTE concentrators and CTE participants.

Table ES-1. Perkins IV Sec. 113(b) core indicators for career and technical education students* at secondary and postsecondary levels	
Perkins IV Sec. 113(b)(2)(A) Secondary core indicators	Perkins IV Sec. 113(b)(2)(B) Postsecondary core indicators
Academic attainment—reading/language arts	Technical skill attainment
Academic attainment—mathematics	Credential, certificate, or degree
Technical skill attainment	Student retention or transfer
Secondary school completion	Student placement
Student graduation rates	Nontraditional participation
Secondary placement	Nontraditional completion
Nontraditional participation	
Nontraditional completion	

* Each state reports data on CTE students based on the state’s definitions of CTE concentrators or CTE participants. See Appendix C, table C-1, for each state’s definition of CTE concentrator and table C-2 for each state’s definition of CTE participant.

Notes: Perkins IV means the Carl D. Perkins Career and Technical Education Act of 2006. PY 2008–09, the second PY of Perkins IV, is the first year states are required to report on all of the indicators of performance under Sec. 113(b) of Perkins IV.

Sec. 113(c)(2)(A) of Perkins IV further requires states to provide disaggregated data on the progress of CTE students in each of the special population categories¹³ listed in Sec. 3(29) of Perkins IV¹⁴ and in each of the student categories listed in Sec. 1111(h)(1)(C)(i) of ESEA.¹⁵

¹⁰ Although the definitions of CTE participants vary among states, most states define CTE participants as students who have completed one CTE course at the secondary level or one credit at the postsecondary level. See Appendix C, table C-2, for each state’s definition of CTE participant.

¹¹ Although definitions of CTE concentrators vary among states, most states define CTE concentrators as those who have completed three courses at the secondary level and 12 credits at the postsecondary level. See Appendix C, table C-1, in for each state’s definition of CTE concentrator.

¹² See Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), at <http://cte.ed.gov/perkinsimplementation/nrg.cfm>

¹³ See the Glossary of Terms in this report for the definitions of each special population category.

¹⁴ Sec. 3(29) of Perkins IV defines the term “special populations” as meaning—“(A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with limited English proficiency.”

¹⁵ Sec. 1111(h)(1)(C)(i) of ESEA requires that “The State shall include in its annual State report card—(i) information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged).”

To avoid states reporting duplicative data, the secretary requires states to disaggregate data only in the following categories:¹⁶

- Race/ethnicity;
- Gender;
- Individuals with disabilities (American with Disabilities Act of 1990 [ADA]);
- Individuals with disabilities (*ESEA* and the *Individuals with Disabilities Education Act [IDEA]*; secondary level only);
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for nontraditional fields;
- Single parents, including single pregnant women;
- Displaced homemakers;
- Individuals with limited English proficiency; and
- Migrant students (secondary level only).

Sec. 205 of Title II of *Perkins IV* (Tech Prep¹⁷ Education) requires states¹⁸ that do not consolidate all of their *Perkins IV* funds¹⁹ for purposes authorized under Sec. 203(c) of *Perkins IV* to report to the secretary on the effectiveness of their tech prep programs. Therefore, the secretary requires each of such states to report disaggregated data for its tech prep concentrators for each of the *Perkins IV* Sec. 113(b) core indicators separately in addition to the 11 other indicators of performance listed in Sec. 203(e) of *Perkins IV*.²⁰ For data collection and reporting purposes, the Department divides *Perkins IV* Sec. 203(e) indicators of performance into six indicators of performance at the secondary level and five

¹⁶ The categories in which states must report disaggregated data reflect the requirement of Sec. 113(c)(3) of *Perkins IV* that the secretary ensures that states do not report duplicative data under Sec. 113(c) of *Perkins IV*.

¹⁷ The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*. Sec. 203(c)(2)(A) and (B) of *Perkins IV* indicates that a tech prep program, among other things, shall consist of a program of study that combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study, or an apprenticeship program of not less than two years following secondary education instruction and that integrates academic with career and technical education.

¹⁸ Except for the United States Virgin Islands, the outlying areas are not eligible for Title II tech prep allotments under secs. 111(a) and 201(a) of *Perkins IV*.

¹⁹ Sec. 202(a) of *Perkins IV* enables states to consolidate all or a portion of their *Perkins IV*, Title II, funds with their *Perkins IV*, Title I, funds, but Sec. 202(c) of *Perkins IV* requires a state to consider its consolidated funds as if these funds were allotted under Title I of *Perkins IV* and to distribute these funds in accordance with the within-state allocations as required by Sec. 112 of *Perkins IV*.

²⁰ The 11 indicators of performance listed in Sec. 203(e) of *Perkins IV* are hereinafter referred to as the “*Perkins IV* Sec. 203(e) indicators of performance.”

indicators of performance at the postsecondary level.²¹ The Department labels the *Perkins IV* Sec. 203(e) indicators of performance as shown in table ES-2. Data for PY 2008–09, the first year of each state’s five-year plan, were submitted to the secretary, pursuant to Sec. 122(a)(1) of *Perkins IV*.

Table ES-2. *Perkins IV* Sec. 203(e) indicators of performance for tech prep^a students^b at secondary and postsecondary levels

<i>Perkins IV</i> Sec. 203(e) Secondary indicators of performance	<i>Perkins IV</i> Sec. 203(e) Postsecondary indicators of performance
Number of students served	Number of students served
Postsecondary enrollment	Placement in related field of employment
Postsecondary enrollment in same field or major	Completion of state- or industry-recognized certificate or licensure
Completion of state ^c or industry-recognized certificate or licensure	Completion of two-year degree or certificate
Completion of postsecondary course offering postsecondary credits	Completion of baccalaureate degree program
Enrollment in remedial courses in postsecondary education	

^a The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program. Sec. 203(c)(2)(A) and (B) of *Perkins IV* indicates that a tech prep program, among other things, shall consist of a program of study that combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study, or an apprenticeship program of not less than two years following secondary education instruction and that integrates academic with career and technical education.

^b A tech prep student is identified by the same set of criteria (Appendix C, table C-1) as a CTE concentrator and is in a tech prep program.

^c The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau. However, under secs. 111(a) and (d) and 201(a) of *Perkins IV*, the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands are eligible for tech prep allotments, but a state does not have to report data on the Section 203(e) indicators if the state consolidates all of its Title II funds with its Title I funds as permitted by Sec. 202(a) of *Perkins IV*.

Notes: *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. PY 2008–09, program year two of *Perkins IV*, is the first year states are required to report on all of the indicators of performance under Sec. 113(b) of *Perkins IV*.

This report is the Department’s second annual report to Congress under *Perkins IV*. It presents data that states submitted to the Department for PY 2008–09. State directors were required to attest to the accuracy and completeness of their data by signing their data submissions. State directors who submitted their data electronically to the Department attested to the accuracy and completeness of their data using an electronic personal identification number (PIN).

²¹ The six secondary core indicators reflect the language of Sec. 203(e)(1)(A) and (B) of *Perkins IV*, and the five postsecondary core indicators reflect the language of Sec. 203(e)(1)(A) and (C) of *Perkins IV*.

For PY 2008–09,²² each state, operating under the first year of its five-year plan pursuant to Sec. 122(a)(1) of *Perkins IV*, was required by the secretary to report the following, as instructed in the Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09²³—

- Enrollment data for CTE participants²⁴ in CTE programs, including disaggregated data for CTE students by gender, race/ethnicity, and special population and other student categories.
- Enrollment data for CTE students in CTE programs, including disaggregated data for CTE concentrators²⁵ by gender, educational level, and the career clusters²⁶ recognized by the Department.
- Enrollment data for CTE participants in tech prep programs funded under Title II of *Perkins IV*, including disaggregated data for CTE students by gender, race/ethnicity, and special population and other student categories, and participation in a tech prep program if the state implemented such a program under *Perkins IV*, Title II, tech prep.
- Performance data for CTE concentrators on the *Perkins IV* Sec. 113(b)(2)(A) and (B) core indicators.

Among the highlights of this report are the following:

- **States reported a greater number of students as having participated in career and technical education courses in PY 2008–09 than in the previous program year.** Enrollment figures for PY 2008–09 reflect a 3 percent increase from the previous year.²⁷ The 2008–09 rate of participation is within 5 percent of the highest enrollment

²² For PY 2007–08, the first PY of *Perkins IV*, each state submitted a one-year transition plan pursuant to secs. 4 and 122(a)(1) of *Perkins IV* and was required by the secretary to report student performance data on the indicators related to CTE student performance under *ESEA*.

²³ When completing the CAR enrollment and accountability forms, a state must use its definitions for a CTE participant and CTE concentrator at the secondary and postsecondary levels. Unless otherwise specified, the data reported are for CTE concentrators.

²⁴ See Appendix C, table C-2, for each state's definition of CTE participant.

²⁵ See Appendix C, table C-1, for each state's definition of CTE concentrator.

²⁶ The Department recognizes career clusters in the National Career Clusters Framework (<http://www.careertech.org/career-clusters/glance/clusters.html>). Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require.

²⁷ The data reported reflects students identified by each state as CTE participants. Although the definitions of CTE participants vary among states, most states define CTE participants as students who have completed one CTE course at the secondary level or one credit at the postsecondary level (see Appendix C, table C-2, for each state's definition of CTE participants). The remaining data reported on CTE students in this section refers to CTE concentrators. Although definitions of CTE concentrators vary among states, most states define CTE concentrators are those who have completed three courses at the secondary level and 12 credits at the postsecondary level (see Appendix C, table C-1, for each state's definition of CTE concentrators).

(PY 2006–07) in the past seven years (PY 2002–2009) of *Perkins III*²⁸ and *Perkins IV* implementation.

- **Ninety-six percent, or 50 of the 52 states²⁹ that reported data on statewide and CTE graduation rates, reported increased graduation rates for career and technical education students compared to all students who graduate from public high school with a regular diploma or GED.³⁰**
- **Secondary career and technical education student enrollment increased 12 percent in PY 2008–09, when compared to PY 2007–08.**
- **Postsecondary career and technical education student enrollment increased 10 percent in PY 2008–09, when compared to PY 2007–08.³¹**
- **Adult³² career and technical education student enrollment increased in excess of 8 percent in PY 2008–09, when compared to PY 2007–08.**
- **Ninety-three percent, or 50 of the 54 states³³ that reported data on secondary technical skill attainment, met or exceeded their performance levels.**

²⁸ The *Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)*.

²⁹ Only the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico are required to report on academic achievement and general statewide graduation rates under *ESEA* to the Office of Elementary and Secondary Education in the Education Data Exchange Network (EDEN). The 52 states reporting statewide graduation rates, therefore, include the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

³⁰ For general information related to states' secondary performance levels for the *Perkins IV* Sec. 113(b) core indicators, see figures 6 through 8 and tables 8 and 9 of this report and the related information for each of the figures and tables. For specific data for each state, see Appendix E of this report.

³¹ For general information related to states' postsecondary performance levels for the *Perkins IV* Sec. 113(b) core indicators, see figures 9 and 10 and table 10 of this report and the related information for each of the figures and the table. For specific data for each state, see Appendix E of this report.

³² Florida, Louisiana, Ohio, Oklahoma, Rhode Island, and Tennessee provided performance levels and report data for their adult-level CTE concentrators using the *Perkins IV* Sec. 113(b)(2)(B) postsecondary core indicators and performance levels.

³³ The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and the Republic of Palau—were required to report data on the *Perkins IV* Sec. 113(b) core indicators for PY 2008–09. The Republic of Palau did not submit data because it did not have a fully approved state plan. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education. Fifty-four states in this report refer to the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of the United States Virgin Islands and Guam.

- **Ninety-two percent, or 49 of the 53 states³⁴ that reported data on secondary student completion, met or exceeded their performance levels.**
- **Ninety-four percent, or 51 of the 54 states that reported data on postsecondary technical skill attainment, met or exceeded their performance levels.**
- **Eighty-seven percent, or 47 of the 54 states that reported data on postsecondary credentials, certificates, and degrees, met or exceeded their performance levels.**
- **Eighty-seven percent, or 47 of the 54 states that reported data on postsecondary student retention or transfer, met or exceeded their performance levels.**
- **Eighty-seven percent, or 47 of the 54 states that reported postsecondary student placement, met or exceeded their performance levels.**
- **Eighty percent, or 42 of 53 states, met or exceeded all of their secondary and postsecondary performance levels, by at least 90 percent.**

This report to Congress contains four sections. The introduction section describes the *Perkins IV* accountability requirements and describes efforts by the Department to help states establish valid and reliable measures, and rigorous performance levels for the *Perkins IV* Sec. 113(b) core indicators. The state performance data section discusses states' progress in meeting their performance levels for the required *Perkins IV* Sec. 113(b) core indicators for PY 2008–09. The data quality section discusses issues pertaining to the validity, quality, and comparability of states' *Perkins IV* performance data. The final section offers conclusions regarding the implementation of CTE under *Perkins IV*. Individual state data profiles are provided in Appendix E of this report.

³⁴ The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data on the *Perkins IV* Sec. 113(b) core indicators for PY 2008–09. The Republic of Palau did not submit data because it did not have a fully approved state plan. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education. Fifty-three states in this report refer to the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and the outlying area of the United States Virgin Islands.

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Introduction

A. Accountability for Results

The *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*, which was enacted on Aug. 12, 2006, is the principal source of federal funding to states³⁵ for the improvement of secondary and postsecondary career and technical education (CTE)³⁶ programs.³⁷ For program year (PY) 2008–09,³⁸ which was the second program year³⁹ under *Perkins IV* and which corresponds to the U.S. Department of Education’s (Department’s) fiscal year (FY) 2008 appropriation, Congress appropriated just over \$1.25 billion for *Perkins IV* programs, including approximately \$1.14 billion under Title I (Career and Technical

³⁵ The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

³⁶ The term “career and technical education” (CTE) in Sec. 3(5) of *Perkins IV* means, “organized educational activities that—(A) offer a sequence of courses that—(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

³⁷ The *Smith-Hughes Act of 1917* was the first authorization for the federal funding of vocational education (now called career and technical education). Subsequent legislation that authorized federal funding of career and technical education included: *The Vocational Act of 1963* and the *Carl D. Perkins Vocational and Education Act (Perkins I)*. *Perkins I* was reauthorized as the *Carl D. Perkins Vocational and Applied Technology Education Act (Perkins II)* in 1990, the *Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)*, and the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*.

³⁸ This report does not include data from the Republic of Palau. The republic of Palau does not have a fully approved state plan.

³⁹ The second program year under *Perkins IV* is also referred to as “PY two.”

Education Assistance to the States) of *Perkins IV*⁴⁰ and approximately \$102.98 million under Title II (Tech Prep⁴¹ Education) of *Perkins IV*.⁴² Sec. 202(a) of *Perkins IV* enables states to consolidate all or a portion of their *Perkins IV*, Title II, funds with their *Perkins IV*, Title I, funds and to use the consolidated funds for allowable purposes under Title I of *Perkins IV*. For PY 2008–09, 25 states chose to consolidate all *Perkins IV*, Title II, funds with their *Perkins IV*, Title I, funds, and one state chose to consolidate 75 percent of these funds.

Each state determines what share of its *Perkins IV*, Title I, funds should be allocated to secondary and postsecondary CTE programs in its state. Consistent with past years, for PY 2008–09, states allocated 61 percent of their funds to secondary CTE programs and 39 percent to postsecondary CTE programs. States distribute their *Perkins IV*, Title I, funds by statutory formula to local education agencies, area career and technical schools, community colleges, and other public or private nonprofit institutions that offer CTE programs that meet the requirements of *Perkins IV*. Table A-1 in Appendix A provides information on each state's *Perkins IV*, Title I, allotment corresponding to PY 2008–09, the year covered in this report.

States distribute their *Perkins IV*, Title II, tech prep funds, either competitively or by a formula each state devises, to local consortia comprising secondary entities, such as local education agencies, and postsecondary entities, such as institutions of higher education, as required by Sec. 203(a)(1) of *Perkins IV*. Local consortia also may include employers, business intermediaries, or labor organizations. Table A-2 provides information on each state's *Perkins IV*, Title II, allotment corresponding to PY 2008–09, the year covered in this report.

⁴⁰ Under Title I of *Perkins IV*, the Department made grants from FY 2008 funds to each of the 50 states; the District of Columbia; the Commonwealth of Puerto Rico; the United States Virgin Islands, which received its allotted *Perkins IV* funds consolidated with other formula grant programs and used some of the funds in the consolidated grant for *Perkins IV*, Title I purposes; and the two outlying areas of Guam and the Republic of Palau. The other two outlying areas of American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes other than CTE. The Republic of Palau does not have a fully approved *Perkins IV* state plan and has not submitted any data to the Department on the *Perkins IV* Sec. 113(b) core indicators.

⁴¹ The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program. Sec. 203(c)(2)(A) and (B) of *Perkins IV* indicates that a tech prep program, among other things, shall consist of a program of study that combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study, or an apprenticeship program of not less than two years following secondary education instruction and that integrates academic and career and technical education.

⁴² Under Title II of *Perkins IV*, the Department made 52 grants to each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. The United States Virgin Islands received its allotted *Perkins IV*, Title II, funds, which it consolidated with other formula grant programs but did not use any funds in its consolidated grant for *Perkins IV*, Title II, purposes. The other outlying areas of Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau are not eligible for a *Perkins IV*, Title II, tech prep allotment under secs. 111(a) and 201(a) of *Perkins IV*.

Consistent with the previous statute, the *Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)*, Congress made accountability for results a central focus of *Perkins IV*, refining the performance accountability requirements for states and local recipients of funds. These requirements were established “to assess the effectiveness of the state in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities,” pursuant to Sec. 113(a) of *Perkins IV*.

Perkins IV requires states to report to the Department each year on their progress in achieving their adjusted performance levels⁴³—negotiated with and approved by the Department—on the core indicators of performance (core indicators) described in Sec. 113(b)(2)(A) and (B) of *Perkins IV*.⁴⁴ The *Perkins IV* Sec. 113(b)(2)(A) core indicators for CTE students at the secondary level include measures of each of the following:

- “(i) Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965⁴⁵ and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act.
- (ii) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.
- (iii) Student rates of attainment of each of the following:
 - (I) A secondary school diploma.
 - (II) A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities).
 - (III) A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the state in conjunction with a secondary school diploma).

⁴³ Performance levels for the *Perkins IV* Sec. 113(b) core indicators are referred to as “adjusted” after a state and the Department have negotiated and reached agreement on them per the requirements in Sec. 113(b)(3) of *Perkins IV*.

⁴⁴ The core indicators of performance, described in Sec. 113(b)(2)(A) and (B) of *Perkins IV*, are hereinafter referred to as the “*Perkins IV* Sec. 113(b) core indicators.”

⁴⁵ The *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001 (NCLB)*, is hereinafter referred to as *ESEA*.

- (iv) Student graduation rates (as described in Section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965).
- (v) Student placement in postsecondary education or advanced training, in military service, or in employment.
- (vi) Student participation in and completion of career and technical education programs that lead to nontraditional fields.”

The *Perkins IV* Sec. 113(b)(2)(B) core indicators for CTE students at the postsecondary level include, at a minimum, measures on each of the following:

- “(i) Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.
- (ii) Student attainment of an industry-recognized credential, a certificate, or a degree.
- (iii) Student retention in postsecondary education or transfer to a baccalaureate degree program.
- (iv) Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- (v) Student participation in, and completion of, career and technical education programs that lead to employment in nontraditional fields.”

Some states operate separate adult-level programs that are not included in community college settings. Six states—Florida, Louisiana, Ohio, Oklahoma, Rhode Island, and Tennessee—provided performance levels and report data for their adult-level CTE students using the *Perkins IV* Sec. 113(b)(2)(B) postsecondary core indicators and performance levels.

For data collection and reporting purposes, the Department divides the *Perkins IV* Sec. 113(b) core indicators into eight core indicators at the secondary level and six core indicators at the postsecondary level. The Department labels the *Perkins IV* Sec. 113(b) core indicators as shown in table 1.⁴⁶ For PY 2008–09, each state was required by the secretary to report student data on each of the *Perkins IV* indicators of performance. The student data are reported by each state per the instructions in the Consolidated Annual Report (CAR) for

⁴⁶ The eight secondary core indicators reflect the language of Sec. 113(b)(2)(A) of *Perkins IV*, and the six postsecondary core indicators reflect the language of Sec. 113(b)(2)(B) of *Perkins IV*.

the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09.⁴⁷ PY 2008–09 was the first year of each state’s five-year plan, submitted to the secretary, pursuant to Sec. 122(a)(1) of *Perkins IV*.

Table 1. Perkins IV Sec. 113(b) core indicators for career and technical education students* at secondary and postsecondary levels	
Perkins IV Sec. 113(b)(2)(A) Secondary core indicators	Perkins IV Sec. 113(b)(2)(B) Postsecondary core indicators
Academic attainment—reading/language arts	Technical skill attainment
Academic attainment—mathematics	Credential, certificate, or degree
Technical skill attainment	Student retention or transfer
Secondary school completion	Student placement
Student graduation rates	Nontraditional participation
Secondary placement	Nontraditional completion
Nontraditional participation	
Nontraditional completion	

* Each state reports data on CTE students based on their definitions of CTE concentrators or CTE participants. See Appendix C, table C-1, for each state’s definition of CTE concentrator and table C-2 for each state’s definition of CTE participant.

Notes: *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. PY 2008–09, program year two of *Perkins IV*, is the first year states are required to report on all of the indicators of performance under Sec. 113(b) of *Perkins IV*.

Sec. 113(c)(2) of *Perkins IV* also requires states to provide disaggregated data on the progress of CTE students on each indicator of performance in each of the special population categories⁴⁸ listed in Sec. 3(29) of *Perkins IV*⁴⁹ and in each of the categories listed in Sec. 1111(h)(1)(C)(i) of *ESEA*.⁵⁰ To avoid states reporting duplicative data, the secretary requires states to disaggregate data only in the following categories:⁵¹

⁴⁷ When completing the CAR enrollment and accountability forms, a state must use its definitions for a CTE participant and CTE concentrator at the secondary and postsecondary levels. Unless otherwise specified, the data reported are for CTE concentrators.

⁴⁸ See the Glossary of Terms in this report for definitions of each special population category.

⁴⁹ Sec. 3(29) of *Perkins IV* defines the term “special populations” as meaning—“(A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with limited English proficiency.”

⁵⁰ Sec. 1111(h)(1)(C)(i) of *ESEA* requires that “The State shall include in its annual State report card—(i) information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged).”

⁵¹ The categories in which states must report disaggregated data reflect the requirement of Sec. 113(c)(3) of *Perkins IV* that the secretary ensures that states do not report duplicative data under Sec. 113(c) of *Perkins IV*.

- Race/ethnicity;
- Gender;
- Individuals with disabilities (American with Disabilities Act of 1990 [ADA]);
- Individuals with disabilities (*ESEA* and the *Individuals with Disabilities Education Act [IDEA]*) (secondary level only);
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for nontraditional fields;
- Single parents, including single pregnant women;
- Displaced homemakers;
- Individuals with limited English proficiency; and
- Migrant students (secondary level only).

Sec. 205 of Title II of *Perkins IV* (Tech Prep⁵² Education) requires states⁵³ that do not consolidate all of their *Perkins IV* funds⁵⁴ for purposes authorized under Sec. 203(c) of *Perkins IV* to report to the secretary on the effectiveness of their tech prep programs. Therefore, the secretary requires each of such states to report disaggregated data for tech prep students by each of the *Perkins IV* Sec. 113(b) core indicators separately in addition to the 11 other indicators of performance listed in Sec. 203(e) of *Perkins IV*.⁵⁵ For data collection and reporting purposes, the Department divides *Perkins IV* Sec. 203(e) indicators of performance into six indicators of performance at the secondary level and five indicators of performance at the postsecondary level. The Department labels the *Perkins IV* Sec. 203(e) indicators of performance as shown in table 2.⁵⁶ For PY 2008–09, each state was

⁵² The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*. Sec. 203(c)(2)(A) and (B) of *Perkins IV* indicates that a tech prep program, among other things, shall consist of a program of study that combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study, or an apprenticeship program of not less than two years following secondary education instruction and that integrates academic and career and technical education.

⁵³ Except for the United States Virgin Islands, the outlying areas are not eligible for Title II, tech prep allotments under secs. 111(a) and 201(a) of *Perkins IV*.

⁵⁴ Sec. 202(a) of *Perkins IV* enables states to consolidate all or a portion of their *Perkins IV*, Title II, funds with their *Perkins IV*, Title I, funds, but Sec. 202(c) of *Perkins IV* requires a state to consider its consolidated funds as if these funds were allotted under Title I of *Perkins IV* and to distribute these funds in accordance with the within-state allocations as required by Sec. 112 of *Perkins IV*.

⁵⁵ The 11 indicators of performance listed in Sec. 203(e) of *Perkins IV* are hereinafter referred to as the “*Perkins IV* Sec. 203(e) indicators of performance.”

⁵⁶ The six secondary core indicators reflect the language of Sec. 203(e)(1)(A) and (B) of *Perkins IV*, and the five postsecondary core indicators reflect the language of Sec. 203(e)(1)(A) and (C) of *Perkins IV*.

required by the secretary to report student data on each of the *Perkins IV* Sec. 203(e) indicators of performance.

Table 2. *Perkins IV* Sec. 203(e) indicators of performance for tech prep^a students^b at secondary and postsecondary levels

<i>Perkins IV</i> Sec. 203(e) Secondary indicators of performance	<i>Perkins IV</i> Sec. 203(e) Postsecondary indicators of performance
Number of students served	Number of students served
Postsecondary enrollment	Placement in related field of employment
Postsecondary enrollment in same field or major	Completion of state- or industry-recognized certificate or licensure
Completion of state ^c or industry-recognized certificate or licensure	Completion of two-year degree or certificate
Completion of postsecondary course offering postsecondary credits	Completion of baccalaureate degree program
Enrollment in remedial courses in postsecondary education	

^a The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program. Sec. 203(c)(2)(A) and (B) of *Perkins IV* indicates that a tech prep program, among other things, shall consist of a program of study that combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study, or an apprenticeship program of not less than two years following secondary education instruction and that integrates academic and career and technical education.

^b A tech prep student is identified by the same set of criteria (Appendix C, table C-1) as a CTE concentrator and is in a tech prep program.

^c The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau. However, under secs. 111(a) and (d) and 201(a) of *Perkins IV*, the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands are eligible for tech prep allotments, but a state does not have to report data on the Section 203(e) indicators if the state consolidates all of its Title II funds with its Title I funds as permitted by Sec. 202(a) of *Perkins IV*.

Notes: *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. PY 2008–09, program year two of *Perkins IV*, is the first year states are required to report on all of the indicators of performance under Sec. 113(b) of *Perkins IV*.

Consistent with the Department’s Oct. 19, 2007, memorandum titled “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data” (see 72 *Federal Register* 59266), for PY 2008–09, states could report data disaggregated by race/ethnicity using one of three classification systems:

- “The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)” that was issued by the Office of Management and Budget (OMB) in 1977;

- The “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997; or
- Any additional or combined category that a state uses for *ESEA* as approved in its Consolidated State Accountability Worksheet.

All states must complete implementation of the 1997 classification system, as modified by categories approved under *ESEA*, by the fall of 2010 for PY 2010–11.

B. Establishing Measures and Setting Performance Levels

Perkins IV allows states, with input from their eligible recipients, to establish their measures solely for the *Perkins IV* Sec. 113(b) core indicators—except for the *ESEA* indicators in Sec. 113(b)(2)(A)(i) and (iv) that are based on *ESEA* data for which *Perkins IV* requires states to use their standards, assessments, and graduation rates under Title I of *ESEA* as measures of academic achievement and graduation rates of CTE students. Although states may solely establish their measures for the *Perkins IV* Sec. 113(b) core indicators, Sec. 122(e)(1) of *Perkins IV* allows the secretary to disapprove a state plan if it does not meet the requirements of *Perkins IV*, including the requirement in Sec. 113(b)(2)(A) and (B) of *Perkins IV* that states identify core indicators at the secondary and postsecondary levels that are valid and reliable. States also identify, as part of their measures, the student populations on which they will report performance data. These populations are referred to as CTE participants⁵⁷ and CTE concentrators.⁵⁸ Therefore, the data in this report specifies whether the data relate to CTE participants or CTE concentrators.

While this statutory flexibility has enabled states to meet their individual CTE program needs, it has produced inconsistencies among states in how student populations are defined and has enabled many states to use alternate measures, particularly for academic attainment and technical skills attainment. As a result, the Department has been unable to make uniform comparisons of student performance across states or track the performance of students over time.⁵⁹

⁵⁷ See Appendix C, table C-2, for each state’s definition of CTE participant.

⁵⁸ See Appendix C, table C-1, for each state’s definition of CTE concentrator.

⁵⁹ See the Data Quality Issues section of this report for additional information regarding this CTE student comparison issue.

To promote valid, reliable, and more comparable definitions of CTE concentrators and performance measures among states, the Department issued nonregulatory guidance on March 13, 2007, with recommended student definitions of concentrators and measurement approaches for the *Perkins IV* Sec. 113(b) core indicators (see Appendix B).⁶⁰ Fifteen states adopted the secondary nonregulatory CTE concentrator definitions and 37 states adopted the postsecondary nonregulatory CTE concentrator definitions (see Appendix C, table C-1). The adoption of the nonregulatory measurement approaches for each of the *Perkins IV* Sec. 113(b)(2)(A) and (B) indicators of performance at the secondary and postsecondary levels varied from state to state (see Appendix B, table B-1).

Despite some notable differences among states that did not adopt definitions and measures in the Department's nonregulatory guidance,⁶¹ states have generally achieved greater validity, reliability, and comparability in their definitions and measures. The greatest differences remain for states' definitions for CTE concentrators at the secondary level and measures for the *Perkins IV* Sec. 113(b) core indicators of technical skill attainment at the secondary and postsecondary levels (see Appendix D, figures D-1 and D-2).

C. Efforts to Help States Build and Improve Their *Perkins* Accountability Systems

The Department undertook a variety of efforts during PY 2008–09 to help states develop and implement their *Perkins* accountability systems and meet their *Perkins IV* performance levels. Among the major activities was the 15th annual Data Quality Institute (DQI). The DQI provided state teams, comprising state CTE directors and their state and local accountability staff, with technical assistance on the core indicators of technical skills attainment at the secondary and postsecondary levels. The DQI was held Dec. 2–3, 2009, with 182 attendees from 51 states, including the District of Columbia, the United States Virgin Islands, and Guam.

In addition, the Department provided customized technical assistance to states on *Perkins IV* accountability issues. Six states—California, New Hampshire, Ohio, Rhode Island, Utah,

⁶⁰ See the March 13, 2007, Office of Vocational and Adult Education (OVAE) program memorandum titled, “Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*” at <http://www.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.pdf>.

⁶¹ For example, states might report data on entry into employment in the third quarter after exiting a program rather than the second quarter, as recommended in the Department's March 13, 2007, nonregulatory guidance (see Appendix B, table B-1).

and Vermont—and Guam requested technical assistance⁶² for PY 2008–09, bringing to 28 the total number that have received such assistance since it was first offered in 2005. Those that requested technical assistance in PY 2008–09 received Departmental assistance on a variety of issues, including ways to align their *Perkins IV* measures with the Department’s March 13, 2007, nonregulatory guidance; strategies to develop a state-approved, locally developed assessment system; and procedures for identifying and tracking students from secondary to postsecondary education in compliance with the *Family Education Rights and Privacy Act (FERPA)*.

The Department also hosted monthly Next Steps Work Group (NSWG) conference calls. The NSWG, comprising state CTE directors and their accountability staff, tackles common issues and challenges across states regarding *Perkins IV* accountability systems. Among the issues addressed during PY 2008–09 were validity and reliability standards for measurement approaches for the *Perkins IV* Sec. 113(b) core indicators, other than those contained in the Department’s March 13, 2007, nonregulatory guidance;⁶³ common measurement approaches for the *Perkins IV* Sec. 203(e) indicators of performance; and tracking students’ employment outcomes in compliance with *FERPA*.

The Department reviewed states’ *Perkins* accountability systems as part of its *Perkins IV* monitoring site visits. Among the issues addressed during these visits were: (1) policies and procedures states used to gather data from local grantees; (2) efforts states employed to use performance data in funding local grantees; (3) use of data to identify CTE program strengths and weaknesses as a basis for CTE program reform; and (4) procedures states used to ensure that data received from local grantees are accurate, reliable, and complete.

Finally, the Department upgraded its Peer Collaborative Resource Network (PCRN) website⁶⁴ by making available to the public the annual data that states provide to the Department. Through the PCRN website, individuals can run customized reports on the progress of states in achieving their performance levels on the *Perkins IV* Sec. 113(b) core indicators for all concentrators or by disaggregated categories of students. This information

⁶² States request technical assistance because they want to improve the performance of their CTE students and/or further develop one or more aspects of their *Perkins* accountability systems. For instance, the Department provided technical assistance to (1) the California Department of Education in developing strategies for identifying a way for local education agencies (LEAs) to collect technical skill attainment data that are stored electronically in their systems and then report them to the California Department of Education and (2) the Utah State Office of Education in developing strategies for improving access and reporting for the postsecondary measurement of technical skill attainment and acquiring complete and accurate data on students obtaining an industry-recognized credential, a certificate, or a degree.

⁶³ The Department’s March 13, 2007, nonregulatory guidance may be accessed on the Department’s website at <http://www.ed.gov/about/offices/list/ovae/pi/memoperkinsiv.html>.

⁶⁴ The Department’s Peer Collaborative Resource Network (PCRN) website is located at <http://cte.ed.gov>.

can help states benchmark their progress against other similar states and, in so doing, identify states with which they can share promising practices for improving the performance of CTE concentrators.

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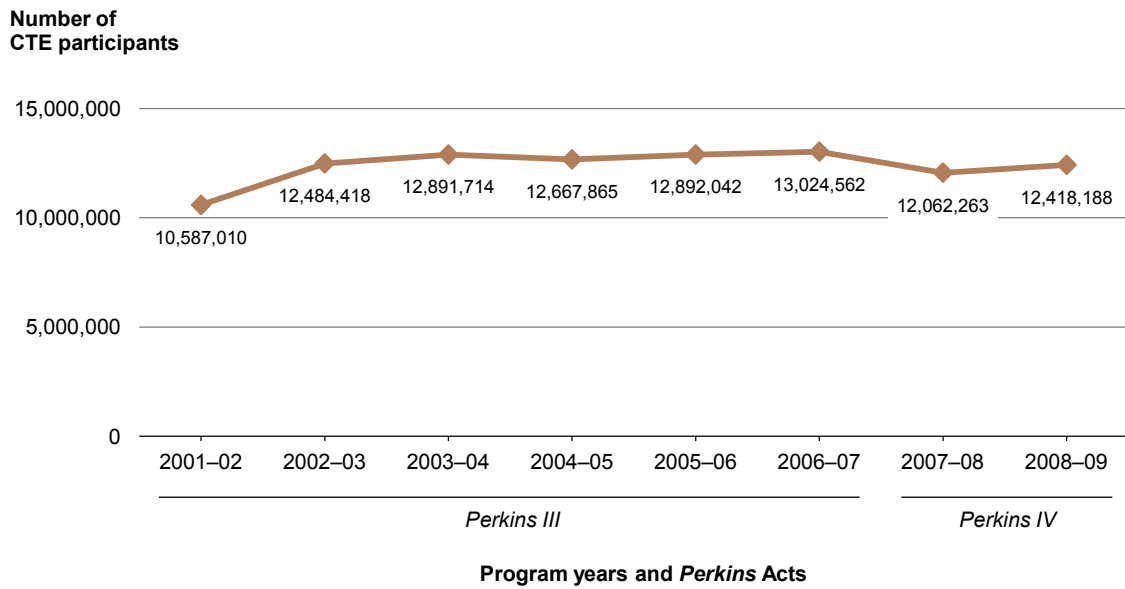
State Performance Data

A. Enrollment in Career and Technical Education Programs

States reported in PY 2008–09 that over 12 million students participated in secondary and postsecondary CTE programs, a slight increase (355,925) from PY 2007–08. The rate of participation is commensurate with the past seven years of *Perkins III* and *IV* implementation (figure 1). Participation is an unduplicated count of all students reported by each state as having taken one or more CTE courses at the secondary, postsecondary, and adult levels. These courses may or may not be funded with federal *Perkins IV* funds. It is important to note that participant⁶⁵ enrollment in this report differs from earlier (PY 2001–02 to PY 2007–08) reports to Congress in that tech prep students are not reported as a separate student population. The reporting of duplicated enrollment numbers resulted in higher totals in previous years. Figure 1 illustrates the corrected, unduplicated participant enrollment for PY 2001–02 to PY 2008–09. This figure shows the steady enrollment of CTE participants over time at above 12,000,000 secondary, postsecondary, and adult participants per year.

⁶⁵ The data reported reflects students identified by each state as CTE participants. Although the definitions of CTE participants vary among states, most states define CTE participants as students who have completed one CTE course at the secondary level or one credit at the postsecondary level (see Appendix C, table C-2, for each state's definition of CTE participants). The remaining data reported on CTE students, unless otherwise indicated, refers to CTE concentrators. Although definitions of CTE concentrators vary among states, most states define CTE concentrators as those who have completed three courses at the secondary level and 12 credits at the postsecondary level (see Appendix C, table C-1, for each state's definition of CTE concentrators).

Figure 1. Career and technical education participant* enrollment for program years 2001–02 to 2008–09



* See Appendix C, table C-2, for each state's definition of CTE participant.

Notes: *Perkins III* means the *Carl D. Perkins Career and Technical Education Act of 1998* and *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under Perkins IV for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The United States Virgin Islands received its allotted *Perkins IV* funds consolidated with funds allotted under other formula grant programs and used some of the funds in the consolidated grant for *Perkins IV*, Title I purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education. The data reported reflects students identified by each state as CTE participants. Although the definitions of CTE participants vary among states, most states define CTE participants as students who have completed one CTE course at the secondary level or one credit at the postsecondary level (see Appendix C, table C-2, for each state's definition of CTE participants).

Sources: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 1998* for PY 2001–2006 (OMB Number 1830-0503) and the Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2007–2009 (OMB Number 1830-0569).

Table 3 lists the enrollment data for the total CTE participants for PY 2007–08 and PY 2008–09 by state. Twenty-five states reported an increase in their secondary CTE participant enrollment, and 31 states reported such increases at the postsecondary level. Enrollment comparisons reveal that secondary CTE participation increased by 2.41 percent from the previous year, while postsecondary CTE participation increased by 3.82 percent.

Table 3. Enrollment comparison of CTE participants^a in CTE programs, for program years 2007–08 and 2008–09, by state^b

States ^b	Secondary			Postsecondary		
	PY 2007–08	PY 2008–09	Increase or decrease in enrollment	PY 2007–08	PY 2008–09	Increase or decrease in enrollment
Alabama	143,010	131,751	-7.87%	43,829	45,530	3.88%
Alaska	16,621	15,658	-5.79%	7,150	6,593	-7.79%
Arizona	125,102	104,804	-16.23%	152,221	217,309	42.76%
Arkansas	162,537	159,378	-1.94%	10,170	37,935	273.01%
California	1,069,455	1,155,358	8.03%	1,436,483	1,517,363	5.63%
Colorado	92,426	90,623	-1.95%	27,164	42,946	58.10%
Connecticut	111,015	104,109	-6.22%	27,829	28,212	1.38%
Delaware	19,158	25,328	32.21%	4,952	10,940	120.92%
District of Columbia	2,390	2,921	22.22%	183	4,046	2110.93%
Florida	103,351	436,982	322.81%	86,416	88,197	2.06%
Georgia	324,812	320,625	-1.29%	152,911	138,256	-9.58%
Guam	1,966	1,859	-5.44%	2,457	1,162	-52.71%
Hawaii	25,455	26,525	4.20%	8,344	9,142	9.56%
Idaho	85,240	86,955	2.01%	7,977	8,301	4.06%
Illinois	329,467	324,584	-1.48%	255,826	187,762	-26.61%
Indiana	86,120	88,178	2.39%	54,838	34,112	-37.79%
Iowa	132,501	121,900	-8.00%	42,789	42,684	-0.25%
Kansas	60,637	56,735	-6.44%	15,672	16,797	7.18%
Kentucky	145,772	141,281	-3.08%	31,090	30,083	-3.24%
Louisiana	132,814	140,670	5.92%	28,717	27,248	-5.12%
Maine	7,979	8,261	3.53%	5,757	6,304	9.50%
Maryland	128,582	107,615	-16.31%	56,987	57,243	0.45%
Massachusetts	59,829	58,552	-2.13%	48,134	48,830	1.45%
Michigan	121,615	130,446	7.26%	140,474	121,276	-13.67%
Minnesota	83,560	102,061	22.14%	31,372	57,483	83.23%
Mississippi	17,039	18,578	9.03%	8,740	8,182	-6.38%
Missouri	120,693	125,601	4.07%	57,361	46,147	-19.55%
Montana	11,035	11,696	5.99%	5,206	5,993	15.12%
Nebraska	89,982	84,693	-5.88%	41,788	41,551	-0.57%
Nevada	58,498	61,037	4.34%	31,104	33,851	8.83%
New Hampshire	13,250	10,688	-19.34%	14,478	8,218	-43.24%
New Jersey	109,078	108,266	-0.74%	49,849	73,394	47.23%
New Mexico	47,720	44,443	-6.87%	44,202	40,921	-7.42%
New York	124,456	127,047	2.08%	170,803	142,435	-16.61%
North Carolina	554,478	557,449	0.54%	128,604	130,203	1.24%
North Dakota	19,843	19,705	-0.70%	6,771	6,495	-4.08%
Ohio	137,961	127,085	-7.88%	100,522	105,725	5.18%
Oklahoma	114,309	112,982	-1.16%	75,712	31,415	-58.51%

See notes at end of table.

Table 3. Enrollment comparison of CTE participants^a in CTE programs, for program years 2007–08 and 2008–09, by state^b (continued)

States ^b	Secondary			Postsecondary		
	PY 2007–08	PY 2008–09	Increase or decrease in enrollment	PY 2007–08	PY 2008–09	Increase or decrease in enrollment
Oregon	34,974	96,504	175.93%	59,797	66,224	10.75%
Pennsylvania	31,366	68,472	118.30%	14,683	77,792	429.81%
Puerto Rico	10,924	10,305	-5.67%	NP	2,490	†
Republic of Palau ^c	NA	NA	NA	NA	NA	NA
Rhode Island	25,125	23,169	-7.79%	NP	2,551	†
South Carolina	173,451	192,261	10.84%	53,131	53,479	0.65%
South Dakota	25,582	30,992	21.15%	4,453	4,359	-2.11%
Tennessee	168,474	178,234	5.79%	17,121	26,916	57.21%
Texas	973,787	1,012,774	4.00%	238,342	233,366	-2.09%
United States Virgin Islands	NP	5,299	†	NP	396	†
Utah	90,842	90,469	-0.41%	37,591	51,748	37.66%
Vermont	5,625	5,697	1.28%	3,402	3,619	6.38%
Virginia	593,429	253,323	-57.31%	83,440	98,111	17.58%
Washington	299,048	295,746	-1.10%	205,906	211,272	2.61%
West Virginia	58,772	54,113	-7.93%	23,969	22,682	-5.37%
Wisconsin	91,230	93,348	2.32%	144,981	149,646	3.22%
Wyoming	22,544	14,524	-35.57%	16,463	18,071	9.77%
Total	7,594,929	7,777,659	†	4,318,161	4,483,006	†
Average	†	†	2.41%	†	†	3.82%

^a The data reported reflects students identified by each state as CTE participants. Although the definitions of CTE participants vary among states, most states define CTE participants as students who have completed one CTE course at the secondary level or one credit at the postsecondary level (see Appendix C, table C-2, for each state's definition of CTE participants).

^b The term "state" in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

^c Republic of Palau does not have a fully approved state plan under *Perkins IV* for PY 2008–09; therefore, the Republic of Palau did not report enrollment data for PY 2008–09.

Notes: † means no data are applicable to the cell. Negative percentages (shown in bold) indicate a decrease in secondary or postsecondary CTE participant enrollment in the state. NP means the data were not provided. CTE means career and technical education. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. PY means program year. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The United States Virgin Islands received its allotted *Perkins IV* funds consolidated with funds allotted under other formula grant programs and used some of the funds in the consolidated grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Table 4 presents states' CTE participant data by gender, race/ethnicity, and special populations and other student categories. These data include duplicated counts. For example, a student may be not only disabled but also economically disadvantaged, in addition to being either male or female and a member of a specified racial or ethnic group. Moreover, totals for disaggregated categories of gender and race/ethnicity in table 4 do not correspond to the total CTE participants in figure 1 because a few states did not submit disaggregated data for CTE participants in one or more categories.

States also reported in PY 2008–09 that in excess of 3 million secondary students and slightly less than 2 million postsecondary students concentrated in CTE (CTE concentrators⁶⁶) in one of 16 career cluster areas that are recognized by the Department and the National Association of State Directors of Career Technical Education Consortium (NASDCTEC).⁶⁷ The National Career Clusters Framework⁶⁸ is comprised of 16 Career Clusters and related Career Pathways to help students of all ages explore different career options and provides preparatory framework of instruction for college and career. Each career cluster represents a distinct grouping of occupations and industries of required knowledge and skills. Each state has the flexibility to define CTE concentrator. Appendix C, table C-1, of this report provides the definitions for CTE concentrator for each state.

⁶⁶ See Appendix C, table C-1, for each state's definition of CTE secondary and postsecondary concentrators.

⁶⁷ Founded in 1920, the National Association of State Directors of Career Technical Education Consortium (NASDCTEC) is the Washington, D.C.-based professional society of the state and territory agency heads responsible for career and technical education.

⁶⁸ The National Career Clusters Framework (<http://www.careertech.org/career-clusters/glance/clusters.html>).

Table 4. Enrollment of CTE participants^a in CTE programs, by disaggregated student categories, for program year 2008–09

Student characteristics	Disaggregated category	Secondary		Postsecondary		Adult	
		Number of students	Percent-age of students	Number of students	Percent-age of students	Number of students	Percent-age of students
Gender ^b	Male	4,124,774	53.03%	2,034,527	45.38%	78,730	49.98%
	Female	3,652,885	46.97%	2,448,479	54.62%	78,793	50.02%
Total^h		7,777,659	100.00%	4,483,006	100.00%	157,523	100.00%
Race/Ethnicity 1977 standards ^c	American Indian or Alaska Native	66,500	0.86%	29,527	0.66%	944	0.60%
	Asian or Pacific Islander	123,188	1.59%	81,900	1.83%	1,991	1.26%
	Black (not Hispanic)	1,019,050	13.11%	379,929	8.48%	25,547	16.17%
	Hispanic	875,601	11.27%	267,720	5.98%	16,767	10.61%
	White	2,971,859	38.24%	1,458,468	32.57%	80,201	50.76%
	Unknown	49,986	0.64%	132,509	2.96%	2,072	1.31%
Race/Ethnicity 1997 standards ^c	American Indian or Alaska Native	26,510	0.34%	26,403	0.59%	231	0.15%
	Asian	185,522	2.39%	250,481	5.59%	287	0.18%
	Black or African American	329,273	4.24%	215,852	4.82%	12,630	7.99%
	Hispanic/Latino	737,346	9.49%	502,774	11.23%	754	0.48%
	Native Hawaiian or Other Pacific Islander	33,128	0.43%	15,598	0.35%	29	0.02%
	White	1,312,307	16.89%	1,108,006	24.74%	16,485	10.43%
	Two or More Races	41,203	0.53%	9,034	0.20%	63	0.04%
Total^h (unduplicated count)		7,771,473	100.00%	4,478,201	100.00%	158,001	100.00%
Special populations and other student categories	Individuals with disabilities (ADA ^d)	NA ^e	†	155,613	4.82%	8,423	8.30%
	Individuals with disabilities (ESEA/IDEA)	860,149	15.35%	NA ^f	†	NA ^f	†
	Economically disadvantaged students	2,760,673	49.25%	1,393,245	43.14%	58,365	57.48%
	Single parents	38,280	0.68%	304,450	9.43%	12,117	11.93%
	Displaced homemakers	2,916	0.05%	98,609	3.05%	3,645	3.59%
	Limited English proficient	480,292	8.57%	190,299	5.89%	7,971	7.85%
	Migrant students	82,603	1.47%	NA ^g	†	NA ^g	†
	Students in nontraditional programs	1,380,424	24.63%	1,087,631	33.67%	11,017	10.85%
Total^h (duplicated count)		5,605,337	100.00%	3,229,847	100.00%	101,538	100.00%

^a The data reported reflects students identified by each state as CTE participants. Although the definitions of CTE participants vary among states, most States define CTE participants as students who have completed one CTE course at the secondary level or one credit at the postsecondary level (see Appendix C, table C-2, for each state's definition of CTE participants).

^b The totals for disaggregated categories of gender and race/ethnicity do not correspond to each other or to the total career and technical education (CTE) participants in figure 1 because a few states did not submit disaggregated data on CTE participants for one or more categories.

^c According to the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states were able in PY 2008–09 to report data disaggregated by race/ethnicity using three classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997; or (3) any additional or combined category that a state uses for the *Elementary and Secondary Education Act (ESEA)* as approved in its "Consolidated State Accountability Worksheet." See the Glossary of Race/Ethnicity Categories section in the Glossary of Terms of this report for the meaning of each racial/ethnic disaggregated category in this chart.

^d The *Americans with Disabilities Act of 1990 (ADA)* was amended by the *ADA Amendments Act of 2008* (Public Law 110-325), which became effective on Jan. 1, 2009.

^e Not applicable. While *ADA* is applicable to individuals with disabilities in secondary and postsecondary education, for reporting purposes, the states reported *ADA* data only for the postsecondary and adult populations.

Notes continued on next page.

Table 4. Enrollment of CTE participants^a in CTE programs, by disaggregated student categories, for program year 2008–09 (continued)

^f Not applicable. *ESEA* and the *Individuals with Disabilities Education Act (IDEA)* are applicable to only those students at the secondary level. “Individuals with disability” in *ESEA* refers to “disability status,” as used in Sec. 1111(h)(1)(C)(i) of *ESEA*, and refers to a “child with a disability,” which under Sec. 9101(5) of *ESEA* has the same meaning as the term is used in Sec. 602 of *IDEA*. The term an “individual with a disability” as defined in Sec. 602(3)(A) of *IDEA*, refers to a “child with a disability,” which means a child “(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as ‘emotional disturbance’), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services.”

^g Not applicable. The category “migrant students” is applicable only to students in the migrant status category under *ESEA* and, therefore, does not include students at the postsecondary and adult levels.

^h The sum of the totals for gender corresponds to the total for career and technical education participant enrollment for PY 2008–09 in figure 1. The totals for race/ethnicity standards, and special populations and other student categories are based on data and information reported by CTE students, and the sum of those totals do not correspond to the career and technical education participant enrollment for PY 2008–09 in figure 1.

Notes: † means no data are applicable to the cell. CTE means career and technical education. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. There is a variation of total value of the cells in the gender section compared with the total value of the cells in the race/ethnicity sections because a few states did not submit disaggregated data on CTE participants for one or more categories, including those related to race/ethnicity data and gender data. The percentage of students is by disaggregated category at the secondary, postsecondary, and adult levels. Therefore, the percentage totals are not summative horizontally.

The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The United States Virgin Islands received its allotted *Perkins IV* funds consolidated with funds allotted under other formula grant programs and used some of the funds in the consolidated grant for *Perkins IV*, Title I purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education. Florida, Louisiana, Ohio, Oklahoma, Rhode Island, and Tennessee provided performance levels and report data for their adult-level CTE concentrators using the *Perkins IV* Sec. 113(b)(2)(B) postsecondary core indicators.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Table 5 presents the percentage distribution of secondary and postsecondary concentrators in each of the 16 cluster areas. The three highest enrollment percentages for secondary CTE concentrators were in the following cluster areas: (1) business management and administration; (2) agriculture, food, and natural resources; and (3) human services. The three highest postsecondary enrollments were in the following cluster areas: (1) health science; (2) business management and administration; and (3) law, public safety, and security.

Table 5. Enrollment of CTE concentrators^a in CTE programs, by career cluster areas,^b for program year 2008–09

Career cluster areas	Secondary		Postsecondary	
	Number of concentrators	Percentage of CTE concentrators	Number of concentrators	Percentage of CTE concentrators
Agriculture, food, and natural resources	365,487	11.10%	29,454	1.54%
Architecture and construction	206,618	6.27%	121,705	6.36%
Arts, audio-visual technology, and communication	272,921	8.29%	74,189	3.87%
Business management and administration	512,304	15.56%	316,763	16.54%
Education and training	101,344	3.08%	132,446	6.92%
Finance	49,359	1.50%	17,153	0.90%
Government and public administration	18,863	0.57%	2,762	0.14%
Health science	260,430	7.91%	550,175	28.73%
Hospitality and tourism	128,769	3.91%	44,611	2.33%
Human services	358,968	10.90%	100,140	5.23%
Information technology	325,238	9.88%	110,784	5.79%
Law, public safety, and security	61,011	1.85%	153,527	8.02%
Manufacturing	153,761	4.67%	111,942	5.85%
Market sales and service	160,637	4.88%	40,202	2.10%
Science, technology, engineering, and mathematics	154,985	4.71%	41,574	2.17%
Transportation, distribution, and logistics	162,772	4.94%	67,309	3.52%
Total	3,293,467	100.00%	1,914,736	100.00%

^a See Appendix C, table C-1, for each state's definition of CTE concentrator.

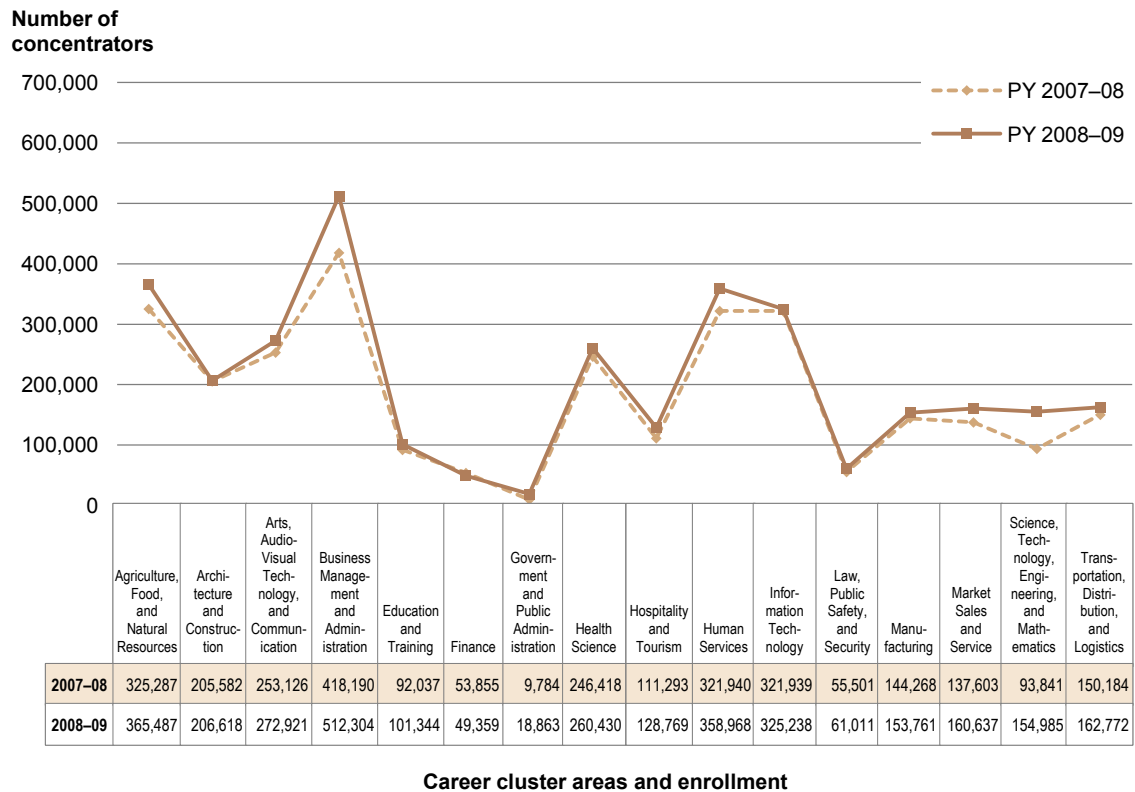
^b Based on the National Career Clusters Framework (<http://www.careertech.org/career-clusters/glance/clusters.html>). Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require.

Notes: CTE means career and technical education. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. The percentages in the boxed cells indicate the career cluster areas with the three highest enrollment percentages for secondary and postsecondary CTE concentrators. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Figure 2 illustrates the changes in participation of CTE concentrators from PY 2007–08 to PY 2008–09 at the secondary level.

Figure 2. Enrollment comparison of secondary CTE concentrators^a in CTE programs, by career cluster areas,^b for program years 2007–08 and 2008–09



^a See Appendix C, table C-1, for each state's definition of secondary CTE concentrator.

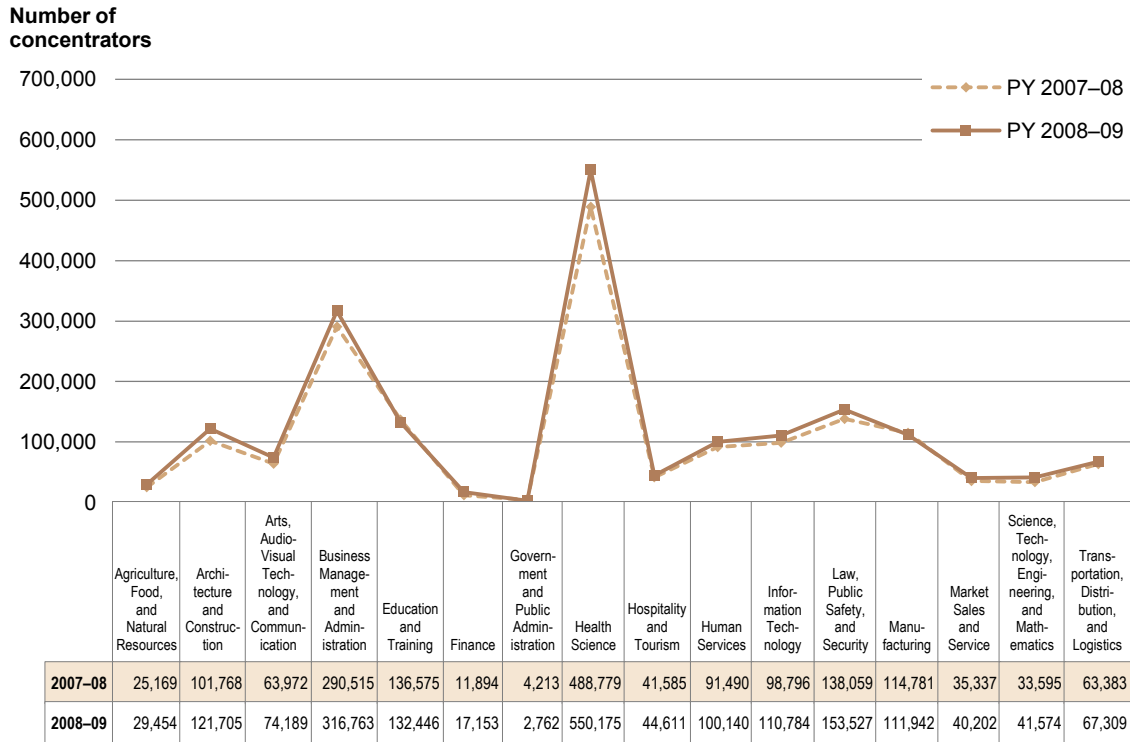
^b Based on the National Career Clusters Framework (<http://www.careertech.org/career-clusters/glance/clusters.html>). Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require.

Notes: CTE means career and technical education. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. PY means program year. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I, allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Figure 3 illustrates the changes in participation of CTE concentrators from PY 2007–08 to PY 2008–09 at the postsecondary level.

Figure 3. Enrollment comparison of postsecondary CTE concentrators^a in CTE programs, by career cluster areas,^b for program years 2007–08 and 2008–09



Career cluster areas and enrollment

^a See Appendix C, table C-1, for each state’s definition of postsecondary CTE concentrator.

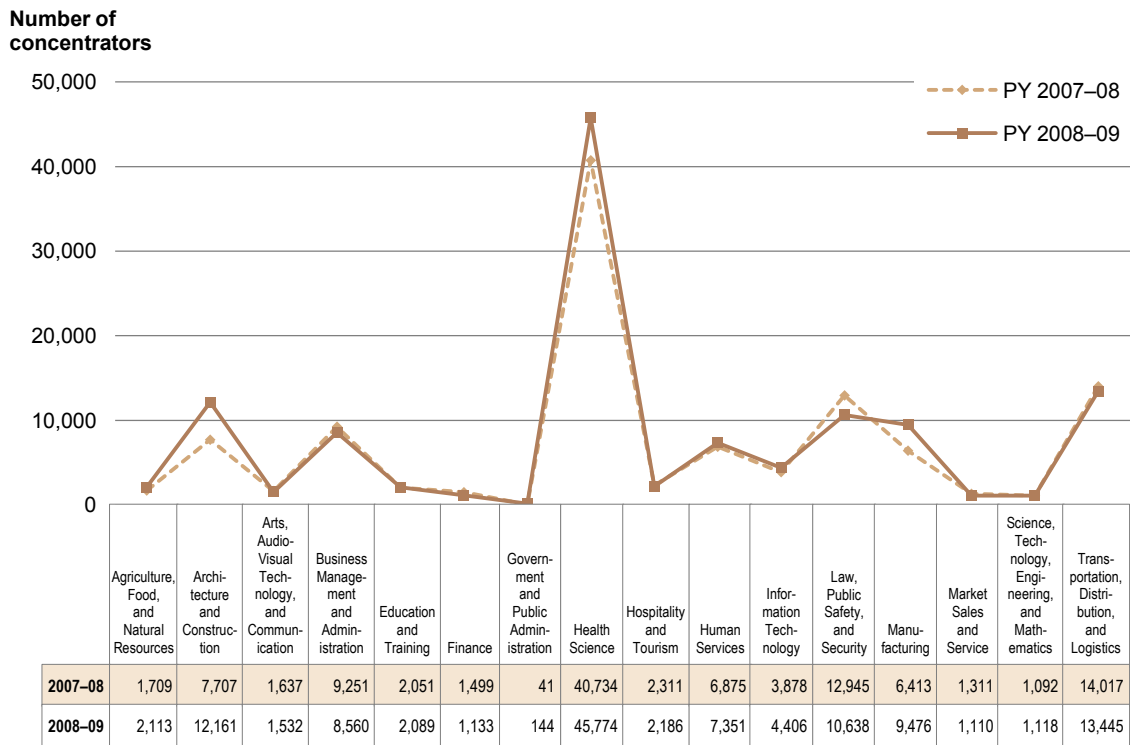
^b Based on the National Career Clusters Framework (<http://www.careertech.org/career-clusters/glance/clusters.html>). Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require.

Notes: CTE means career and technical education. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. PY means program year. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I, allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Figure 4 illustrates the changes in adult CTE concentrator enrollment in CTE programs for PY 2007–08 and PY 2008–09. The most significant enrollment in the health science cluster continues to excel in comparison to other program areas.

Figure 4. Enrollment comparison of adult CTE concentrators^a in CTE programs, by career cluster areas,^b for program years 2007–08 and 2008–09



Career cluster areas and enrollment

^a See Appendix C, table C-1, for each state's definition of CTE concentrator. Florida, Louisiana, Ohio, Oklahoma, Rhode Island, and Tennessee provided performance levels and report data for their adult-level CTE concentrators using the *Perkins IV* Sec. 113(b)(2)(B) postsecondary core indicators.

^b Based on the National Career Clusters Framework (<http://www.careertech.org/career-clusters/glance/clusters.html>). Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require.

Notes: CTE means career and technical education. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. PY means program year. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I, allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

States reported higher enrollments of CTE concentrators at the secondary level in PY 2008–09 (figure 2) compared to last year (PY 2007–08), with increases in each of the secondary clusters, with the exception of one (finance). States reported higher enrollments at the postsecondary level (figure 3), with increases in 13 of the 16 clusters. At the adult level, concentrator enrollment increased in 9 of 16 clusters (figure 4).

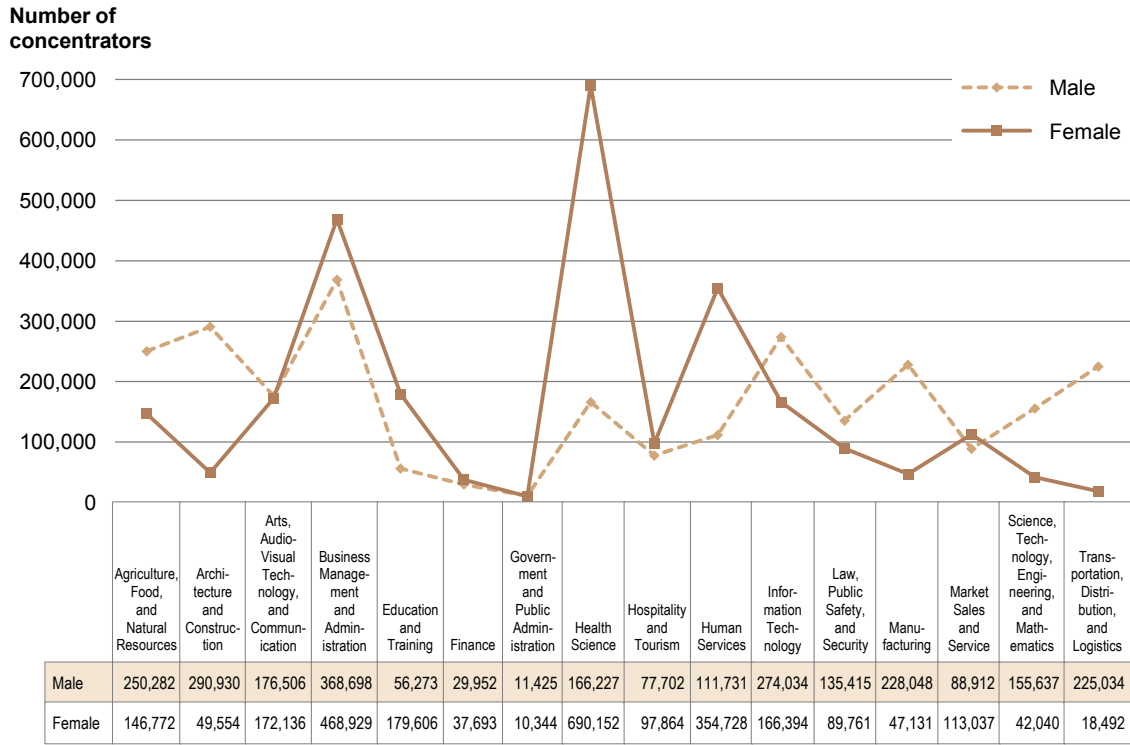
Figure 5 illustrates the enrollment of female and male CTE concentrators in CTE programs for PY 2008–09, by career cluster areas and gender. The highest female enrollment was in the health science cluster, followed by the business management and administration cluster, and the human services cluster. The highest male enrollment was in the business management and administration cluster, followed by the architecture and construction cluster, and the information technology cluster. The greatest difference in male and female enrollment is in the health science cluster.

Table 6 provides a two-year comparison of CTE secondary, postsecondary, and adult concentrator enrollment for PY 2007–08 and PY 2008–09. Fifteen secondary CTE cluster areas experienced an increase in enrollment from PY 2007–08 to PY 2008–09. The largest enrollment increases at the secondary level were reported in the government and public administration cluster (92.79 percent), and the science, technology, engineering, and mathematics cluster (65.16 percent) as compared to the previous program year. However, the secondary finance cluster reported an 8.35 percent decline in enrollment, as compared to the previous program year.

Thirteen postsecondary CTE clusters experienced an increase in enrollment from PY 2007–08 to PY 2008–09. The largest enrollment increases at the postsecondary level were in the finance cluster (44.22 percent) and the science, technology, engineering, and mathematics cluster (23.75 percent). As evidenced by the data reported in table 6, postsecondary enrollment in the government and public administration cluster experienced the largest decline over the two program years (34.44 percent); whereas the education and training, and manufacturing clusters experienced declines of 3.02 percent and 2.47 percent, respectively.

Nine adult CTE clusters experienced increased enrollment in PY 2008–09, as compared to the previous program year. The largest increases in enrollment for the adult program were reported in the government and public administration cluster (251.22 percent) and the architecture and construction cluster (57.79 percent). Seven adult clusters reported declines in enrollment. The largest declines were in finance (24.42 percent); law, public safety, and security (17.82 percent); and market sales and service (15.33 percent).

Figure 5. Enrollment of CTE concentrators^a in CTE programs, by gender and career cluster areas,^b for program year 2008–09



Career cluster areas and enrollment

^a See Appendix C, table C-1, for each state's definition of CTE concentrator.

^b Based on the National Career Clusters Framework (<http://www.careertech.org/career-clusters/glance/clusters.html>). Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require.

Notes: CTE means career and technical education. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Table 6. Enrollment comparison of CTE concentrators^a in CTE programs, by career cluster areas,^b for program years 2007–08 and 2008–09

Career cluster areas	Secondary			Postsecondary			Adult		
	PY 2007–08	PY 2008–09	Percentage difference	PY 2007–08	PY 2008–09	Percentage difference	PY 2007–08	PY 2008–09	Percentage difference
Agriculture, food, and natural resources	325,287	365,487	12.36%	25,169	29,454	17.02%	1,709	2,113	23.64%
Architecture and construction	205,582	206,618	0.50%	101,768	121,705	19.59%	7,707	12,161	57.79%
Arts, audio-visual technology, and communication	253,126	272,921	7.82%	63,972	74,189	15.97%	1,637	1,532	-6.41%
Business management and administration	418,190	512,304	22.51%	290,515	316,763	9.03%	9,251	8,560	-7.47%
Education and training	92,037	101,344	10.11%	136,575	132,446	-3.02%	2,051	2,089	1.85%
Finance	53,855	49,359	-8.35%	11,894	17,153	44.22%	1,499	1,133	-24.42%
Government and public administration	9,784	18,863	92.79%	4,213	2,762	-34.44%	41	144	251.22%
Health science	246,418	260,430	5.69%	488,779	550,175	12.56%	40,734	45,774	12.37%
Hospitality and tourism	111,293	128,769	15.70%	41,585	44,611	7.28%	2,311	2,186	-5.41%
Human services	321,940	358,968	11.50%	91,490	100,140	9.45%	6,875	7,351	6.92%
Information technology	321,939	325,238	1.02%	98,796	110,784	12.13%	3,878	4,406	13.62%
Law, public safety, and security	55,501	61,011	9.93%	138,059	153,527	11.20%	12,945	10,638	-17.82%
Manufacturing	144,268	153,761	6.58%	114,781	111,942	-2.47%	6,413	9,476	47.76%
Market sales and service	137,603	160,637	16.74%	35,337	40,202	13.77%	1,311	1,110	-15.33%
Science, technology, engineering, and mathematics	93,841	154,985	65.16%	33,595	41,574	23.75%	1,092	1,118	2.38%
Transportation, distribution, and logistics	150,184	162,772	8.38%	63,383	67,309	6.19%	14,017	13,445	-4.08%
TOTAL	2,940,848	3,293,467	†	1,739,911	1,914,736	†	113,471	123,236	†
Percent Increase	†	†	11.99%	†	†	10.05%	†	†	8.61%

^a See Appendix C, table C-1, for each state's definition of CTE concentrator in CTE programs at the secondary and postsecondary levels for PY 2008–09. Florida, Louisiana, Ohio, Oklahoma, Rhode Island, and Tennessee provided performance levels and report data for their adult-level CTE concentrators using the *Perkins IV* Sec. 113(b)(2)(B) postsecondary core indicators and performance levels.

^b Based on the National Career Clusters Framework (<http://www.careertech.org/career-clusters/glance/clusters.html>). Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require.

Notes: † means no data are applicable to the cell. CTE means career and technical education. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. PY means program year. All negative percentages (shown in bold font) indicate a decrease from PY 2007–08 to PY 2008–09 in the enrollment of CTE concentrators. The percent figures in the total row for the secondary, postsecondary, and adult percentage difference columns represent the percentage increase. The enrollment amounts in each of the other columns are summative in the total row. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I, allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Finally, states reported in PY 2008–09 that more than 1.26 million concentrators at the secondary level and 325,931 concentrators at the postsecondary level were enrolled in tech prep programs funded under Title II of *Perkins IV* as indicated in table 7.⁶⁹ Comparisons to prior years' tech prep enrollment are not possible because 24 states used the new provision under Sec. 202(a) of *Perkins IV* to consolidate all or a portion of their *Perkins IV*, Title II, funds with their *Perkins IV*, Title I, funds and no longer administer or report data on separate tech prep programs.

Table 7 presents states' tech prep enrollment data by gender, race/ethnicity, and special populations and other student categories. Enrollments by disaggregated categories include duplicate counts. For example, a student may not only have disabilities but also be economically disadvantaged, in addition to being either male or female and a member of a racial or ethnic group.

⁶⁹ The enrollment totals stated here reference the approximated totals under the gender category for secondary and postsecondary education, respectively, in table 7. The enrollment totals for disaggregated categories of gender and race/ethnicity do not correspond to each other in this table because a few states did not submit disaggregated data on CTE participants for one or more categories.

Table 7. Enrollment in tech prep^a programs funded under Title II of *Perkins IV*, by disaggregated student categories, for program year 2008–09

Student characteristics	Disaggregated category	Secondary		Postsecondary ^b	
		Number of students	Percent- age of students	Number of students	Percent- age of students
Gender ^c	Male	685,651	54.32%	151,579	46.51%
	Female	576,669	45.68%	174,352	53.49%
Total		1,262,320	100.00%	325,931	100.00%
Race/Ethnicity 1977 standards ^d	American Indian or Alaska Native	9,432	0.75%	1,781	0.56%
	Asian or Pacific Islander	17,283	1.37%	5,258	1.65%
	Black (not Hispanic)	99,551	7.88%	32,864	10.31%
	Hispanic	132,984	10.52%	45,764	14.36%
	White	399,582	31.62%	105,202	33.00%
	Unknown	6,551	0.52%	6,009	1.89%
Race/Ethnicity 1997 standards ^d	American Indian or Alaska Native	8,397	0.66%	1,231	0.39%
	Asian	57,211	4.53%	16,879	5.29%
	Black or African American	53,959	4.27%	9,537	2.99%
	Hispanic/Latino	140,601	11.12%	39,700	12.45%
	Native Hawaiian or Other Pacific Islander	14,809	1.17%	1,075	0.34%
	White	309,021	24.45%	53,382	16.75%
	Two or More Races	14,477	1.15%	92	0.03%
Total (unduplicated count)		1,263,858	100.00%	318,774	100.0%
Special populations and other student categories	Individuals with disabilities (<i>ADA</i> ^e)	NA ^f	†	10,049	4.97%
	Individuals with disabilities (<i>ESEA/IDEA</i>)	131,753	14.98%	NA ^g	†
	Economically disadvantaged students	421,358	47.91%	96,058	47.54%
	Single parents	5,749	0.65%	23,497	11.63%
	Displaced homemakers	1,994	0.23%	10,975	5.43%
	Limited English proficient	74,377	8.46%	10,853	5.37%
	Migrant students	17,990	2.05%	NA ^h	†
Students in nontraditional programs	226,309	25.73%	50,633	25.06%	
Total (duplicated count)		879,530	100.00%	202,065	100.00%

^a The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program. Sec. 203(c)(2)(A) and (B) of *Perkins IV* indicates that a tech prep program, among other things, shall consist of a program of study that combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study, or an apprenticeship program of not less than two years following secondary education instruction and that integrates academic with career and technical education.

^b The totals in the postsecondary column include postsecondary- and adult-level tech prep concentrators. Florida, Louisiana, Ohio, Oklahoma, Rhode Island, and Tennessee provided performance levels and report data for their adult-level CTE concentrators using the *Perkins IV* Sec. 113(b)(2)(B) postsecondary core indicators and negotiated separate adult performance levels.

^c The totals for disaggregated categories of gender and race/ethnicity do not correspond to each other or to the total career and technical education (CTE) participants in figure 1 because a few states did not submit disaggregated data on CTE participants for one or more categories.

^d According to the Department’s Oct. 19, 2007, memorandum titled “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data” (see 72 *Federal Register* 59266), states were able in PY 2008-09 to report data disaggregated by race/ethnicity using three classification systems: (1) “The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)” that was issued by the Office of Management and Budget (OMB) in 1977; (2) the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997; or (3) any additional or combined category that a state uses for the *Elementary and Secondary Education Act (ESEA)* as approved in its “Consolidated State Accountability Worksheet.” See the Glossary of Race/Ethnicity Categories section in the Glossary of Terms of this report for the meaning of each racial/ethnic disaggregated category in this table.

^e The *Americans with Disabilities Act of 1990 (ADA)* was amended by the *ADA Amendments Act of 2008* (Public Law 110-325), which became effective on Jan. 1, 2009. *ADA* is applicable to individuals with disabilities at the secondary and postsecondary levels.

^f Not applicable. While *ADA* is applicable to individuals with disabilities in secondary and postsecondary education, for reporting purposes, the states reported *ADA* data only for the postsecondary populations.

Notes continued on next page.

Table 7. Enrollment in tech prep^a programs funded under Title II of *Perkins IV*, by disaggregated student categories, for program year 2008–09 (continued)

^g Not applicable. *ESEA* and the *Individuals with Disabilities Education Act (IDEA)* are applicable to only those students at the secondary level. "Individuals with disability" in *ESEA* refers to "disability status," as used in Sec. 1111(h)(1)(C)(i) of *ESEA*, and refers to a "child with a disability," which under Sec. 9101(5) of *ESEA* has the same meaning as the term is used in Sec. 602 of *IDEA*. The term an "individual with a disability" as defined in Sec. 602(3)(A) of *IDEA*, refers to a "child with a disability," which means a child "(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services."

^h Not applicable. The category "migrant students" is applicable only to students in the migrant status category under *ESEA* and therefore does not include students at the postsecondary level.

Notes: † means no data are applicable to the cell. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. There is a variation of total value of the cells in the gender section compared with the total value of the cells in the race/ethnicity sections because of states' varying abilities to track race/ethnicity data compared with gender data. The percentage of students is by disaggregated category at the secondary and postsecondary levels. Therefore, the percentage totals are not summative horizontally.

The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I, allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

B. States' Progress in Meeting Their PY 2008–09 Performance Levels for the *Perkins IV* Sec. 113(b) Core Indicators

Appendix E provides individual state profiles containing performance data on each of the secondary and postsecondary *Perkins IV* Sec. 113(b) core indicators that states⁷⁰ were required to report to the Department for PY 2008–09. States reporting adult data did so as an optional report. The data are disaggregated for each state by gender, special population, and other student categories. States that chose not to consolidate all of their *Perkins IV*, Title II, tech prep funds, also submitted disaggregated data for their tech prep concentrators. Each special population and other student category is defined in the Glossary of Terms section of this report.

This report presents data that states submitted to the Department for PY 2008–09. State directors were required to attest to the accuracy and completeness of their state data by signing their state data submissions. State directors who submitted their state data electronically to the Department attested to the accuracy and completeness of their data using an electronic personal identification number (PIN).

Each state reports data on the *Perkins IV* Sec. 113(b) core indicators for students identified by the state as CTE concentrators at the secondary and postsecondary levels (see Appendix C, table C-1). Although the definition varies among states, most states define a CTE concentrator as a student who has enrolled in three CTE courses at the secondary level or 12 units of credit at the postsecondary level.

Differences across states in definitions of CTE concentrators and in the size of student populations could make the small number of students in a category of disaggregated data provided by states personally identifiable or insufficient to yield statistically reliable information. Therefore, in the state profiles in Appendix E, the Department masked data in certain cells. Specifically, where a state reported actual performance data above 95 percent or below 10 percent, the cell was coded as > 95 percent or < 10 percent, respectively. The Department continues to examine whether this action appropriately makes data available to the public, as required by Sec. 113(c)(5) of *Perkins IV*, while ensuring that the available data are

⁷⁰ The Republic of Palau does not have a fully approved state plan under *Perkins IV* and, therefore, has not submitted any data to the Department under *Perkins IV*. American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

neither personally identifiable nor statistically unreliable as required by Sec. 113(c) of *Perkins IV*.

Secondary

In PY 2008–09, secondary career and technical education concentrator enrollment was 12 percent higher under Title I of *Perkins IV*, compared to PY 2007–08.

During PY 2008–09, 67 percent, or 36 of 54 states, met or exceeded all their secondary levels of performance required on *Perkins IV* Sec. 113(b) core indicators. Forty-three or more of 54 states that reported data met or exceeded their secondary technical skill attainment, school completion, and graduation rates performance levels (table 8). Figure 6 provides the number of states that met or exceeded their secondary performance levels on the *Perkins IV* Sec. 113(b) core indicators for CTE students. Forty-two of 54 states met the secondary performance level on each of the indicators by at least 90 percent. Figure 7 provides the number of states that met their secondary performance levels by at least 90 percent on the *Perkins IV* Sec. 113(b) core indicators for CTE students. Finally, 46 of the 52 states that reported general and CTE graduation rates,⁷¹ or 88 percent of states, reported an 80 percent or higher secondary school graduation rate for CTE students (table 9).

Ten of 54 states that reported data met or exceeded all of their secondary performance levels on the required *Perkins IV* Sec. 113(b) core indicators for PY 2008–09 (table 8). Fifty percent or 27 states failed to meet one or more of their secondary performance levels by at least 90 percent⁷² and were required to develop and implement a program improvement plan during the succeeding program year, pursuant to Sec. 123(a)(1) of *Perkins IV*. The range of core indicators missed by states was from 0 to 5 indicators of the eight secondary indicators.

Table 8 highlights those states that met at least 90 percent of their secondary performance levels. The table designates those states that met or exceeded their performance levels with the letter “E,” and those states that met at least 90 percent with the letter “M.”

⁷¹ Only the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico are required to report on academic achievement and general statewide graduation rates under the *Elementary and Secondary Education Act (ESEA)* to the Office of Elementary and Secondary Education in the Education Data Exchange Network (EDEN). Therefore, the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico are the 52 states reporting data on statewide graduation rates.

⁷² Sec. 123(a)(1) of the *Carl D. Perkins Career and Technical Education Act of 2006* states: “If a State fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the indicators of performance described in section 113(b)(3), the eligible agency shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section 113(c)(2)) in consultation with the appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible agency failed to so meet the State adjusted level of performance for any of the core indicators of performance.”

Table 8. States^a that met by at least 90 percent, or met or exceeded their secondary performance levels for the Perkins IV Sec. 113(b) core indicators,^b for program year 2008–09

States ^a	Academic attainment in reading/ language arts		Academic attainment in mathematics		Technical skill attainment		Secondary school completion		Student graduation rates		Secondary placement		Nontraditional participation		Nontraditional completion		Totals by state	
	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Number of targets met or exceeded, by state	Number of targets met by 90 percent, by state
Alabama	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Alaska	E	M	E	M	E	M		M	E	M	E	M	E	M			6	7
Arizona	E	M	E	M	E	M		M	E	M	E	M	E	M	E	M	8	8
Arkansas		M	E	M				M	E	M		M	E	M	E	M	4	7
California	E	M	E	M	E	M				M	E	M	E	M	E	M	6	7
Colorado	E	M	E	M		M	E	M	E	M	E	M		M			5	7
Connecticut	E	M	E	M		M	E	M	E	M	E	M		M		M	5	8
Delaware	E	M	E	M	E	M	E	M	E	M				M	E	M	6	7
District of Columbia					E	M		M	E	M	E	M	E	M	E	M	5	6
Florida	E	M	E	M	E	M	E	M	E	M		M	E	M	E	M	7	8
Georgia	E	M	E	M	E	M	E	M	E	M	E	M	E	M			7	7
Guam	NP	NP	NP	NP	E	M	NP	NP			E	M					3	3
Hawaii	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Idaho	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Illinois	E	M	E	M	E	M	E	M	E	M		M		M	E	M	6	8
Indiana		M		M	E	M	E	M	E	M			E	M	E	M	5	7
Iowa	E	M	E	M	E	M		M		M	E	M	E	M			5	7
Kansas	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Kentucky	E	M	E	M	E	M	E	M	E	M		M	E	M		M	6	8
Louisiana	E	M	E	M	E	M	E	M	E	M			E	M			6	6
Maine		M			E	M	E	M	E	M	E	M	E	M	E	M	6	7
Maryland	E	M	E	M	E	M		M	E	M		M	E	M	E	M	6	8
Massachusetts	E	M	E	M			E	M	E	M		M	E	M	E	M	6	7
Michigan	E	M		M	E	M		M	E	M		M	E	M			4	7
Minnesota		M	E	M	E	M	E	M	E	M	E	M	E	M		M	6	8
Mississippi			E	M		M	E	M	E	M	E	M	E	M	E	M	6	7
Missouri					E	M	E	M	E	M	E	M					4	4
Montana	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Nebraska	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Nevada	E	M	E	M	E	M			E	M	E	M	E	M	E	M	7	7
New Hampshire					E	M	E	M	E	M	E	M	E	M	E	M	6	6
New Jersey		M	E	M		M	E	M	E	M	E	M	E	M	E	M	6	8
New Mexico	E	M	E	M		M	E	M		M	E	M	E	M	E	M	6	8
New York	E	M	E	M	E	M	E	M	E	M		M	E	M	E	M	7	8
North Carolina	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
North Dakota		M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	7	8

See notes at end of table.

Table 8. States^a that met by at least 90 percent, or met or exceeded their secondary performance levels for the Perkins IV Sec. 113(b) core indicators,^b for program year 2008–09 (continued)

States ^a	Academic attainment in reading/language arts		Academic attainment in mathematics		Technical skill attainment		Secondary school completion		Student graduation rates		Secondary placement		Nontraditional participation		Nontraditional completion		Totals by state	
	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Number of targets met or exceeded, by state	Number of targets met by 90 percent, by state
Ohio	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Oklahoma	E	M	E	M	E	M			M		E	M		M			4	6
Oregon	E	M	E	M		M	E	M	E	M	E	M		M	E	M	6	8
Pennsylvania					E	M	E	M	E	M		M		M		M	3	6
Puerto Rico					E	M	E	M		M	E	M	E	M	E	M	5	6
Republic of Palau	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Rhode Island	E	M			E	M	E	M	E	M	NP	NP	E	M	E	M	6	6
South Carolina	E	M	E	M	E	M	E	M	E	M	E	M		M		M	6	8
South Dakota					E	M	E	M	E	M	E	M	E	M	E	M	6	6
Tennessee	E	M	E	M	E	M	E	M	E	M	E	M	E	M		M	7	8
Texas	E	M	E	M	E	M	E	M	E	M		M	E	M	E	M	7	8
United States Virgin Islands	NP	NP	NP	NP			E	M			E	M					2	2
Utah	E	M	E	M		M	E	M	E	M	E	M		M			5	7
Vermont	E	M					E	M		M		M	E	M	E	M	4	6
Virginia	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Washington	E	M			E	M			E	M	E	M		M		M	4	6
West Virginia		M		M	E	M	E	M	E	M	E	M	E	M	E	M	6	8
Wisconsin	E	M	E	M	E	M	E	M	E	M		M	E	M	E	M	7	8
Wyoming		M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	7	8
Number of states that met or exceeded the performance level by indicator	37		39		43		43		46		38		41		36		†	
Number of states that met the 90 percent threshold by indicator	45		42		50		49		52		50		51		43		†	

^a The term "state" in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

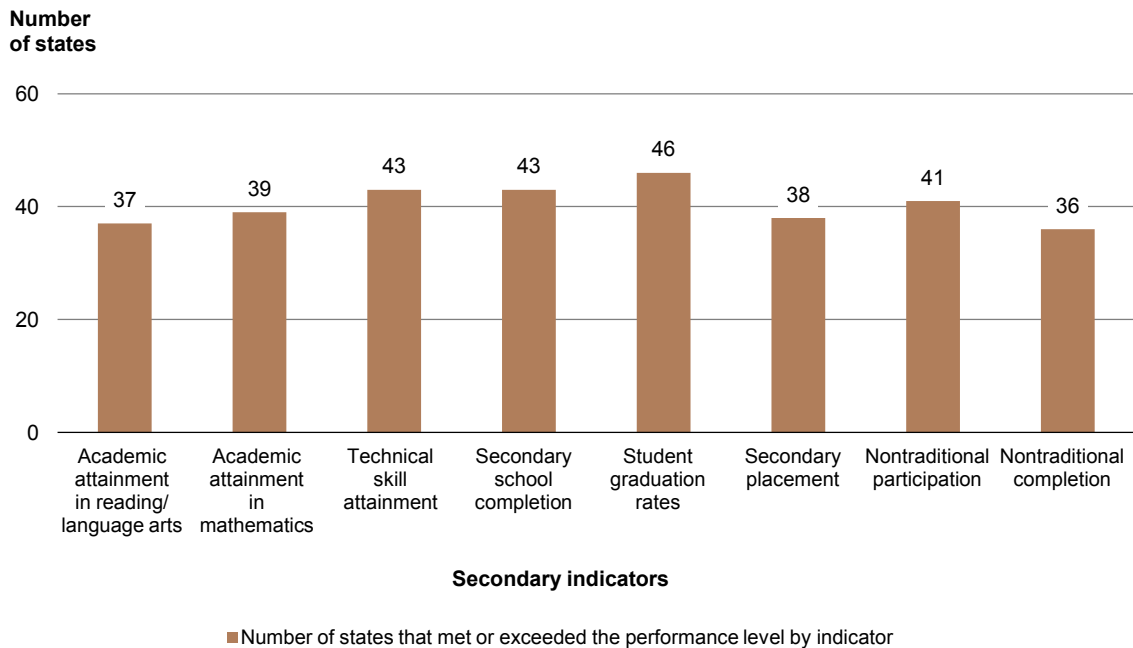
^b The core indicators of performance as specified in Sec. 113(b)(2)(A) of *Perkins IV*.

Notes: † means no data are applicable to the cell. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. E means the state met or exceeded the performance level. M means the state met at least 90 percent of their performance level. NP means the data were not provided. This table does not include performance data from all states because the Republic of Palau did not have a fully approved state plan; American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education (CTE). The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I, allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Figure 6 presents the total number of states out of 54 states that met or exceeded the agreed-upon secondary performance levels. The three most frequently met indicators were student graduation rates, with 46 states including the District of Columbia; secondary school completion, with 43 states, including the Commonwealth of Puerto Rico and the United States Virgin Islands; and technical skill attainment, with 43 states, including the District of Columbia, the Commonwealth of Puerto Rico, and Guam.

Figure 6. Number of states^a that met or exceeded the secondary performance levels, for each *Perkins IV* Sec. 113(b) core indicator,^b for program year 2008–09



^a The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

^b The core indicators of performance as specified in Sec. 113(b)(2)(A) of *Perkins IV*.

Notes: *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I, allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

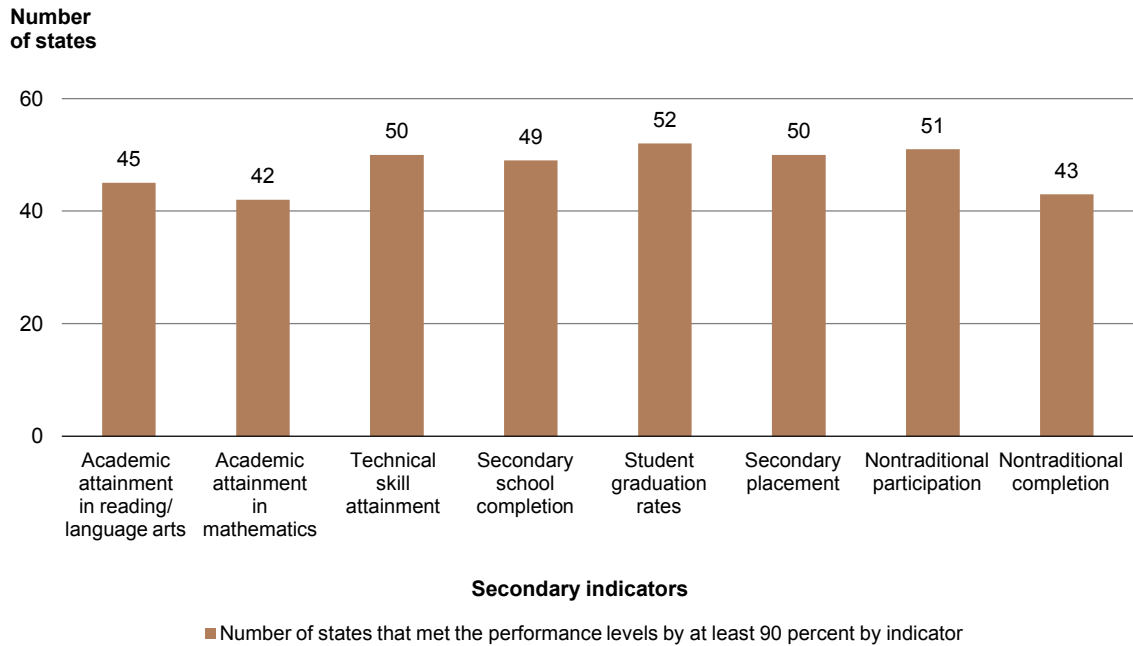
The number of states meeting or exceeding their secondary performance levels are as follows: (1) academic attainment in reading/language arts—37 states; (2) academic attainment in mathematics—39 states; (3) technical skill attainment—43 states, including the District of Columbia, Guam, and the Commonwealth of Puerto Rico; (4) secondary school completion—43 states, including the Commonwealth of Puerto Rico and the United States Virgin Islands; (5) student graduation rates—46 states, including the District of Columbia; (6) secondary placement—38 states, including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands; (7) nontraditional participation—41 states, including the District of Columbia and the Commonwealth of Puerto Rico; and (8) nontraditional completion—36 states, including the District of Columbia and the Commonwealth of Puerto Rico.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Figure 7 presents the number of states out of 54 states that met the secondary performance levels by at least 90 percent, by indicator. The indicators most frequently met by at least 90 percent were student graduation rates, with 51 states, including the District of Columbia and the Commonwealth of Puerto Rico; nontraditional participation, with 51 states, including the District of Columbia and the Commonwealth of Puerto Rico; technical skill attainment, with 50 states, including the District of Columbia, Guam, and the Commonwealth of Puerto Rico; secondary school completion, with 49 states, including the Commonwealth of Puerto Rico and the United States Virgin Islands; and secondary placement, with 50 states, including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands.

Table 9 and Figure 8 provide comparisons of graduation rates for all students and CTE students, by state, for PY 2008–09. As evidenced by the data, 92 percent or 50 of 54 states, including the District of Columbia and the Commonwealth of Puerto Rico, reported having higher graduation rates for CTE students, as compared to the overall state graduation rate of all students in their respective states.

Figure 7. Number of states^a that met the secondary performance levels by at least 90 percent, for each *Perkins IV* Sec. 113(b) core indicator,^b for program year 2008–09



^a The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

^b The core indicators of performance as specified in Sec. 113(b)(2)(A) of *Perkins IV*.

Notes: *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

The number of states that met their secondary performance levels by at least 90 percent are as follows: (1) academic attainment in reading/language arts—45 states; (2) academic attainment in mathematics—42 states; (3) technical skill attainment—50 states, including the District of Columbia, Guam, and the Commonwealth of Puerto Rico; (4) secondary school completion—49 states, including the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands; (5) student graduation rates—52 states, including the District of Columbia and the Commonwealth of Puerto Rico; (6) secondary placement—50 states, including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands; (7) nontraditional participation—51 states, including the District of Columbia and the Commonwealth of Puerto Rico; and (8) nontraditional completion—43 states, including the District of Columbia and the Commonwealth of Puerto Rico.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Table 9. Percentage and comparison of graduation rates for all students and CTE concentrators,^a by state,^b for program year 2008–09

State^b	State graduation rate for all students	State graduation rate for CTE concentrators	Difference between CTE concentrators and all students graduation rates
Alabama	85	90	5
Alaska	62	90	28
Arizona	75	99	24
Arkansas	83	90	7
California	80	78	-2
Colorado	72	79	7
Connecticut	93	96	3
Delaware	82	86	4
District of Columbia	75	100	25
Florida	73	93	21
Georgia	75	91	15
Hawaii	80	96	16
Idaho	90	98	8
Illinois	87	95	8
Indiana	78	89	12
Iowa	89	93	4
Kansas	90	100	10
Kentucky	85	96	12
Louisiana	65	92	27
Maine	83	89	6
Maryland	85	99	14
Massachusetts	81	87	6
Michigan	76	78	3
Minnesota	92	94	2
Mississippi	87	95	8
Missouri	86	99	13
Montana	83	96	14
Nebraska	89	97	8
Nevada	67	71	4
New Hampshire	88	93	5
New Jersey	96	99	3
New Mexico	60	90	30
New York	71	76	5
North Carolina	70	88	18
North Dakota	86	93	7
Ohio	85	93	9
Oklahoma	76	84	9
Oregon	84	92	8
Pennsylvania	89	99	9
Puerto Rico	93	95	1

See notes at end of table.

Table 9. Percentage and comparison of graduation rates for all students and CTE concentrators,^a by state,^b for program year 2008–09 (continued)

State^b	State graduation rate for all students	State graduation rate for CTE concentrators	Difference between CTE concentrators and all students graduation rates
Rhode Island	73	96	23
South Carolina	75	95	20
South Dakota	88	97	9
Tennessee	82	84	2
Texas	79	90	11
Utah	88	88	0
Vermont	86	94	8
Virginia	80	98	18
Washington	77	73	-4
West Virginia	84	98	14
Wisconsin	89	94	5
Wyoming	79	90	11

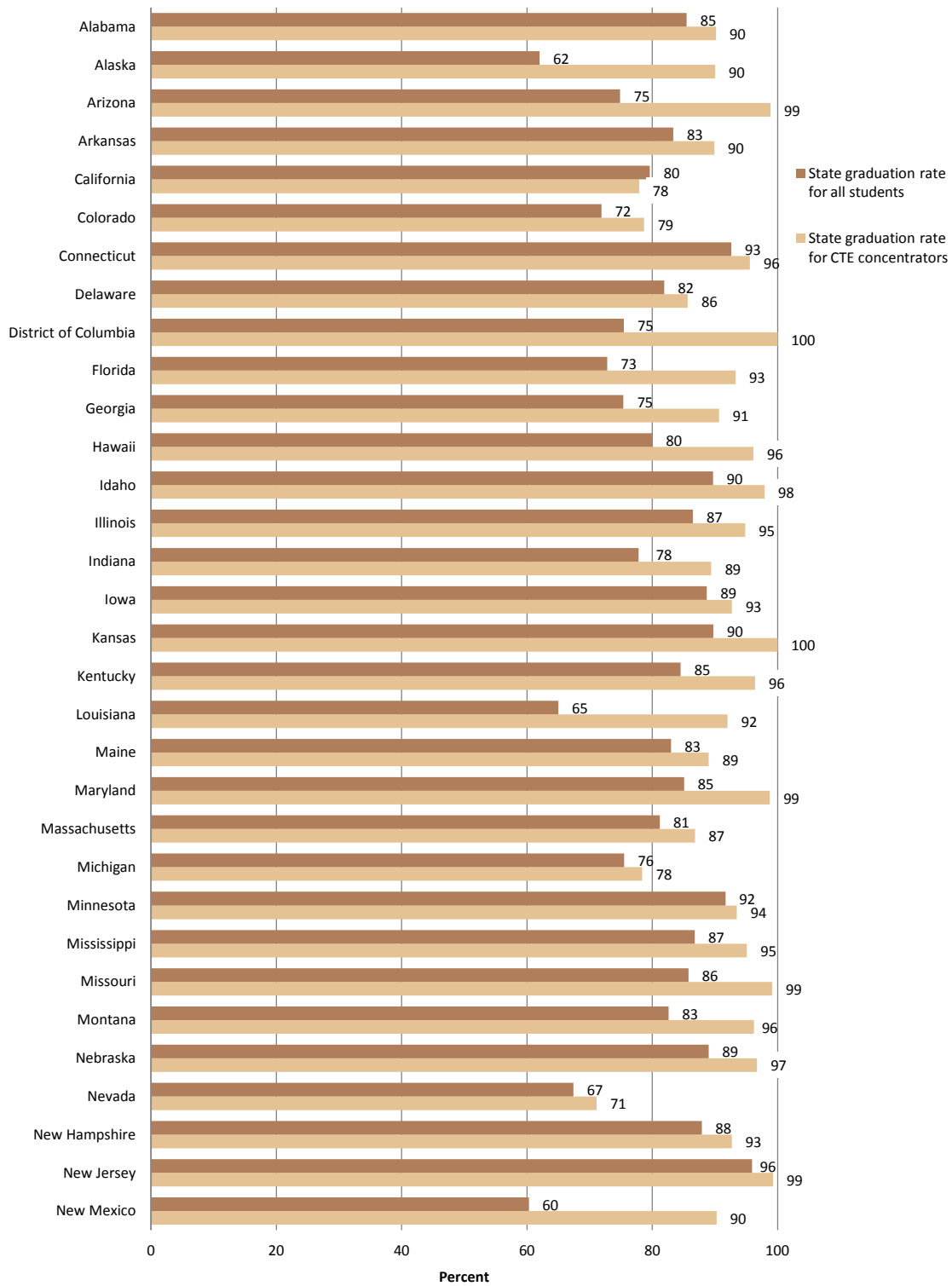
^a See Appendix C, table C-1, for each state's definition of CTE concentrator.

^b The term "state" in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

Notes: CTE means career and technical education. Data represent the actual school year 2008–09 and the Consolidated State Performance Report school year 2008–09. The 50 states, the District of Columbia, and the Commonwealth of Puerto Rico are required to report on academic achievement and general statewide graduation rates under the *Elementary and Secondary Education Act (ESEA)* to the Office of Elementary and Secondary Education in the Education Data Exchange Network (EDEN). The 52 states providing data regarding statewide graduation rates, therefore, include the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

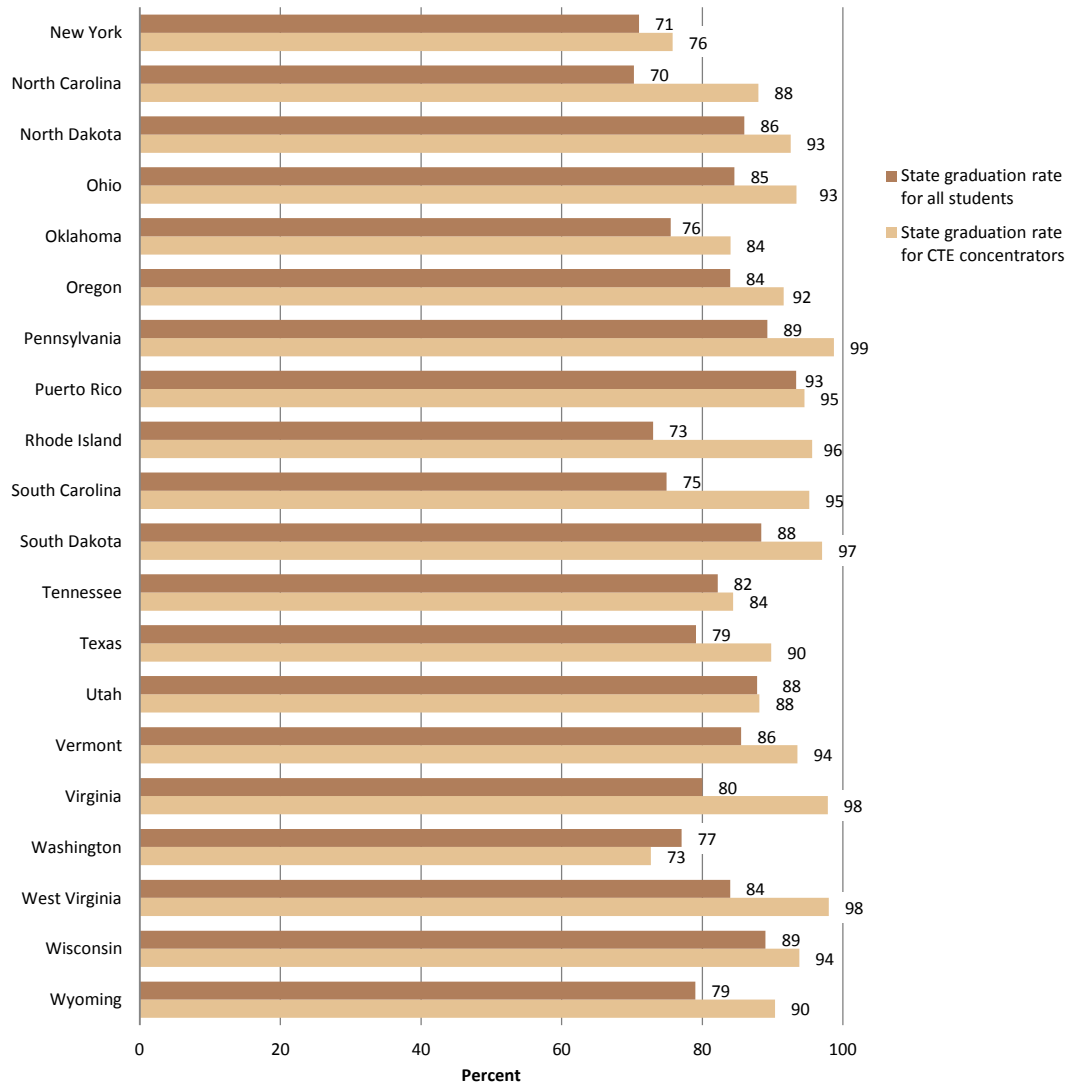
Sources: U.S. Department of Education, Consolidated State Performance Report for PY 2008–09, and Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Figure 8. Comparison of graduation rates for all students and CTE concentrators,^a by state,^b for program year 2008–09



See notes at end of figure.

Figure 8. Comparison of graduation rates for all students and CTE concentrators,^a by state,^b for program year 2008–09 (continued)



^a See Appendix C, Table C-1 for each state’s definition of CTE concentrator.

^b The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

Notes: CTE means career and technical education. Data represent the actual school year 2008–09 and the Consolidated State Performance Report school year 2008–09. The 50 states, the District of Columbia, and the Commonwealth of Puerto Rico are required to report on academic achievement and general statewide graduation rates under the *Elementary and Secondary Education Act (ESEA)* to the Office of Elementary and Secondary Education in the Education Data Exchange Network (EDEN). The 52 states providing data regarding statewide graduation rates therefore include the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

Sources: U.S. Department of Education, Consolidated State Performance Report for PY 2008-2009, and Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Postsecondary

Postsecondary career and technical education concentrator enrollment experienced a 10 percent increase under Title I of *Perkins IV* in PY 2008–09, when compared to PY 2007–08 (see table 6).

In terms of state performance, 74 percent, or 40 of 54 states, met or exceeded their postsecondary performance levels for technical skill attainment; credential, certificate, or degree; and student retention or transfer. Fourteen of 54 states that reported data met or exceeded each of their postsecondary performance levels on the required *Perkins IV* Sec. 113(b) core indicators for PY 2008–09 (table 10).

Twenty-five states failed to meet one or more of their postsecondary performance levels by at least 90 percent and were required to develop and implement a program improvement plan during the succeeding program year, pursuant to Sec. 123(a)(1) of *Perkins IV* (table 10). Ten states failed to meet one postsecondary performance level by 90 percent, 12 states failed to meet two performance levels by 90 percent, and three states failed to meet three or four performance levels by 90 percent.

Table 10 highlights those states that met or exceeded at least 90 percent of their postsecondary performance levels. Again, states that met or exceeded their performance levels are indicated by the letter E, whereas states that met at least 90 percent are indicated by the letter M.

Table 10. States^a that met by at least 90 percent, or met or exceeded their postsecondary performance levels for the Perkins IV Sec. 113(b) core indicators,^b for program year 2008–09

States ^a	Technical skill attainment		Credential, certificate, or degree		Student retention or transfer		Student placement		Nontraditional participation		Nontraditional completion		Totals by state	
	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Number of targets met or exceeded, by state	Number of targets met by 90 percent, by state
Alabama	E	M	E	M				M		M		M	2	5
Alaska	E	M	E	M	E	M	E	M			E	M	5	5
Arizona	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Arkansas	E	M		M	E	M		M		M	E	M	3	6
California		M	E	M	E	M	E	M	E	M		M	4	6
Colorado	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Connecticut		M			E	M			E	M	E	M	3	4
Delaware	E	M	E	M	E	M	E	M					4	4
District of Columbia	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Florida	E	M	E	M		M	E	M	E	M	E	M	5	6
Georgia		M	E	M	E	M		M	E	M	E	M	4	6
Guam	E	M			E	M	E	M			E	M	4	4
Hawaii	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Idaho	E	M			E	M		M	E	M	E	M	4	5
Illinois	E	M	E	M	E	M		M					3	4
Indiana	E	M		M		M		M	E	M	E	M	3	6
Iowa	E	M			E	M		M					2	3
Kansas	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Kentucky	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Louisiana									E	M		M	1	2
Maine	E	M	E	M	E	M		M	E	M			4	5
Maryland					E	M	E	M	E	M		M	3	4
Massachusetts	E	M	E	M	E	M		M	E	M	E	M	5	6
Michigan	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Minnesota	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Mississippi	E	M		M	E	M	E	M				M	3	5
Missouri	E	M	E	M	E	M	E	M					4	4
Montana	E	M		M		M		M	E	M		M	2	6
Nebraska	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Nevada	E	M	E	M	E	M	E	M	E	M	E	M	5	6
New Hampshire	E	M	E	M	E	M	E	M	E	M	E	M	6	6
New Jersey	E	M	E	M	E	M		M	E	M	E	M	5	6
New Mexico	E	M		M	E	M			E	M	E	M	4	5
New York	E	M		M	E	M	E	M	E	M	E	M	5	6
North Carolina	E	M	E	M	E	M		M		M			3	5
North Dakota	E	M	E	M			E	M	E	M			4	4

See notes at end of table.

Table 10. States^a that met by at least 90 percent, or met or exceeded their postsecondary performance levels for the Perkins IV Sec. 113(b) core indicators,^b for program year 2008–09 (continued)

States ^a	Technical skill attainment		Credential, certificate, or degree		Student retention or transfer		Student placement		Nontraditional participation		Nontraditional completion		Totals by state	
	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Met or exceeded performance level	Met at least 90 percent of the performance level	Number of targets met or exceeded, by state	Number of targets met by 90 percent, by state
Ohio	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Oklahoma	E	M	E	M	E	M	E	M		M	E	M	5	6
Oregon	E	M	E	M			E	M	E	M			4	4
Pennsylvania	E	M		M	E	M		M	E	M	E	M	4	6
Puerto Rico	E	M	E	M	E	M			E	M	E	M	5	5
Republic of Palau	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Rhode Island	E	M	E	M					E	M	E	M	4	4
South Carolina	E	M	E	M	E	M	E	M	E	M	E	M	6	6
South Dakota	E	M	E	M				M	E	M			3	4
Tennessee	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Texas		M	E	M	E	M		M	E	M		M	3	6
United States Virgin Islands	E	M	E	M	E	M			NP	NP			3	3
Utah	E	M	E	M	E	M	E	M	E	M		M	5	6
Vermont	E	M	E	M	E	M		M			E	M	4	5
Virginia	E	M	E	M	E	M	E	M		M	E	M	5	6
Washington			E	M				M		M		M	1	4
West Virginia	E	M	E	M		M			E	M	E	M	4	5
Wisconsin	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Wyoming	E	M			E	M	E	M	E	M			4	4
Number of states that met or exceeded the performance level by indicator	47		40		43		29		39		34		†	
Number of states that met the 90 percent threshold by indicator		51		47		47		47		45		43		†

^a The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

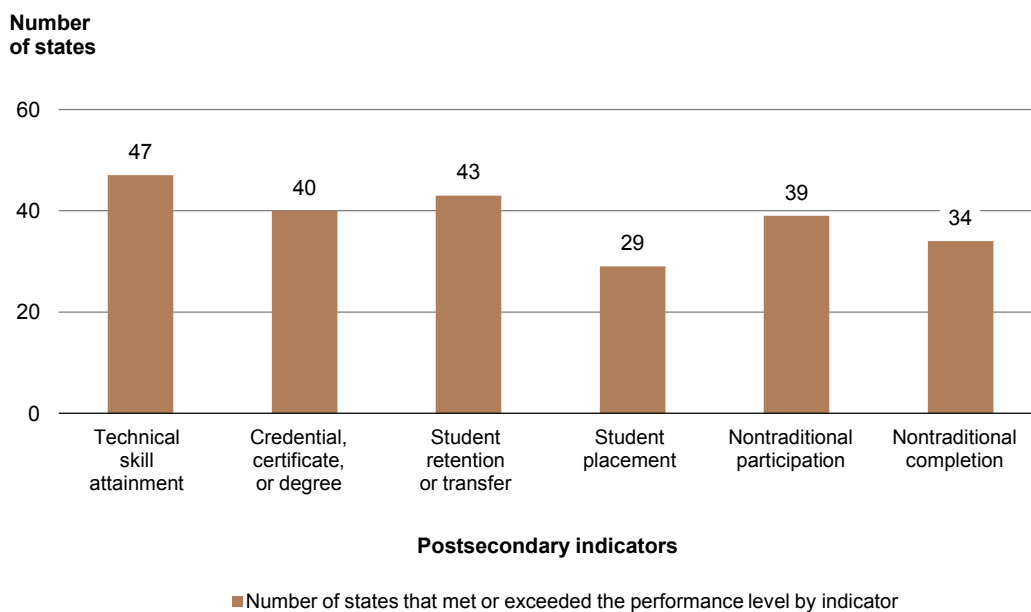
^b The core indicators of performance as specified in Sec. 113(b)(2)(B) of *Perkins IV*.

Notes: † means no data are applicable to the cell. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. E means the state met or exceeded the performance level. M means the state met at least 90 percent of the performance level. NP means the data were not provided. A blank space means that the state did not meet the performance level. This table does not include performance data from all states because the Republic of Palau did not have a fully approved state plan for program year 2008–09. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I, allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Figure 9 presents the number of states out of 54 states that met or exceeded the postsecondary performance levels, for each indicator. The three most frequently met indicators were technical skill attainment, with 47 states, including the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and Guam; student retention or transfer, with 43 states, including the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and Guam; and credential, certificate, or degree, with 40 states, including the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands.

Figure 9. Number of states^a that met or exceeded the postsecondary performance levels, for each *Perkins IV* Sec. 113(b) core indicator,^b for program year 2008–09



^a The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

^b The core indicators of performance as specified in Sec. 113(b)(2)(B) of *Perkins IV*.

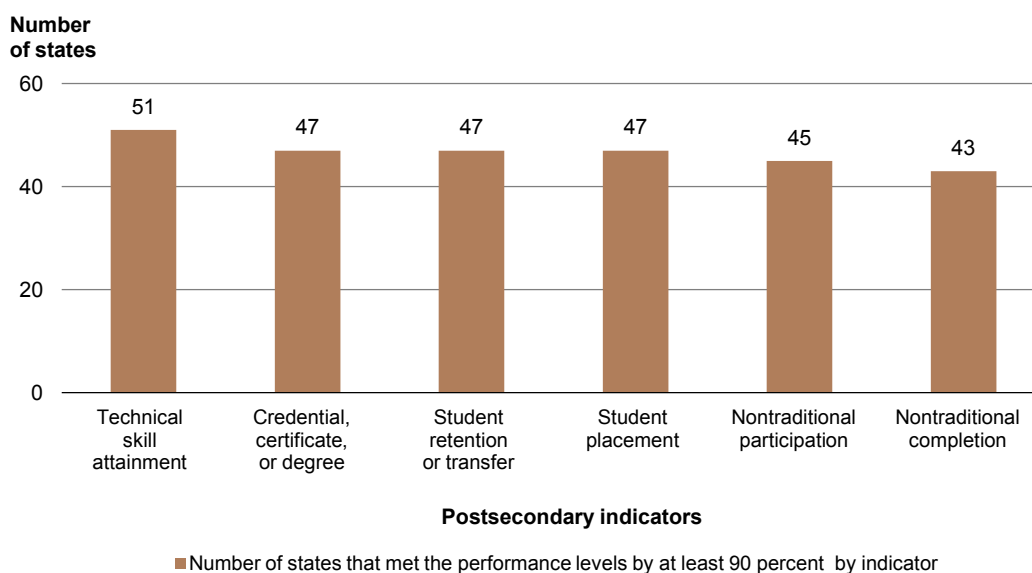
Notes: *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I, allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

The number of states that met or exceeded their postsecondary performance levels are as follows: (1) technical skill attainment—47 states, including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands; (2) credential, certificate, or degree—40 states, including the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands; (3) student retention or transfer—43 states, including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands; (4) student placement—29 states, including the District of Columbia and Guam; (5) nontraditional participation—39 states, including the District of Columbia and the Commonwealth of Puerto Rico; and (6) nontraditional completion—34 states, including the District of Columbia, Guam, and the Commonwealth of Puerto Rico.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Figure 10 presents the number of states out of 54 states that met the postsecondary performance levels by at least 90 percent, for each indicator. The most frequently met indicators, by at least 90 percent, were technical skill attainment, with 51 states, including the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and Guam; credential, certificate, or degree, with 47 states, including the District of Columbia and the United States Virgin Islands; student retention or transfer, with 47 states, including the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and Guam; and student placement, with 47 states, including the District of Columbia and Guam.

Figure 10. Number of states^a that met the postsecondary performance levels by at least 90 percent, for each *Perkins IV* Sec. 113(b) core indicator,^b for program year 2008–09



^a The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

^b The core indicators of performance as specified in Sec. 113(b)(2)(B) of *Perkins IV*.

Notes: *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The Virgin Islands consolidated its *Perkins IV*, Title I, allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

The number of states that met their postsecondary performance levels by at least 90 percent are as follows: (1) technical skill attainment—51 states, including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands; (2) credential, certificate or degree—47 states, including the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands; (3) student retention or transfer—47 states, including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands; (4) student placement—47 states, including the District of Columbia, Guam; (5) nontraditional participation—45 states, including the District of Columbia, the Commonwealth of Puerto Rico; and (6) nontraditional completion—43 states, including the District of Columbia, Guam, and the Commonwealth of Puerto Rico.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09 (OMB Number 1830-0569).

Tech Prep

All 30 of the states that elected to offer tech prep programs reported on Sec. 203 tech prep indicators, as defined in table 11. States with tech prep programs only needed to report on the progress of their programs and are not required to negotiate with the Department of Education on the performance levels for each of their tech prep programs. The tech prep states agreed to define the indicators in a standard manner following the National Association for Tech Prep Leadership (NATPL) guidelines. The *Perkins IV* Sec. 203 indicators are included in the table.

Table 11. *Perkins IV* Sec. 203(e) core indicators for tech prep concentrators at secondary and postsecondary levels

Secondary education indicators

1. Number and percent of secondary education tech prep concentrators enrolled in the tech prep program who enroll in postsecondary education
2. Number and percent of secondary education tech prep concentrators enrolled in the tech prep program who enroll in postsecondary education in the same field or major as the secondary education tech prep concentrators were enrolled at the secondary level
3. Number and percent of secondary education tech prep concentrators enrolled in the tech prep program who complete a state or industry-recognized certification or licensure
4. Number and percent of secondary education tech prep concentrators enrolled in the tech prep program who successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level
5. Number and percent of secondary education tech prep concentrators enrolled in the tech prep program who enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education

Postsecondary education indicators

1. Number and percent of postsecondary education tech prep concentrators enrolled in the tech prep program who are placed in a related field of employment not later than 12 months after graduation from the tech prep program
2. Number and percent of secondary education tech prep concentrators enrolled in the tech prep program who complete a state or industry-recognized certification or licensure
3. Number and percent of secondary education tech prep concentrators enrolled in the tech prep program who complete a two-year degree or certificate program within the normal time for completion of such program
4. Number and percent of secondary education tech prep concentrators enrolled in the tech prep program who complete a baccalaureate degree program within the normal time for completion of such program

Notes: *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. PY 2008–09, the second PY of *Perkins IV*, is the first year states are required to report on all of the tech prep indicators of performance under Sec. 203(e) of *Perkins IV*.

Data Quality Issues

States have made considerable strides in improving the validity, reliability, and consistency of their *Perkins* data and have addressed many concerns about data quality raised in previous reports to Congress under *Perkins III*. Improvements are likely due to three factors. First, Sec. 113(b)(2)(A)(i) and (iv) of *Perkins IV* defines the measure that states must use for the *Perkins IV* Sec. 113(b) core indicators of academic attainment and student graduation rates, and align these measures to academic standards and assessments, and graduation rates required under Title I of *ESEA*. This action not only guarantees that states will use valid and reliable measures for these core indicators, but ensures that states will hold CTE students to the same academic standards as all students.⁷³

Second, the Department issued nonregulatory guidance⁷⁴ with recommended student definitions and measurement approaches for the *Perkins IV* Sec. 113(b) core indicators. As previously stated, many states adopted these measures verbatim or with subtle changes, thus promoting increased validity, reliability, and consistency among the *Perkins IV* data that are reported to the Department.

Finally, states have initiated discussions and workgroups to reach consensus on valid and reliable student definitions and measurement approaches for the *Perkins IV* Sec. 113(b) core indicators. Through the DQIs and Next Step Working Groups (NSWGs), states have formed workgroups to develop products that include checklists to assess the validity and

⁷³ Sec. 122(c)(7)(C) of *Perkins IV* requires that each state must include information in its state plan that ensures that students who participate in CTE programs are taught to the same level of challenging academic proficiencies as are taught to all other students.

⁷⁴ On March 17, 2007, the Office of Vocational and Adult Education issued a guidance regarding student definitions and measurement approaches for the core indicators of performance under the *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins IV* or the Act), which the president signed into law on Aug. 12, 2006.

reliability of the various measurement approaches for the core indicators⁷⁵ and agreed-upon numerator and denominator definitions for the *Perkins IV* Sec. 203(e) indicators of performance.

Two major areas of concern remain regarding the validity, reliability, and comparability of states' *Perkins IV* data. First, states have yet to adopt common definitions for CTE concentrators for reporting their data on their *Perkins IV* Sec. 113(b) core indicators, particularly at the secondary level (see Appendix C, table C-1). In PY 2008–09, 21 states, in order to adopt the definitions in the Department's March 13, 2007, nonregulatory guidance, (1) changed one or various measurement definitions or (2) modified their pre-existing definitions (Alaska, California, Connecticut, Florida, Georgia, Idaho, Iowa, Minnesota, Montana, Nevada, New Hampshire, North Carolina, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Washington, and Wyoming). Differences in student definitions are also problematic because some states report data on students shortly after CTE program enrollment (having taken as little as one course), while other states report on students nearing CTE program completion. Expectations for student attainment on the *Perkins IV* Sec. 113(b) core indicators between these two groups of students are vastly different, thus rendering it impossible to make comparisons of student performance across states or over time.

Second, despite statutory language in *Perkins IV*⁷⁶ and the Department's March 13, 2007, nonregulatory guidance that recommends the use of technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, 10 states continue to use less direct or valid measures for technical skill attainment, such as grade point average (GPA) or CTE program completion (see Appendix D, figure D-1). States report using other measures for a variety of reasons, including: the lack of resources (i.e., funding and/or staffing) to develop and implement technical skill assessments in all CTE program areas for all students; the inability to obtain results of students' technical skill assessments because the tests are often administered by external parties and taken after the student has left the CTE program; and a philosophical belief that other measures are better measures of technical skill attainment because they take into account factors other than performance on a single test. While 44 states initially agreed to use technical skill assessments as their measures for secondary technical skill attainment⁷⁷ and 30 states agreed to use such assessments for

⁷⁵ This checklist includes some of the factors that the Department may consider in deciding whether to approve a state's request for changes to its measurement approaches for the *Perkins IV* Sec. 113(b) core indicators in response to a state's methods for collecting data, natural catastrophe, significant change in economic conditions, or significant change in demographics.

⁷⁶ See Sec. 113(b)(2)(A)(ii) and Sec. 113(b)(2)(B)(i) of *Perkins IV*.

⁷⁷ See Appendix D, figure D-1, in this report.

postsecondary technical skill attainment,⁷⁸ the Department expects several states to request approval to change their measures. With the increasing national acceptance of the use of passing grades on capstone courses, especially in industries that do not currently have national assessments, the field is moving to accept grade point average (GPA) as a creditable alternative for those industries lacking an assessment. Also, in those instances where no alternative exists, some states are requesting approval to change their measures.

⁷⁸ See Appendix D, figure D-2, in this report.

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Conclusion

States⁷⁹ have made progress⁸⁰ in adopting comparable definitions and measures that have strengthened the validity and reliability of the data reported under the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* Sec. 113(b) core indicators and in meeting their performance levels for the *Perkins IV* Sec. 113(b) core indicators for program year (PY) 2008–09. The student data are reported by each state per the instructions in the Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09.⁸¹ Progress was due to a combination of factors described in this report:

- The *Perkins IV* provisions that defined measurement approaches for the Perkins IV Sec. 113(b) core indicators of academic attainment and graduation rates;
- The U.S. Department of Education (Department) March 13, 2007, nonregulatory guidance that recommended valid and reliable definitions and measurement approaches for the Perkins IV Sec. 113(b) core indicators;
- The national and customized technical assistance that was offered to the states by the Department; and

⁷⁹ The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

⁸⁰ This report does not include performance data from all states because the Republic of Palau did not have a fully approved state plan, and American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs, and used these funds for allowable program purposes rather than CTE.

⁸¹ When completing the CAR enrollment and accountability forms, a state must use its definitions for a CTE participant and CTE concentrator at the secondary and postsecondary levels. Unless otherwise specified, the data reported are for CTE concentrators.

- States' own efforts to reach consensus on more rigorous definitions and measures for the *Perkins IV* Sec. 113(b) core indicators and *Perkins IV* Sec. 203(e) indicators of performance.

For PY 2008–09, states reported the following positive outcomes for their career and technical education programs:

- **States reported a greater number of students as having participated in career and technical education courses in PY 2008–09 than in the previous program year.** Enrollment figures for PY 2008–09 reflect a 3 percent increase from the previous year.⁸² The 2008–09 rate of participation is within 5 percent of the highest enrollment (PY 2006–07) in the past seven years (PY 2002–2009) of *Perkins III*⁸³ and *IV* implementation.
- **Ninety-six percent, or 50 of the 52 states⁸⁴ that reported data on statewide and CTE graduation rates, reported increased graduation rates for career and technical education students compared to all students who graduate from public high school with a regular diploma or GED.⁸⁵**
- **Secondary career and technical education student enrollment increased 12 percent in PY 2008–09, when compared to PY 2007–08.**
- **Postsecondary career and technical education student enrollment increased 10 percent in PY 2008–09, when compared to PY 2007–08.⁸⁶**

⁸² The data reported reflect students identified by each state as CTE participants. Although the definitions of CTE participants vary among states, most states define CTE participants as students who have completed one CTE course at the secondary level or one credit at the postsecondary level (see Appendix C, table C-2, for each state's definition of CTE participants). The remaining data reported on CTE students in this section refers to CTE concentrators. Although definitions of CTE concentrators vary among states, in general, CTE concentrators are those who have completed three courses at the secondary level and 12 credits at the postsecondary level (see Appendix C, table C-1, for each state's definition of CTE concentrators).

⁸³ The *Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)*.

⁸⁴ Only the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico are required to report on academic achievement and general statewide graduation rates under *ESEA* to the Office of Elementary and Secondary Education in the Education Data Exchange Network (EDEN). The 52 states reporting statewide graduation rates therefore include the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

⁸⁵ For general information related to states' secondary performance levels for the *Perkins IV* Sec. 113(b) core indicators, see figures 6 through 8 and tables 8 and 9 of this report and the related information for each of the figures and tables. For specific data for each state, see Appendix E of this report.

⁸⁶ For general information related to states' postsecondary performance levels for the *Perkins IV* Sec. 113(b) core indicators, see figures 9 and 10 and table 10 of this report and the related information for each of the figures and tables. For specific data for each state, see Appendix E of this report.

- **Adult⁸⁷ career and technical education student enrollment increased in excess of 8 percent in PY 2008–09, when compared to PY 2007–08.**
- **Ninety-three percent, or 50 of the 54 states⁸⁸ that reported data on secondary technical skill attainment, met or exceeded their performance levels.**
- **Ninety-two percent, or 49 of the 53 states⁸⁹ that reported data on secondary student completion, met or exceeded their performance levels.**
- **Ninety-four percent, or 51 of the 54 states that reported data on postsecondary technical skill attainment, met or exceeded their performance levels.**
- **Eighty-seven percent, or 47 of the 54 states that reported data on postsecondary credentials, certificates, and degrees, met or exceeded their performance levels.**
- **Eighty-seven percent, or 47 of the 54 states that reported data on postsecondary student retention or transfer, met or exceeded their performance levels.**
- **Eighty-seven percent, or 47 of the 54 states that reported postsecondary student placement, met or exceeded their performance levels.**
- **Eighty percent, or 42 of 53 states, met or exceeded all of their secondary and postsecondary performance levels, by at least 90 percent.**

Considerable work lies ahead for the Department in assisting states to continue developing their *Perkins* accountability systems, implement their measures, and ensure that the data received by states and local recipients are valid, reliable, and complete. To this end, future Data Quality Institutes (DQIs) will continue to host monthly Next Steps Work Group

⁸⁷ Florida, Louisiana, Ohio, Oklahoma, Rhode Island, and Tennessee provided performance levels and report data for their adult-level CTE concentrators using the *Perkins IV* Sec. 113(b)(2)(B) postsecondary core indicators and performance levels.

⁸⁸ The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data on the *Perkins IV* Sec. 113(b) core indicators for PY 2008–09. The Republic of Palau did not submit data because it did not have a fully approved state plan. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education. Fifty-four states in this report refer to the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of the United States Virgin Islands and Guam.

⁸⁹ The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data on the *Perkins IV* Sec. 113(b) core indicators for PY 2008–09. The Republic of Palau did not submit data because it did not have a fully approved state plan. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education. Fifty-three states in this report refer to the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and the outlying area of the United States Virgin Islands.

(NSWG) conference calls, and will offer opportunities for more states to receive customized technical assistance. Some of the future topics identified for continued discussion include: (1) data protocols for reporting data,⁹⁰ (2) formation of a *Perkins* Consolidated Annual Report (CAR)–Education Data Exchange Network (EDEN) alignment work group/task force,⁹¹ (3) clarification of technical skill attainment measurements, and (4) briefing on national conversations supporting programs of study.⁹²

The PY 2007–08 report to Congress indicated that the Department would be reviewing and determining what steps, if any, could be taken to implement the findings from a report, entitled *Assessing the Feasibility of a Test Item Bank and Assessment Clearinghouse to Measure Technical Skill Attainment of Career and Technical Education Participants*.⁹³ Commissioned by the Department in fiscal year 2006–07, this report was undertaken to assess whether, and to what extent, it would be possible to develop a national test-item bank or assessment clearinghouse that could be utilized by all states and local recipients. The report concluded that, while either approach would be complex and expensive, both approaches are technically feasible. As a result of the report, the Department has begun to assess how to best address the needs of states by providing ongoing technical assistance to states intending to establish common program standards, testing mechanisms, and data-sharing solutions.

The PY 2007–08 report to Congress also indicated that the Department would be sharing the results of a study that the Government Accountability Office (GAO) conducted during program year (PY) 2008–09 on the implementation of *Perkins IV*. This report⁹⁴ focused primarily on the *Perkins IV* accountability measures at the secondary and postsecondary levels. The report found no required actions or recommendations for the Department related to the implementation of *Perkins IV*. GAO examined: (1) how states have implemented the *Perkins IV* performance measures and what, if any, challenges they have faced in implementing the measures; (2) to what extent the Department has ensured that states are implementing the new performance measures and supported states in their efforts; and (3) what the Department knows about the effectiveness of CTE programs. To collect

⁹⁰ See Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*, released June 2, 2008, at <http://cte.ed.gov/perkinsimplementation/nrg.cfm>

⁹¹ A work group/task force as part of the NSWG that will assist OVAE and state staff with the implementation of the EDEN/EdFacts data reporting requirements. See The EdFacts Initiative at <http://www2.ed.gov/about/inits/ed/edfacts/index.html>

⁹² Additional information regarding programs of study is available at <http://cte.ed.gov/nationalinitiatives/rposdesignframework.cfm>

⁹³ Derner, Seth, Steve Klein, and Don Hilber. 2008. *Assessing the Feasibility of a Test Item Bank and Assessment Clearinghouse: Strategies to Measure Technical Skill Attainment of Career and Technical Education Participants*. Report prepared for the Office of Vocational and Adult Education, U.S. Department of Education.

⁹⁴ U.S. Government Accountability Office. 2009. *Career and Technical Education: States Have Broad Flexibility in Implementing Perkins IV*. GAO-09-683. Washington, DC.

national-level data, GAO surveyed state CTE directors in the 50 states and District of Columbia between January and April 2009, and received responses from all states and the District of Columbia.

GAO found that states are implementing some of the *Perkins IV* performance measures using different approaches and report that the greatest challenge is collecting data on technical skill attainment and student placement. Among the specific findings:

- Flexibility in *Perkins IV* and the Department’s guidance permits differences in how states implement the measures.
- According to GAO surveys, 34 states at the secondary level and 29 at the postsecondary level intend to adopt the Department’s recommended use of assessments—such as those for industry certifications—to measure technical skills.
- States reported that they face the most challenge collecting data on the technical skill attainment and student placement measures because of cost and concerns with their ability to access complete and accurate data.

In their concluding remarks, the GAO study indicated that *Perkins IV* provides states with considerable flexibility in how they implement the required performance measures and how they evaluate the effectiveness of their CTE programs⁹⁵ and noted that this Department (referred to as “Education”) faced challenges:

- “While this flexibility enables states to structure and evaluate their programs in ways that work best for them, it may hinder Education’s ability to gain a broader perspective on the success of state CTE programs.
- Specifically, differences in how states collect data for some performance measures may challenge Education’s ability to aggregate student outcomes at a national level and compare student outcomes on a state-by-state basis.
- Further, Education is limited in what it knows about the effectiveness of state CTE programs, beyond what states report through the performance measures. *Perkins* only requires that states report on how they are evaluating their programs, and does not provide any guidance on how states should evaluate their programs or require that states report on the outcomes of their evaluations.
- Education is working with states to help them overcome challenges they face in collecting and reporting student outcomes, and over time, states may collect more consistent data for measures, such as technical skill attainment.

⁹⁵ Ibid, p. 24.

- As states become more adept at implementing the *Perkins IV* performance measures, they will be better positioned to conduct more rigorous evaluations of their CTE programs.”

The study pointed to the need for the Department to provide greater guidance to states and more focused technical assistance. Generally, the study suggested that guidance could be in the form of: (1) more detailed metrics in future legislation, (2) additional clarification and stronger regulations, (3) precise file specifications, (4) enhanced state and local training, and (5) linking data collection to other Department reporting systems.

The Department will continue to explore areas where additional guidance would assist states in improving the quality and implementation of their CTE programs. The Department has undertaken increased training efforts targeted to improving data on specific indicators and for states having difficulties implementing the *Perkins* accountability nonregulatory guidance. The Department also has established specialized online and virtual training to help both state and local systems yield valid, reliable, and complete data on the performance of CTE students across the nation, and will continue to pursue opportunities for providing guidance and technical assistance.

Appendixes

Appendix A

Allotment of *Carl D. Perkins Career and Technical Education Act of 2006*, Title I and Title II Funds, Corresponding to Program Year 2008–09

Appendix A provides information regarding the allotments⁹⁶ of *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*, Title I and Title II, funds to each state⁹⁷ for program year (PY) 2008–09. Table A-1 provides the PY 2008–09 funding allotment information for each state related to *Perkins IV*, Title I, career and technical education (CTE) assistance to the states. Table A-2 provides the PY 2008–09 funding allotment information for each state related to *Perkins IV*, Title II, tech prep education.⁹⁸

Table A-1 provides the following funding information corresponding to PY 2008–09 for each state related to *Perkins IV*, Title I, for CTE assistance: (1) total dollar amount allotted to

⁹⁶ American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

⁹⁷ The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

⁹⁸ The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program. Sec. 203(c)(2)(A) and (B) of *Perkins IV* indicates that a tech prep program, among other things, shall consist of a program of study that combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study, or an apprenticeship program of not less than two years following secondary education instruction and that integrates academic and career and technical education.

each state under Title I of *Perkins IV*; (2) total dollar amount of funds allotted under Title II of *Perkins IV* that a state consolidated with its *Perkins IV*, Title I, funds; (3) total amount of *Perkins IV*, Title I, funds after any consolidation by a state; (4) total dollar amount, if any, that a state distributed by reserve under Sec. 112(c) to its eligible recipients; (5) the remaining dollar amount that a state distributed to its eligible recipients; (6) the secondary percentage share of funds distributed to eligible recipients by each state; and (7) the postsecondary percentage share of funds distributed to eligible recipients by each state.

Not less than 85 percent of a state's *Perkins IV*, Title I, allotment must be distributed to eligible recipients (e.g., local education agencies, institutions of higher education), as specified in Sec. 112(a)(1) of *Perkins IV* except as provided in Sec. 112(a)(3):

- Up to 10 percent of the 85 percent (or 8.5 percent of the total allotment) of *Perkins IV*, Title I, funds may be reserved for grants to eligible recipients in rural areas, areas with high percentages of CTE students, and areas with high numbers of CTE students (Sec. 112(c) of *Perkins IV*). A state that elects to establish a reserve fund under Sec. 112(d) of the Act, has complete freedom to split these funds in any manner it chooses among eligible recipients that meet any of the three areas listed in Sec. 112(c).
- Each state determines the portion of the 85 percent of *Perkins IV*, Title I, funds that will be reserved for secondary versus postsecondary education. *Perkins IV* does not establish criteria for determining a state's split of funds between its secondary and postsecondary delivery systems. As such, a state has total flexibility in making this decision.⁹⁹ These funds are distributed to eligible recipients using the formulas described in secs. 131 (distribution of funds for secondary programs) and 132 (distribution of funds for postsecondary career and technical education programs) of *Perkins IV*. If a state reserves less than 15 percent for either secondary or postsecondary education, however, it may distribute the funds to eligible recipients competitively or use another distribution method it devises under the special rule for minimal allocation at Sec. 133(a) of *Perkins IV*.

Table A-2 provides the following funding dollar-amount information corresponding to PY 2008–09 for each state related to *Perkins IV*, Title II, tech prep education: (1) total dollar amount allotted to each state under Title II; (2) total dollar amount of Title II funds, if any, each state consolidated with *Perkins IV*, Title I, funds; (3) dollar amount of *Perkins IV*, Title II, funds remaining after the consolidation with *Perkins IV*, Title I, funds, if any; (4) dollar amount and percentage of the total Title II allotment a state used for administration; (5) dollar amount distributed by a state to consortia; and (6) distribution method.

⁹⁹ See Questions and Answers Regarding the Implementation of the *Carl D. Perkins Career and Technical Education Act of 2006* – Version 1.0 at <http://cte.ed.gov/perkinsimplementation/nrg.cfm>

Each state distributes its *Perkins IV*, Title II, funds to local consortia between secondary and postsecondary agencies described in Sec. 203(a)(1)(A) of *Perkins IV*. Each state determines whether to distribute its *Perkins IV*, Title II, funds competitively or by a formula it devises.

Although there is no provision for state administrative costs under Title II of *Perkins IV*, the Department continues to allow each state to reserve a portion of its *Perkins IV*, Title II, funds for reasonable and necessary state administration costs, including supervision and technical assistance to eligible consortia. Reasonable and necessary administrative expenses generally would not exceed 5 percent of the *Perkins IV*, Title II, funds and often would be less than 5 percent.¹⁰⁰

In some instances, states have decided to consolidate¹⁰¹ their *Perkins IV*, Title II, funds. Sec. 202(b) of *Perkins IV* permits an eligible agency, upon appropriate notification to the secretary, to consolidate all or a portion of its available Title II tech prep funds with its Title I basic grant funds to carry out the activities described in the state plan submitted under Sec. 122 of the Act.

¹⁰⁰ See the Office of Vocational and Adult Education (OVAE) program memo at <http://cte.ed.gov/perkinsimplementation/nrg.cfm>

¹⁰¹ See Non-Regulatory Guidance Regarding the Consolidation of Title II Tech Prep Funds with Title I Basic Grant Funds, released May 17, 2007, at <http://cte.ed.gov/perkinsimplementation/nrg.cfm>.

Table A-1. Allotment of Perkins IV,^a Title I, funds, by states,^b corresponding to program year 2008–09

States ^b	State Title I allotment	Title II funds consolidated with Title I funds	Total Title I and Title II consolidated ^c	Amount distributed by reserve to eligible recipient ^d	Amount distributed to eligible recipient ^d	Secondary percentage share	Postsecondary percentage share
Alabama ^e	19,311,200	1,494,292	20,805,492	1,768,467	17,684,668	73.00%	27.00%
Alaska	4,214,921	0	4,214,921	358,268	3,582,683	86.50%	13.50%
American Samoa ^{f,j}	347,510	NA	NA	NA	NA	NA	NA
Arizona	24,786,970	0	24,786,970	818,590	21,068,925	85.00%	15.00%
Arkansas	12,068,187	1,186,046	13,254,233	600,000	11,266,098	75.00%	25.00%
California	128,508,264	0	128,508,264	0	109,232,024	43.09%	56.91%
Colorado	15,568,781	1,393,615	16,962,396	1,462,708	14,627,079	42.00%	58.00%
Commonwealth of the Northern Mariana Islands ^{g,j}	347,510	NA	NA	NA	NA	NA	NA
Connecticut	10,056,520	868,931	10,925,451	867,000	9,286,633	77.79%	22.21%
Delaware	4,845,374	0	4,845,374	411,857	4,118,568	86.50%	13.50%
District of Columbia	4,214,921	134,677	4,349,598	0	3,717,360	80.70%	19.30%
Florida	60,806,360	4,815,872	65,622,232	5,166,894	57,972,232	51.97%	48.03%
Georgia	38,505,354	3,074,413	41,579,767	3,534,278	35,342,804	50.00%	50.00%
Guam ^j	655,303	NA	655,303	0	557,008	25.00%	75.00%
Hawaii	5,709,942	411,510	6,121,452	78,049	5,203,234	50.25%	49.75%
Idaho	6,568,703	623,977	7,192,680	420,000	6,113,778	60.53%	39.47%
Illinois	44,936,238	0	44,936,238	0	38,195,802	60.00%	40.00%
Indiana	25,572,913	0	25,572,913	0	22,520,700	63.58%	36.42%
Iowa	12,134,049	0	12,134,049	150,000	10,313,943	49.86%	50.14%
Kansas	11,035,131	1,065,568	12,100,699	1,028,559	10,285,594	50.00%	50.00%
Kentucky	17,905,647	0	17,905,647	0	15,219,800	51.00%	49.00%
Louisiana	21,041,943	2,188,456	23,230,399	1,974,584	19,745,839	50.40%	49.60%
Maine	5,709,942	525,512	6,235,454	530,014	5,300,136	51.60%	48.40%
Maryland	16,521,018	1,540,547	18,061,565	702,143	15,506,385	65.00%	35.00%
Massachusetts	18,583,628	0	18,583,628	400,000	16,639,428	70.72%	29.28%
Michigan	39,826,146	0	39,826,146	0	33,852,224	60.00%	40.00%
Minnesota	17,783,491	1,735,277	19,518,768	1,659,044	16,723,361	42.46%	57.54%
Mississippi	13,363,550	0	13,363,550	0	11,359,018	53.07%	46.93%
Missouri	23,261,201	0	23,261,201	1,977,202	19,772,021	74.80%	25.20%
Montana	5,468,522	0	5,468,522	464,824	4,648,244	58.50%	41.50%
Nebraska	7,042,650	708,987	7,751,637	550,000	6,588,891	55.00%	45.00%
Nevada	7,878,704	527,487	8,406,191	678,800	7,145,262	64.04%	35.96%
New Hampshire	5,709,942	0	5,709,942	242,672	4,853,451	75.53%	19.89%
New Jersey	24,257,812	0	24,257,812	1,546,435	20,619,140	58.38%	41.62%
New Mexico	8,933,828	0	8,933,828	759,375	7,593,754	55.00%	45.00%
New York	58,287,518	0	58,287,518	0	51,258,767	52.00%	48.00%
North Carolina	35,070,414	0	35,070,414	0	29,809,852	66.67%	33.33%
North Dakota	4,214,921	313,151	4,528,072	382,775	3,827,749	60.66%	39.34%

See notes at end of table.

Table A-1. Allotment of Perkins IV,^a Title I, funds, by states,^b corresponding to program year 2008–09 (continued)

States ^b	State Title I allotment	Title II funds consolidated with Title I funds	Total Title I and Title II consolidated ^c	Amount distributed by reserve to eligible recipient ^d	Amount distributed to eligible recipient ^d	Secondary percentage share	Postsecondary percentage share
Ohio	44,972,909	0	44,972,909	0	38,242,423	79.00%	21.00%
Oklahoma	15,094,180	0	15,094,180	1,283,005	12,830,053	85.60%	14.40%
Oregon	14,051,953	1,290,703	15,342,656	1,304,126	13,041,258	50.00%	50.00%
Pennsylvania	45,000,763	0	45,000,763	0	38,250,649	70.00%	30.00%
Puerto Rico	18,458,484	1,919,765	20,378,249	0	17,321,512	88.00%	12.00%
Republic of Palau ^{h,j}	158,862	NA	NA	NA	NA	NA	NA
Rhode Island	5,709,942	338,543	6,048,485	519,199	5,191,994	77.70%	22.30%
South Carolina	18,890,827	1,730,084	20,620,911	1,752,777	17,527,774	73.00%	27.00%
South Dakota	4,353,301	0	4,353,301	367,138	3,671,375	52.49%	47.51%
Tennessee	23,392,150	2,231,641	25,623,791	2,178,022	21,780,222	84.50%	15.50%
Texas	93,446,248	0	93,446,248	7,942,930	79,429,313	70.00%	30.00%
United States Virgin Islands ⁱ	613,021	54,674	CA	CA	CA	CA	CA
Utah	12,585,693	1,195,556	13,781,249	400,000	11,714,062	59.66%	40.34%
Vermont	4,214,921	237,187	4,452,108	0	3,820,925	74.28%	25.72%
Virginia	25,221,860	0	25,221,860	200,000	21,438,581	85.00%	15.00%
Washington	21,965,335	0	21,965,335	1,867,053	18,670,535	44.00%	56.00%
West Virginia	8,428,617	0	8,428,617	0	7,164,324	70.80%	29.20%
Wisconsin	21,668,585	0	21,668,585	1,013,006	18,418,297	45.00%	55.00%
Wyoming	4,214,921	233,729	4,448,650	0	3,781,352	60.00%	40.00%
Total	1,143,497,600	31,840,200	1,173,816,223	47,359,794	1,003,847,104	†	†
Average Share	†	†	†	†	†	63.11%	36.81%

^a Perkins IV is the Carl D. Perkins Career and Technical Education Act of 2006.

^b The term "state" in Sec. 3(30) of Perkins IV means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau. However, under secs. 111(a) and (d) and 201(a) of Perkins IV, the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands are eligible for tech prep allotments under Title II.

^c The amount for each state in this column is the sum of the column titled "State Title I Allotment" and the column titled "Title II Funds Consolidated with Title I Funds."

^d Sec. 3(14) of Perkins IV defines "eligible recipient" as "(A) a local educational agency (including a public charter school that operates as a local education agency), an area career and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or (B) an eligible institution or consortium of institutions eligible to receive assistance under section 132." Sec. 131 of Perkins IV provides the requirements for the distribution of funds to secondary programs and Sec. 132 of Perkins IV provides the requirements for the distribution of funds to postsecondary education programs. These requirements are subject to the provisions in Sec. 133 of Perkins IV.

^e Alabama consolidated a portion of its Title II funds with its Title I funds under Perkins IV.

^f American Samoa consolidated its Perkins IV, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

^g The Commonwealth of the Northern Mariana Islands consolidated its Perkins IV, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

^h The Republic of Palau received its allotment for PY 2008–09 in September 2009 because it did not have a fully approved state plan under Perkins IV for PY 2008–09.

ⁱ CA means "Consolidated allotment." The United States Virgin Islands received its allotted Perkins IV funds consolidated with funds allotted under other formula grant programs and used some of the funds in the consolidated grant for Perkins IV, Title I, purposes.

^j The amount of the set-aside was not sufficient to make the full awards to Guam (\$660,000) American Samoa (\$350,000), the Commonwealth of the Northern Mariana Islands (\$350,000) and the Republic of Palau (\$160,000) under Sec. 115(a) of Perkins IV, and therefore the allotments were ratably reduced.

Notes: † means no data are applicable to the cell. The percent figures in the total row for the secondary percentage share and postsecondary percentage share columns represent the average (or mean) percentage. The dollar amounts in each of the other columns are summative in the total row. Source: U.S. Department of Education, Office of Vocational and Adult Education, *The Carl D. Perkins Career and Technical Education Act of 2006 Guide for the Submission of State Plans* (OMB Number 1830-0029).

Table A-2. Allotment of Perkins IV,^a Title II, funds, by states,^b corresponding to program year 2008–09

States ^b	State Title II allotment (\$) ^c	Total consolidated with Title I funds (\$)	Total Title II funds remaining after Title I consolidation (\$)	Total administration amount (\$)	Total administration percentage (%)	Amount distributed to consortia (\$)	Distribution method ^d
Alabama	1,994,293	1,494,292	500,000	25,000	5.00%	475,000	Competitive
Alaska	250,163	0	250,163	12,508	5.00%	237,655	Formula
Arizona	1,880,272	0	1,880,272	0	0.00%	1,880,272	Formula
Arkansas	1,186,047	1,186,046	0	0	0.00%	0	—
California	11,251,825	0	11,251,821	900,145	8.00%	10,351,676	Formula
Colorado	1,393,615	1,393,615	0	0	0.00%	0	—
Connecticut	868,931	868,931	0	0	0.00%	0	—
Delaware	229,550	0	229,550	11,478	5.00%	218,072	Competitive
District of Columbia	134,677	134,677	0	0	0.00%	0	—
Florida	4,815,873	4,815,872	0	0	0.00%	0	—
Georgia	3,074,414	3,074,413	0	0	0.00%	0	—
Guam	NA	NA	NA	NA	NA	NA	—
Hawaii	411,510	411,510	0	0	0.00%	0	—
Idaho	623,977	623,977	0	0	0.00%	0	—
Illinois	4,049,330	0	4,049,329	125,000	3.09%	3,924,329	Formula
Indiana	2,463,651	0	2,463,650	123,182	5.00%	2,340,468	Competitive
Iowa	1,244,304	0	1,244,304	62,215	5.00%	1,182,089	Formula
Kansas	1,065,569	1,065,568	0	0	0.00%	0	—
Kentucky	1,862,269	0	1,862,268	93,113	5.00%	1,769,155	Competitive
Louisiana	2,188,457	2,188,456	0	0	0.00%	0	—
Maine	525,512	525,512	0	0	0.00%	0	—
Maryland	1,540,547	1,540,547	0	0	0.00%	0	—
Massachusetts	1,648,213	0	1,648,212	88,212	5.35%	1,560,000	Formula
Michigan	3,641,767	0	3,641,766	182,088	5.00%	3,459,678	Formula
Minnesota	1,735,278	1,735,277	0	0	0.00%	0	—
Mississippi	1,389,869	0	1,389,869	92,658	6.67%	1,297,211	Formula
Missouri	2,177,836	0	2,177,835	128,117	5.88%	2,049,718	Formula
Montana	428,023	0	428,023	29,962	7.00%	398,061	Formula
Nebraska	708,988	708,987	0	0	0.00%	0	—
Nevada	527,487	527,487	0	0	0.00%	0	—
New Hampshire	376,159	0	376,158	18,808	5.00%	357,350	Formula
New Jersey	2,187,235	0	2,187,234	109,361	5.00%	2,077,873	Competitive
New Mexico	833,848	0	833,848	41,692	5.00%	792,156	Competitive
New York	5,242,848	0	5,242,846	150,000	2.86%	5,092,846	Competitive
North Carolina	2,993,352	0	2,993,351	269,402	9.00%	2,723,949	Competitive
North Dakota	313,151	313,151	0	0	0.00%	0	—
Ohio	4,446,194	0	4,446,192	391,265	8.80%	4,054,927	Formula
Oklahoma	1,569,862	0	1,569,862	75,000	4.78%	1,494,862	Competitive
Oregon	1,290,703	1,290,703	0	0	0.00%	0	—
Pennsylvania	4,235,353	0	4,235,352	350,000	8.26%	3,885,352	Competitive

See notes at end of table.

Table A-2. Allotment of Perkins IV,^a Title II, funds, by states,^b corresponding to program year 2008–09 (continued)

States ^b	State Title II allotment (\$) ^c	Total consolidated with Title I funds (\$)	Total Title II funds remaining after Title I consolidation (\$)	Total administration amount (\$)	Total administration percentage (%)	Amount distributed to consortia (\$)	Distribution method ^d
Puerto Rico	1,919,766	1,919,765	0	0	0.00%	0	—
Republic of Palau ^e	NA	NA	NA	NA	NA	NA	—
Rhode Island	338,543	338,543	0	0	0.00%	0	—
South Carolina	1,730,085	1,730,084	0	0	0.00%	0	—
South Dakota	352,942	0	352,942	45,000	12.75%	307,942	Formula
Tennessee	2,231,641	2,231,641	0	0	0.00%	0	—
Texas	8,391,458	0	8,391,455	419,572	5.00%	7,971,883	—
United States Virgin Islands ^f	54,674	CA	CA	CA	CA	CA	—
Utah	1,195,557	1,195,556	0	0	0.00%	0	—
Vermont	237,188	237,187	0	0	0.00%	0	—
Virginia	2,417,795	0	2,417,794	72,534	3.00%	2,345,260	Competitive
Washington	2,036,850	0	2,036,850	101,842	5.00%	1,935,008	Formula
West Virginia	876,614	0	876,614	43,831	5.00%	832,783	Competitive
Wisconsin	2,105,227	0	2,105,226	105,261	5.00%	1,999,965	Formula
Wyoming	233,729	233,729	0	0	0.00%	0	—
Total	102,923,021	31,785,526	71,082,786	4,067,246	†	67,015,540	†
Average	†	†	†	†	5.72%	†	†

^a Perkins IV is the Carl D. Perkins Career and Technical Education Act of 2006.

^b The term "state" in Sec. 3(30) of Perkins IV means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau. However, under secs. 111(a) and (d) and 201(a) of Perkins IV, the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands are eligible for tech prep allotments under Title II.

^c The amount in this column is a sum of the column titled "Total Consolidated with Title I Funds" and the column titled "Total Title II Funds Remaining after Title I Consolidation."

^d The em dash in the column means that there is no Title II distribution because the state consolidated its Title II funds with its Title I funds.

^e The Republic of Palau does not have a fully approved state plan under Perkins IV. It is not eligible for a Perkins IV, Title II, allotment under Sec. 201(a) and Sec. 111(a) of Perkins IV.

^f CA means "Consolidated allotment." The United States Virgin Islands received its allotted Perkins IV funds consolidated with funds allotted under other formula grant programs and used some of the funds in the consolidated grant for Perkins IV, Title I, purposes.

Notes: † means no data are applicable to the cell. NA for Guam and the Republic of Palau mean "Not applicable" because they are not eligible for a Perkins IV, Title II, allotment under Sec. 201(a) and Sec. 111(a) of Perkins IV. The outlying areas of American Samoa and the Commonwealth of the Northern Mariana Islands are not included in this table because they consolidated their Perkins IV, Title I, allotments with funds under other formula programs, and used these funds for allowable program purposes rather than career and technical education, and they are not eligible for a Perkins IV, Title II, allotment under Sec. 201(a) and Sec. 111(a) of Perkins IV.

Source: U.S. Department of Education, Office of Vocational and Adult Education, the Carl D. Perkins Career and Technical Education Act of 2006 Guide for the Submission of State Plans (OMB Number 1830-0029).

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Appendix B

Excerpts From the U.S. Department of Education March 13, 2007, Nonregulatory Guidance on Student Definitions and Measurement Approaches for the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* Sec. 113(b) Core Indicators¹⁰² and States’¹⁰³ Use of the Nonregulatory Guidance Measurement Definitions for the *Perkins IV* Indicators

The *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* does not provide measurement definitions for the *Perkins IV* indicators of performance at the secondary and postsecondary levels. The U.S. Department of Education (Department) has indicated in its past reports to Congress on the *Carl D. Perkins Vocational and Technical Education of 1998 (Perkins III)* that it was difficult to compare state data because there was a variety of definitions used by states that made an impact on data included in their performance indicators that they were including in their career and technical education (CTE) accountability system.

In an attempt to provide states with guidance to develop secondary and postsecondary measurement definitions for their final *Perkins IV* state plan and to increase consistency of measurement definitions across the states, the Department issued nonregulatory guidance on measurement definitions for the *Perkins IV* indicators on March 13, 2007. The nonregulatory guidance is included in this appendix.

This appendix also reports the states’ uses of the Department’s March 13, 2007, nonregulatory guidance. Table B-1 lists the student definitions and measurement approaches for each indicator at the secondary and postsecondary levels for program year

¹⁰² See the March 13, 2007, Office of Vocational and Adult Education (OVAE) program memorandum titled, “Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*” at <http://www.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.pdf>.

¹⁰³ The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

(PY) 2008–09 for each of the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and Guam;¹⁰⁴ and indicates which states use the measurement definitions for each indicator at the secondary and postsecondary levels provided in the Department’s March 13, 2007, nonregulatory guidance.

Excerpts From the U.S. Department of Education March 13, 2007, Nonregulatory Guidance on Student Definitions and Measurement Approaches for the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*

Student Definitions

Secondary Level

CTE Participant: A secondary student who has earned one or more credits in any career and technical education (CTE) program area.

CTE Concentrator: A secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those program areas where two-credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

Postsecondary or Adult Level

CTE Participant: A postsecondary or adult student who has earned one or more credits in any CTE program area.

CTE Concentrator: A postsecondary or adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

¹⁰⁴ The Republic of Palau does not have a fully approved plan, and American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

Measurement Definitions

Secondary Level

1S1: Academic Attainment—Reading/Language Arts

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Sec. 1111(b)(3) of the *Elementary and Secondary Education Act (ESEA)* as amended by the *No Child Left Behind Act (NCLB)* based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took *ESEA* assessments in reading/language arts whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.

1S2: Academic Attainment—Mathematics

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Sec. 1111(b)(3) of *ESEA* as amended by *NCLB* based on the scores that were included in the state’s computation of AYP and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took *ESEA* assessments in mathematics whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.

Examples for Indicators 1S1 and 1S2:

- Under these indicators, a state would not include in the data it reports under the *Perkins Act* a CTE concentrator who is a student who at the time of the administration of the state assessment had not attended public schools within the state for a full academic year, as defined in the state’s “Consolidated State Application Accountability Workbook,” because the state would not include this student in its computation of statewide AYP under *ESEA*.
- Under these indicators, a state would include in the data it reports under the *Perkins Act* a CTE concentrator who took the reading/language arts and

mathematics assessments in grade 10 and dropped out in grade 11 if the student's grade 11 year is the reporting year.

- Under these indicators, if a state's "Consolidated State Application Accountability Workbook" allows for the state to report a student's last score on the reading/language arts and mathematics assessments for accountability purposes under *ESEA*, the state may follow the same procedure for reporting the number of CTE concentrators who met the proficient or advanced level of *ESEA* assessments because a state would report the same score for a CTE student as reported under *ESEA*.

2S1: Technical Skill Attainment

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took the assessments during the reporting year.

3S1: Secondary School Completion

Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a general education development (GED) credential as a state-recognized equivalent to a regular high school diploma (if offered by the state) or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities); or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

4S1: Student Graduation Rates

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Sec. 1111(b)(2)(C)(vi) of *ESEA*.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Sec. 1111(b)(2)(C)(vi) of *ESEA*.

5S1: Secondary Placement

Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in military service, or in employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between Oct. 1, 2007, and Dec. 31, 2007).

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

6S1: Nontraditional Participation

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

6S2: Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

Postsecondary Level

1P1: Technical Skill Attainment

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.

2P1: Credential, Certificate, or Degree

Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

3P1: Student Retention or Transfer

Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.

Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

4P1: Student Placement

Numerator: Number of CTE concentrators who were placed or retained in employment or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between Oct. 1, 2007, and Dec. 31, 2007).

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

5P1: Nontraditional Participation

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

5P2: Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

States' Uses of Nonregulatory Guidance

Table B-1 indicates the states that used the Department's nonregulatory guidance for their measurement approaches at the secondary and postsecondary levels.

Table B-1. States^{1a} use of the U.S. Department of Education nonregulatory guidance^b measurement definitions for the Perkins IV^c indicators of performance at the secondary and postsecondary levels

State	Secondary level								Postsecondary level					
	Academic attainment		Technical skill attainment	School completion	Student graduation rates	Place-ment	Nontraditional participation	Non-traditional completion	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Non-traditional completion
	Reading/language arts	Math-ematics												
1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2	1P1	2P1	3P1	4P1	5P1	5P2	
Alabama	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Alaska	X	X	X	X	X	X	X	X		X	X	X	X	X
Arizona	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Arkansas	X	X	X		X			X		X	X	X	X	X
California	X	X		X	X		X			X	X	X	X	X
Colorado	X	X			X		X	X			X		X	X
Connecticut	X	X	X		X	X	X	X		X	X	X	X	X
Delaware	X	X	X		X			X	X	X	X	X	X	X
District of Columbia	X	X	X		X	X	X	X	X	X	X	X	X	X
Florida	X	X	X	X	X	X	X	X		X	X	X	X	X
Georgia	X	X	X	X	X	X	X	X					X	X
Guam	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hawaii	X	X	X	X	X		X	X		X	X		X	X
Idaho	X	X	X		X			X	X	X	X			
Illinois	X	X	X	X	X	X	X	X		X	X	X	X	X
Indiana	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Iowa	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Kansas	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Kentucky	X	X			X	X	X	X		X	X	X	X	X
Louisiana	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Maine	X	X			X		X	X		X	X	X	X	X
Maryland	X	X	X		X	X	X	X	X	X	X	X	X	X
Massachusetts	X	X	X	X	X			X		X	X		X	X
Michigan	X	X	X	X	X		X	X	X	X	X		X	X
Minnesota	X	X			X		X	X	X	X	X		X	X
Mississippi	X	X	X		X		X	X	X	X	X	X	X	X
Missouri	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Montana	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Nebraska	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Nevada	X	X			X	X	X	X			X	X	X	X
New Hampshire	X	X	X	X	X	X	X	X	X	X	X	X	X	X
New Jersey	X	X	X		X	X	X	X	X	X	X	X	X	X
New Mexico	X	X			X		X	X		X	X		X	X
New York	X	X	X	X	X	X	X	X	X	X	X	X	X	X
North Carolina	X	X	X	X	X	X	X		X	X	X	X	X	X
North Dakota	X	X	X	X	X	X	X	X	X	X	X	X	X	X

See notes at end of table.

Table B-1. States^a use of the U.S. Department of Education nonregulatory guidance^b measurement definitions for the *Perkins IV*^c indicators of performance at the secondary and postsecondary levels (continued)

State	Secondary level								Postsecondary level					
	Academic attainment		Technical skill attainment	School completion	Student graduation rates	Place-ment	Nontraditional participation	Non-traditional completion	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Non-traditional completion
	Reading/ language arts	Math- ematics												
Ohio	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Oklahoma	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Oregon	X	X		X	X	X	X	X			X	X	X	X
Pennsylvania	X	X	X	X	X	X	X	X		X	X	X	X	X
Puerto Rico	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Republic of Palau	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Rhode Island	X	X	X		X	X	X	X	X	X	X	X	X	X
South Carolina	X	X		X	X	X	X	X	X		X	X	X	X
South Dakota	X	X			X		X	X		X	X	X	X	X
Tennessee	X	X		X	X	X	X	X					X	
Texas	X	X	X		X		X	X						
United States Virgin Islands	X	X			X		X	X						
Utah	X	X	X		X	X	X	X	X	X	X	X	X	X
Vermont	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Virginia	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Washington	X	X	X		X		X	X					X	X
West Virginia	X	X	X	X	X	X		X	X	X	X	X	X	X
Wisconsin	X	X	X		X	X	X	X		X	X		X	X
Wyoming	X	X	X		X		X	X			X			
Total	54	54	42	32	54	37	49	52	31	44	49	41	50	49

^a The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

^b See the Department’s March 13, 2007, nonregulatory guidance section in Appendix B for the Department’s nonregulatory guidance for the definition of each measurement approach.

^c *Perkins IV* is the *Carl D. Perkins Career and Technical Education Act of 2006*.

Notes: An X indicates that the state used the measurement approach described in the Department’s March 13, 2007, nonregulatory guidance for the indicator. NP means that the Republic of Palau does not have a fully approved state plan under *Perkins IV* and, therefore, has not submitted any data to the Department under *Perkins IV*. This report does not include performance indicators from American Samoa and the Commonwealth of the Northern Mariana Islands because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs, and used these funds for allowable program purposes rather than for career and technical education (CTE). The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The United States Virgin Islands received its allotted *Perkins IV* funds consolidated with other formula programs and used some of the funds in the consolidated grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

Source: States’ five-year plans under the Carl D. Perkins Career and Technical Education Act of 2006.

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Appendix C

States'¹⁰⁵ Definitions of Career and Technical Education (CTE) Concentrator¹⁰⁶ and Participant for the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* Secondary and Postsecondary Levels

The *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* in Sec. (3)(5) provides a definition of the term “career and technical education” as meaning “organized educational activities that—(A) offer a sequence of courses that—(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

However, *Perkins IV* does not define a career and technical education (CTE) concentrator or participant. The Department has indicated in its past reports to Congress on the *Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)* that it was difficult to compare state data¹⁰⁷ because there was a variety of definitions for CTE concentrator used by states that made an impact on whom they were counting in their CTE accountability system. To provide states with guidance in developing their definitions in their

¹⁰⁵ The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

¹⁰⁶ A CTE concentrator is a student who enrolled in a threshold level of career and technical education as defined in the state’s *Perkins IV* state plan.

¹⁰⁷ This report does not include definitions of CTE concentrators for American Samoa and the Commonwealth of the Northern Mariana Islands because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs, and used these funds for allowable program purposes rather than for CTE.

final *Perkins IV* state plan for a secondary CTE concentrator and participant and a postsecondary CTE concentrator and participant, and in an attempt to increase consistency of CTE concentrator and participant definitions across the states, the U.S. Department of Education issued nonregulatory guidance on student definitions¹⁰⁸ on March 13, 2007, as follows:

Secondary Level

CTE Participant: A secondary student who has earned one or more credits in any career and technical education (CTE) program area.

CTE Concentrator: A secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those program areas where two-credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

Postsecondary or Adult Level

CTE Participant: A postsecondary or adult student who has earned one or more credits in any CTE program area.

CTE Concentrator: A postsecondary or adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Each state provided its definitions for a secondary CTE concentrator and participant and a postsecondary CTE concentrator and participant in its final *Perkins IV* state plan. Table C-1 lists definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels, and Table C-2 lists definitions of CTE participants in CTE programs at the secondary and postsecondary levels, for program year (PY) 2008–09 for each of the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands,

¹⁰⁸ See Appendix B of this report, and the March 13, 2007, Office of Vocational and Adult Education (OVAE) program memorandum titled, “Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*” at <http://www.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.pdf>.

and Guam.¹⁰⁹ Tables C-1 and C-2 include each state's definitions for secondary and postsecondary CTE concentrator and participant as submitted in their state plan, and indicate which states use the definitions for secondary and postsecondary CTE concentrator and participant provided in the U.S. Department of Education nonregulatory guidance regarding student definitions issued on March 13, 2007.

¹⁰⁹ The Republic of Palau does not have a fully approved *Perkins IV* state plan and, thus, does not have definitions for CTE concentrators.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Alabama	A secondary student who earned two credits in a single CTE program area, where two credit sequences at the secondary level are recognized by the state and its local eligible recipients.	A student who earned at least nine credit hours in a CTE program that terminates in an industry-recognized credential, a certificate, or a degree.		
Alaska	A secondary student who earned two credits in a single CTE pathway within those career clusters where two credit sequences are recognized by the state and its local eligible recipients, or where the student documented proficiencies that are equivalent to this criteria.	A student who (1) within the past two program years earned at least 12 technical or academic credit units, or 360 contact hours of course work at a noncredited institution; or (2) completed in the current program year a short-term CTE program sequence, which program consists of at least six credit units, or at least 180 contact hours for noncredited institutions that results in an industry-recognized credential, or a credential as established by the postsecondary institution.		X
Arizona	A secondary student who transcribed two or more Carnegie units (CUs) in a state-designated sequence in an approved CTE program.	A postsecondary student who completed (1) at least 12 transcribed academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and CTE credits and terminates in the award of an industry-recognized credential, a certificate, or a degree. In order to ensure that a student established an occupational pathway, ^e the student must complete nine occupational credits with a given occupational program within a two-year time frame; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or a degree.		X
Arkansas	A secondary student who enrolled in a minimum of three units of credit, including the core-required courses, in a CTE program of study. ^f	A student who declared intent, enrolled in a CTE program of study, ^f and completed the following thresholds: six semester credit hours for a certificate of proficiency; 12 semester credit hours for a technical certificate; 30 semester credit hours for an associate level degree; or the equivalent of 25 semester credit hours for students enrolled in a technical institute. The semester credit hours can include both academic and technical course work required by the CTE program.		

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
California	A secondary student who completed (1) 50 percent of a planned CTE program sequence in hours or credit units in a state-recognized CTE sequence and is enrolled in the next course in that sequence; or (2) 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course.	A student who within the previous three years completed a minimum threshold of 12 or more units of related course work in a CTE program area with at least one of those courses teaching job-specific skills.		X
Colorado	A secondary student who completed at least one-half of the credits required within any CTE program where credit, course(s), and academic term are defined in the CTE program approval documentation.	A postsecondary student who completed at least 50 percent of the minimum CTE credit hours required within a single CTE program area that terminates in a certificate or degree within the reporting year.		
Connecticut	A secondary student who is enrolled in a final course of a two-credit sequence of courses that specifically addresses the state performance standards and competencies in one of Connecticut's 18 CTE areas of concentration. To address the acquisition of competencies, CTE courses included in a sequence may be academic or from different CTE programs than the student's area of CTE concentration. A student may be a concentrator for more than one year if that student continues to take courses that address the performance standards and competencies in one of the areas of concentration.	A postsecondary student, who in a given year, is enrolled in a CTE program of study ^f leading to an occupational degree or certificate and completed at least 15 semester hours of course work.		
Delaware	A secondary student who successfully completed at least 50 percent of the credits required to complete a state-approved CTE pathway of sequenced courses and is enrolled in a course at the next level in the same pathway.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
District of Columbia	A secondary student who is enrolled in a public or public charter high school in grades 9–12 and earned at least three credits or CUs in a recognized CTE program sequence of four CUs or more.	University of the District of Columbia students who have earned at least 12 credits in a CTE major requiring 12 credits or more (typically 48 credits), or who have completed a CTE program of study ^f requiring less than 12 credits.	X	X
Florida	A secondary student who earned three or more credits in a single CTE program or two credits in a single CTE program, but only in those CTE programs where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.	A postsecondary or adult student who completed at least one-third of the academic and/or technical hours in a college credit CTE program that terminates in the award of an industry-recognized credential, certificate, or degree.	X	
Georgia	A secondary student who earned three or more credits in a single CTE program area.	A student who had at least 12 credit hours in their enrollment history and is in a CTE-credit program.	X	
Guam	A secondary student who has earned two or more credits in a single CTE program during the reporting year.	A student who has declared a CTE program: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		
Hawaii	A secondary grade 12 student who completed the requirements for her or his selected state-certified CTE program of study. ^f A program of study ^f includes two CUs in the proper sequence in a single career pathway program area plus one required academic course.	A student in a declared CTE program who completed at least 12 credits or the equivalent in a CTE program.		X

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Idaho	Any secondary junior or senior student who (1) completed three state-approved CTE courses in a program sequence and is enrolled in a capstone* course; (2) enrolled in a professional-technical school, and is in a capstone course; or (3) completed all of the CTE courses in a program sequence if less than three. <small>*A capstone course is a culminating course in a sequence of courses.</small>	A postsecondary matriculated student who completed (1) at least the 12 technical-credit requirement within a single CTE program area or within CTE program requirements; or (2) a CTE program sequence with less than 12 technical credits that terminates in an industry-recognized credential, certificate, or degree.		X
Illinois	A secondary student who earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those CTE program areas where two credit sequences at the secondary level are recognized by the state.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single program area sequence that is composed of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence with a credential, certificate, or degree.	X	
Indiana	A secondary student who earned six or more Indiana credits in a single CTE career cluster or four Indiana credits in a single CTE career cluster in those program areas where four Indiana-credit sequences at the secondary level are recognized by the Indiana Department of Education. For one-credit courses, a student must earn credits in a sequence of at least four one-credit courses for those one-credit courses to be counted toward the student meeting the definition of a secondary CTE concentrator.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
Iowa	A secondary student who earned one and one-half or more units in a CTE program area.	A postsecondary student who completed (1) at least 12 academic or technical credits within a single CTE program sequence that is comprised of 12 or more academic or technical credits that terminates in the award of an industry-recognized credential, a certificate and diploma, or a degree; or (2) a short-term CTE program sequence of less than 12 credits that terminates with an award of an industry-recognized credential, or a certificate.		X

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Kansas	A secondary student who earned three or more CTE credits in a single CTE program area.	A postsecondary student who (1) earned at least 12 technical credits within a single CTE program area sequence that is comprised of 16 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completed a short-term CTE program sequence of less than 16 credit hours that terminates in an industry-recognized credential, a certificate, or associate degree.	X	X
Kentucky	A secondary student who successfully completed 50 percent of the four credits and is enrolled in the third course, in a sequence of at least four-credit course sequence of a CTE program that requires at least four credits to complete the program.	A postsecondary student who completed 12 hours in a sequence of courses in a program of study ^f and is enrolled in at least the thirteenth credit-hour course in the program of study leading to a certificate, diploma, or associate degree.		
Louisiana	A secondary student who earned three or more credits in a single CTE program area (e.g., health care or business services) that is recognized by the state.	A postsecondary or adult student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.	X	X
Maine	A secondary student who completed at least 50 percent of the standards in a state-approved CTE program.	A postsecondary student who, as of the fall term of the measurement year, completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Maryland	A secondary student who enrolls in a CTE course within a state-recognized sequence or program after completing earned credits in 50 percent of the total number of credits within the state-recognized sequence or CTE program.	A postsecondary student who completed at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.		X
Massachusetts	A secondary student who was enrolled in a CTE program for two years.	A student who is a CTE participant who earned 12 or more college CTE credits.		X
Michigan	A secondary student who completed a minimum of 50 percent of state-approved standards plus enrolled in more credits, courses, hours, or units in a single CTE program area to meet the additional standards.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
Minnesota	A secondary student who earned two credits in a single CTE career field.	A two-year college student in the Minnesota State Colleges and Universities System who belongs in a particular fiscal year cohort, and enrolled in a long-term CTE program, and declared as his or her degree intent (major) a CTE award. OR A two-year college student in the Minnesota State Colleges and Universities who belongs in a particular fiscal year cohort, and enrolled in a short-term CTE program, and declared as his or her degree intent (major) a CTE award, and completed and received the award in which he or she declared his or her intent.		

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Mississippi	A vocational student who completed the first year of a two-year CTE program and enrolled in the second year of the CTE program.	A postsecondary student who completed (1) at least 12 state-approved CTE credits within a single program sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 CTE credit units that terminates in an industry-recognized credential, a certificate, or degree.		X
Missouri	A secondary student who earned three or more units of credit in a sequence in a state-approved CTE program area.	A postsecondary student who completed a minimum of 12 academic or CTE sequential credits in a state-approved CTE program that terminates in a degree, certificate, or industry-recognized credential.	X	X
Montana	A secondary student who earned three or more credits in any CTE program area.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, or a degree; or (2) a short term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate or a degree.	X	X
Nebraska	A secondary student who earned three or more credits in a single CTE program of study ^f area (e.g., health sciences or business administration) or two credits in a single CTE program area, but only in those CTE program areas where two-credit sequences at the secondary level are recognized by the state.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.	X	X

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Nevada	A secondary student enrolled in one or more occupational-specific or terminal courses. An occupational-specific course provides specific preparation for entry-level employment. A terminal course is an occupational-specific course that is taken at the end of a sequential course of study. Students enrolled in introductory CTE courses are not considered secondary concentrators.	A postsecondary student who completes at least 12 CTE credits within a single CTE program area that is comprised of 12 or more technical credits that leads to a degree.		X
New Hampshire	A secondary student who completed greater than 50 percent of the required sequence of instruction in his or her CTE program and is enrolled in the second half of the CTE program as of Oct. 1 or March 1.	A matriculated postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
New Jersey	A secondary student who completed at least two courses in a single state-approved CTE program area (e.g., health care or business services) at the secondary level where a CTE program sequence represents three or more courses, or one course in a single state-approved CTE program area, but only in those program areas where there is a two-course sequence at the secondary level.	A postsecondary community part-time or full-time college student who matriculated into a CTE major and completed (1) at least 12 credits of a long-term program (a program of 12 or more credits) or (2) a short-term program (a program of 11 or fewer credits). All programs must terminate in an industry-recognized credential, a certificate, or a degree.	X	X
New Mexico	A secondary student who completed two courses in a three or more course CTE program area sequence, or one course in a two-course CTE program area, but only in those program areas where two-course sequences are recognized by the state.	A postsecondary student who is enrolled for credit in the reporting program year who completed (1) at least 12 academic or CTE credits, nine of which are CTE credits, within a single CTE program area that is comprised of 12 or more academic and CTE credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
New York	A secondary student who successfully completed, as determined by the CTE program service provider (1) two courses or units of study out of three courses or units of study in a CTE program; or (2) three courses or units of study of four or more courses or units of study in a CTE program.	A postsecondary student who completed at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.		X
North Carolina	A secondary student who earns four or more credits in a single pathway (cluster), at least one of which is in a second-level course (a course with at least one required prerequisite).	A postsecondary student who completed a minimum of 12 academic and technical credits in a program of study ^f that terminates in the award of a degree, certificate, credential, or diploma.		X
North Dakota	A secondary student who earned two or more credits in a single CTE program area (e.g., health care or business services) recognized by the state.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
Ohio	A secondary student who completed a minimum of 50 percent of the high school credits allowed for a single CTE workforce development program (e.g., health sciences or marketing), and enrolled for additional credit at the secondary level.	A postsecondary or adult student who completed (1) at least 12 CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Oklahoma	<p>A secondary student who enrolled in three or more credits* in a single CTE pathway.</p> <p>*A secondary credit is the secondary instructional time required to earn a standard Carnegie Unit (CU) for high school credit in Oklahoma.</p>	<p>A postsecondary or adult student who completed (1) at least 30 academic or CTE credit hours toward a certificate or associate applied science (AAS) degree program that is comprised of 30 or more academic and technical credit hours; or (2) a short-term CTE program or sequence of less than 30 credit hours that terminates in an industry-recognized credential, a certificate, or a degree.</p>	X	
Oregon	<p>Any secondary student who earned one or more credits in a technical skill course(s) part of a state-approved CTE program, of which at least one-half (0.5) credit must be designated as a required CTE course for CTE program completion.</p>	<p>A postsecondary student who is enrolled for credit in the current academic year who (1) has completed 18 or more program credits, of which nine credits are CTE, within a single CTE program of study that terminates in the award of a degree, a certificate of completion, or an industry-recognized credential.</p>		
Pennsylvania	<p>A student, who, by the end of the reporting school year, was reported as having earned at least 50 percent of the minimum technical instructional hours required for state program approval.</p>	<p>A postsecondary student, who, by the end of the reporting school year, was reported as having been enrolled in an approved occupational program and completed at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.</p>		X
Puerto Rico	<p>A secondary student who earned two or more credits in a CTE program area.</p>	<p>A postsecondary student who declared a major in a CTE program of study^f and completed (1) 12 hours in CTE programs which exceed 12 hours in length; or (2) the program in programs of less than 12 hours. The 12 hours can include both academic and technical coursework required by the CTE program.</p>		X
Republic of Palau	<p>The Republic of Palau does not have a fully approved state plan under <i>Perkins IV</i> and, therefore, has not submitted any data to the Department under <i>Perkins IV</i>.</p>	<p>The Republic of Palau does not have a fully-approved state plan under <i>Perkins IV</i> and, therefore, has not submitted any data to the Department under <i>Perkins IV</i>.</p>		

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Rhode Island	A secondary student who completed at least two or more courses in a single CTE program area (e.g., health care or business services) where a CTE program sequence represents three or more courses or one course in a single CTE program area, but only in those CTE program areas where two-course sequences at the secondary level are recognized by the state and/or its local eligible recipients.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.	X	X
South Carolina	A secondary student with an assigned classification of instructional programs (CIP) code who earned three or more Carnegie Units of credit in a state-recognized CTE program.	A postsecondary student who completed (1) at least 12 academic or CTE credits within any CTE program area sequence, and is seeking a CTE degree, that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
South Dakota	A secondary student who earned two credits in a single CTE program area, but only in those CTE programs where two-credit sequences at the secondary level are recognized by the state.	A postsecondary student who completed at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.		X
Tennessee	A secondary student who earned three or more credits in a single CTE program area (e.g., health science or business technology) or two credits in a single CTE program area, but only in those CTE programs where two-credit sequences at the secondary level are recognized by the state.	A postsecondary student who is designated as a sophomore, with 30 college-level credits, during the fall semester of the cohort year in a defined CTE program of study ^f that terminates in an industry-recognized associate degree or other award.	X	

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Texas	A secondary student who earned three or more credits in two or more CTE courses in a CTE program of study. ^f	A postsecondary student who completed (1) at least 12 academic or CTE credits in a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
United States Virgin Islands	A secondary student who enrolled in the vocational education program and is taking more than two courses in sequence with plans to continue toward completion in a specific career pathway.	A postsecondary student who enrolled in the vocational education program and is taking more than two courses in sequence with plans to continue toward completion in a specific career pathway.		
Utah	A secondary student, reporting as a senior, who completed at least one-half the credits in a single CTE program of study, ^f including at least one of the required foundation courses, indicated for a CTE program of study in grades 9–12.	A postsecondary student who completes at least 12 CTE credits within a single program area (program of study sequence) that is comprised of 12 or more academic and technical credits, and terminates in the award of an industry-recognized credential, a certificate, or a degree; (2) completes a 360 or more membership hour program of study that terminates in an industry-recognized credential, or state-approved certificate, or a degree; (3) completes a short-term CTE program sequence of less than 12 credits or 360 membership hours that terminates in an industry-recognized credential approved by the state.		X
Vermont	A secondary student, enrolled in a state-approved technical education program, who completed 360 hours of the program instruction or who completed one-half of the CTE program required skill assessments.	A postsecondary student who completed 50 percent of the credits required for earning the CTE program degree or certificate.		

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Virginia	A secondary student who earned three or more credits in a single CTE program area (e.g., health care or business services) or two credits in a single CTE program area, but only in those CTE program areas where two-credit sequences at the secondary level are recognized by the state.	A postsecondary student who completed (1) at least 12 CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.	X	X
Washington	A secondary student who enrolled in two or more CTE courses above the exploratory level in a single cluster.	A postsecondary CTE participant who completed at least 12 CTE credits or an industry-recognized credential or formal award.		
West Virginia	Concentrators will be those secondary students who successfully complete the four required courses in an occupational CTE concentration as approved by the Division of Technical and Adult Education.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.	X	
Wisconsin	A secondary student who completed a minimum of two CTE courses within the student's chosen pathway and is enrolled in continuing CTE courses in that pathway for the current reporting year.	A postsecondary student who (1) is reported as enrolled in a one-year diploma, two-year diploma, associate degree or apprenticeship program and has completed, in three years, 12 credits applicable to that program or (2) completed eight credits in an apprenticeship program.		X

See notes at end of table.

Table C-1. States' definitions^a of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) concentrator ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Wyoming	A secondary student who completed two courses and is currently enrolled in the third course of a CTE program sequence.	A CTE concentrator is a student who completed (1) at least 12 technical credit or academic units within a single program area or across multiple CTE program areas; or (2) a threshold level in a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, a certificate or a degree.		X
Total using Department guidance			15	37

^a The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

^b The *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* in Sec. 3(5) provides a definition of the term “career and technical education” as meaning “organized educational activities that—(A) offer a sequence of courses that—(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

^c A career and technical education (CTE) concentrator is a student who enrolled in a threshold level of career and technical education as defined in the state's *Perkins IV* state plan.

^d The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

^e See Appendix B of this report and the March 13, 2007, Office of Vocational and Adult Education (OVAE) program memorandum titled, “Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*” at <http://www.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.pdf>.

^f States have adopted a set of 16 career clusters as the structure to organize all careers into similar groupings. Programs of study or career pathways identify a sequence of courses aligned with a career cluster that connects secondary and postsecondary education and leads to a specific career goal.

Notes: CTE means career and technical education. An X indicates that the state is using the verbatim nonregulatory guidance for state definitions provided by the U.S. Department of Education's March 13, 2007, nonregulatory guidance (see Appendix B) or the state's secondary concentrator definition indicates that the state reports on CTE concentrators who have earned three or more credits in CTE programs at the secondary level, or the state's postsecondary concentrator definition indicates that the postsecondary CTE concentrator earned at least 12 credits in CTE programs at the postsecondary level.

Source: The state plan for career and technical education under the *Carl D. Perkins Career and Technical Education Act of 2006* submitted by each state to the Department.

Table C-2. States' definitions ^a of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2008–09				
State ^d	Definitions of career and technical education ^b (CTE) participant ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Alabama	Student who has earned one or more credits in any career and technical education (CTE) program area.	Students who have earned one or more credits in any CTE program area.	X	X
Alaska	A secondary student who has earned credit in one or more approved course(s) in any CTE program area.	A student admitted to a postsecondary CTE program, which program consists of at least six credits for credit bearing institutions or at least 180 contact hours for a non-credit institution, and who takes a CTE course during the program year.	X	X
Arizona	A secondary student who has earned one or more transcribed Carnegie units/credits in any CTE program area in the reporting year.	A postsecondary/adult student who has earned one or more transcribed credits in any CTE program area in the reporting year.	X	X
Arkansas	Students who enroll in one unit of credit in CTE.	Students who have earned one or more credits in any CTE program area.	X	X
California	A secondary CTE participant is a student who has completed the equivalent of a conventional 50-minute class taken five times per week for 180 school days or approximately 150 hours of instruction in a state-recognized CTE sequence or program.	Participation does not use any "threshold of enrollments" to determine if a student is vocational. Any enrollment in a course determined to be vocational, as indicated by the TOP code vocational flag and the SAM Priority codes A–D, ^f qualifies the student as a participant. This definition was put in place to comply with requirements set by OVAE for 2002–03 Nontraditional Participation reporting.		
Colorado	A secondary student who has completed one or more credits or courses within any CTE program where credit, course(s), and academic term are defined in the program approval documentation.	A postsecondary student who has completed six CTE credit hours within any CTE program area (defined by CIP ⁹ code) within the reporting year.	X	
Connecticut	A student who takes at least one CTE course.	A student who is enrolled in a program of study leading to an occupational degree or certificate (excludes all liberal arts and general studies students).	X	
Delaware	A secondary student who has completed one course in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.	X	X

See notes at end of table.

Table C-2. States' definitions^a of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) participant ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
District of Columbia	Students enrolled in DC public or public charter high schools in grades 9–12 who have earned at least one credit (Carnegie Unit) in a recognized CTE program sequence of four CUs or more.	Students enrolled at the University of the District of Columbia who have earned at least one credit in a recognized CTE program of study/major leading to the award of an industry-recognized credential and/or a degree or certificate.		
Florida	A postsecondary/adult student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any college credit CTE program.	X	X
Georgia	A student who has earned one or more credits in any CTE program area.	Students having taken at least one CTE course.	X	
Guam	A student who has earned half or more credits in any CTE program during the reporting year.	A student who has earned one or more credits in a CTE program area during the reporting year.		X
Hawaii	A student who has earned one or more credits in any CTE program area.	A student in a declared CTE program who has completed at least one credit or the equivalent in a CTE program.	X	X
Idaho	Any secondary student who has earned one or more credits in any professional-technical state-approved program.	A postsecondary matriculated student who has earned one or more credits in any state approved professional-technical program. (A matriculated student is defined as a student enrolled in courses at a college who has applied for admission and has been accepted in a certificate or degree program.)	X	X
Illinois	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.	X	X
Indiana	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.	X	X
Iowa	A secondary student who has earned one-half or more units in any CTE program area.	A postsecondary student who has earned one or more credits in a CTE program.		X
Kansas	A secondary student who has earned one or more CTE credits in any CTE program area.	A postsecondary/adult student who has earned one or more CTE credits in any CTE program area.	X	X

See notes at end of table.

Table C-2. States' definitions ^a of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)				
State ^d	Definitions of career and technical education ^b (CTE) participant ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Kentucky	Students enrolled in the beginning sequence of courses leading to two credits in a CTE program that requires at least four credits to complete the program.	Students who are enrolled in a sequence of courses in a CTE major (program of study) and have completed 12 hours or less for credit toward a certificate, diploma, or associate degree.		
Louisiana	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.	X	X
Maine	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.	X	X
Maryland	A secondary student who enrolls in a course or unit of instruction within a state-recognized sequence or program.	A postsecondary/adult student who enrolls in one or more credits in a state-recognized CTE program that terminates in an industry-recognized credential, certificate, or degree.		
Massachusetts	A student at the secondary level who was enrolled for one year in any CTE program. In Massachusetts, the Student Information Management System (SIMS) is used to capture data on participants on the secondary level. The students reported in SIMS as enrolled in a CTE program in October and June of the same school year are participants.	A student who has been formally admitted (matriculated) into a specific CTE program and is enrolled in at least one for-credit course for the fall semester.		
Michigan	A secondary student who has completed a minimum of 10 percent of state approved standards in any CTE program area.	A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		

See notes at end of table.

Table C-2. States' definitions^a of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) participant ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Minnesota	A secondary student who earns one or more credits in any CTE program.	I. A two year-college students in the Minnesota State College and Universities systems who: (a) belongs to a particular fiscal year cohort, and (b) enrolled in a CTE program, and (c) declared as their degree intent (major) a CTE award, or II. A two-year college student in the Minnesota State College and Universities system who:(a) belongs to a particular fiscal year cohort, and (b) enrolls in a CTE course.	X	
Mississippi	A student enrolled in a vocational and technical program.	A postsecondary/adult student who has earned one or more <i>Perkins</i> credits in any CTE program area.		X
Missouri	A secondary student who has earned one or more credits in any Department-approved CTE program area.	A postsecondary student who has earned one or more credits in any Department-approved CTE program area.	X	X
Montana	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary student who has enrolled in a CTE program.	X	
Nebraska	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary student who has earned one or more credits in any CTE program area.	X	X
Nevada	A secondary student who has enrolled in one or more courses in any CTE program area by the official state student count day.	A postsecondary student who has enrolled in one or more courses in any CTE program area in the fall semester.		
New Hampshire	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.	X	X
New Jersey	A secondary student who has earned at least one CTE course in any state-approved CTE program area.	A postsecondary community college student (part-time or full-time) who has completed at least one CTE course in any CTE program area.	X	X
New Mexico	A student who has completed one or more courses in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.		X

See notes at end of table.

Table C-2. States' definitions^a of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) participant ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
New York	A student who has successfully completed, as determined by the program service provider, at least one course or unit of study in a CTE program.	A postsecondary/adult student who has earned one or more credits in any CTE program area.		X
North Carolina	Secondary student enrolled in one or more CTE course(s).	A postsecondary student who has earned one or more credits in any CTE program area.		X
North Dakota	A secondary student who has completed one or more course(s) in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.	X	X
Ohio	A secondary student who has earned credit in one or more courses in any CTE workforce development program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.	X	X
Oklahoma	A secondary student who has enrolled in less than 360 course hours (three Carnegie units of credit) in a single CTE pathway.	A postsecondary student who has earned one or more semester credit hours in any CTE program area.		X
Oregon	Any secondary student who has earned one-half or more credits in any technical skill course part of an Oregon state-approved CTE program.	A postsecondary student who has earned one or more CTE credits in any CTE program area within the reporting year.		X
Pennsylvania	A student, who by the end of the reporting school year, was reported as having earned at least 10 percent of the minimum technical instructional hours required for Pennsylvania Department of Education program approval.	A postsecondary student, who by the end of the reporting school year, was reported as having earned more than one but less than 12 academic or CTE credits required by an approved occupational program.		
Puerto Rico	A secondary student who has enrolled in one or more credits in any career and technical (CTE) program area.	A postsecondary/adult student who has enrolled in one or more credits in a CTE program area.	X	
Republic of Palau	The Republic of Palau does not have a fully approved state plan under <i>Perkins IV</i> and, therefore, has not submitted any data to the Department under <i>Perkins IV</i> .	The Republic of Palau does not have a fully-approved state plan under <i>Perkins IV</i> and, therefore, has not submitted any data to the Department under <i>Perkins IV</i> .		

See notes at end of table.

Table C-2. States' definitions^a of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) participant ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
Rhode Island	A student enrolled in any one or more nonsequential CTE courses.	A postsecondary student who has earned one or more credits in any CTE program area.		X
South Carolina	A secondary student enrolled in a state-approved CTE course.	A postsecondary student who has earned one or more credits in any CTE program area.		X
South Dakota	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.	X	X
Tennessee	A secondary student who has earned one or more credits in any career and technical (CTE) program area.	A postsecondary/adult student who is enrolled on the 14th day of the freshman fall term in any CTE program area.	X	
Texas	A secondary student who has earned credit in any CTE course.	A postsecondary student who has earned one or more credits in any CTE program area.	X	X
United States Virgin Islands	A secondary student who has earned one or more credits in any CTE program	A postsecondary/adult student who has earned one or more credits in any college credit CTE program.	X	X
Utah	A secondary student who has earned one or more semester credits in any CTE program area grades 9–12.	A postsecondary student who has earned one or more credits in any CTE program area.	X	X
Vermont	A secondary student who is enrolled in a state approved technical education program that addresses the core academic and technical competencies identified as needed for employment and/or further education in a career cluster.	A postsecondary student who has earned at least six credits required by their degree/certificate program and is enrolled in at least one academic or CTE three-credit course in their degree/certificate program during the fall semester of the reporting year.		
Virginia	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.	X	X
Washington	A secondary student who has passed one or more course in any CTE program area.	A student enrolled with a vocational intent who has earned one or more college level credits in any CTE program area.		X

See notes at end of table.

Table C-2. States' definitions^a of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2008–09 (continued)

State ^d	Definitions of career and technical education ^b (CTE) participant ^c in CTE programs at the secondary and postsecondary levels		Uses the Department's nonregulatory guidance ^e	
	Secondary (S)	Postsecondary (PS)	S	PS
West Virginia	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.	X	X
Wisconsin	A secondary student who is enrolled in one or more CTE course(s) in any CTE program in the reporting year.	All students that take at least one course in a program area leading to a degree or diploma are considered annually as participants in CTE. The student does not have to be formally accepted in a program.		
Wyoming	A secondary student who has completed one or more courses in a CTE program sequence.	A postsecondary student who has earned one or more credits in a CTE program area.	X	X
Total using Department guidance			33	37

^a The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2008–09. The Republic of Palau did not submit data or information because it did not have a fully approved state plan. The United States Virgin Islands received its allotted *Perkins IV* funds consolidated with other formula programs and used some of the funds in the consolidated grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data or information for CTE programs because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

^b The *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* in Sec. (3)(5) provides a definition of the term “career and technical education” as meaning “organized educational activities that—(A) offer a sequence of courses that—(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

^c A career and technical education (CTE) participant is a student who enrolled in a threshold level of career and technical education as defined in the state's *Perkins IV* state plan.

^d The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

^e See Appendix B of this report and the March 13, 2007, Office of Vocational and Adult Education (OVAE) program memorandum titled, “Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*” at <http://www.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.pdf>. The definitions in this table are approved state definitions of the term “participant.”

^f TOP code vocational flag and the SAM Priority codes A–D are unique data codes used by the California Department of Education and California Community Colleges in the collecting of data related to vocational education.

^g CIP means “classification of instructional program.”

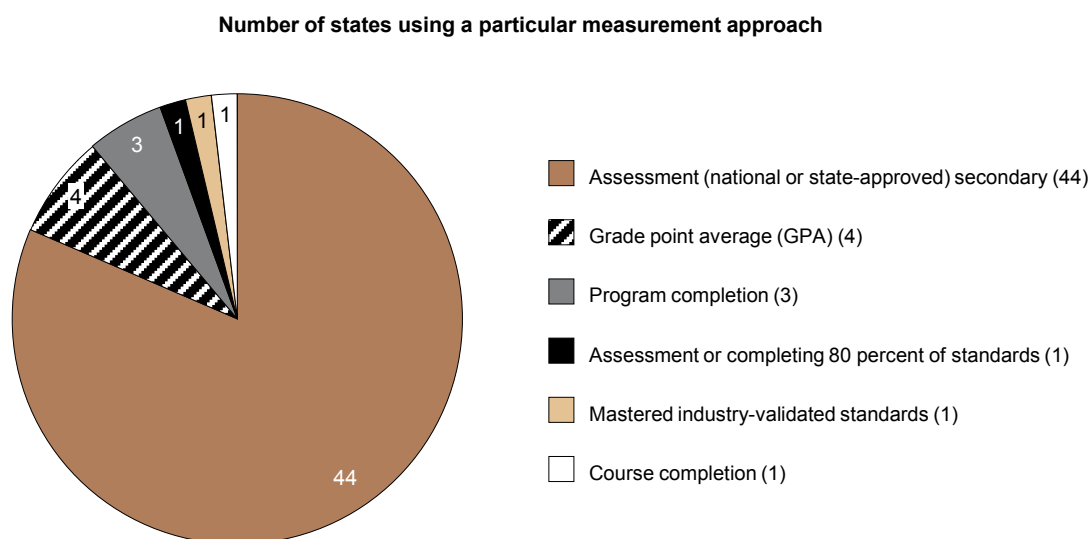
Notes: CTE means career and technical education. An X indicates that the state is using the verbatim nonregulatory guidance for state definitions provided by the U.S. Department of Education's March 13, 2007, nonregulatory guidance (see Appendix B) or the state's secondary participant definition indicates that the state reports on CTE participants who have earned three or more credits in CTE programs at the secondary level, or the state's postsecondary participant definition indicates that the postsecondary CTE participant earned at least one credit in CTE programs at the postsecondary level.

Source: The state plan for career and technical education under the *Carl D. Perkins Career and Technical Education Act of 2006* submitted by each state to the Department.

Appendix D

States' Measurement Approaches for the *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins IV*) Sec. 113(b) Core Indicators of Secondary and Postsecondary Technical Skill Attainment

Figure D-1. Measurement approaches used by states* for secondary technical skill attainment for program year 2008–09

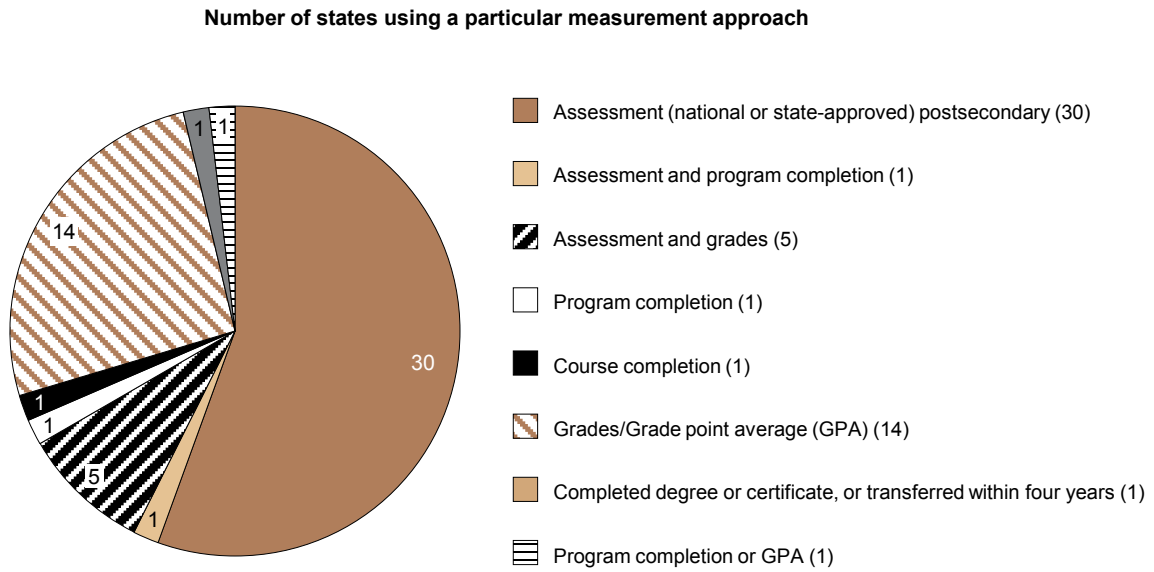


* The term "state" in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

Notes: The total for the states in this figure is 54 and includes the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and Guam. The 55 grantees under the *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins IV*), Title I, are each of the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, and the Republic of Palau. The Republic of Palau does not have a fully approved state plan under *Perkins IV* and, therefore, has not agreed on a measurement approach for secondary education. American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotment with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education (CTE).

Source: States' five-year plans under the *Carl D. Perkins Career and Technical Education Act of 2006*.

Figure D-2. Measurement approaches used by states* for postsecondary technical skill attainment for program year 2008–09



* The term "state" in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

Notes: The total for the states in this figure is 54 and includes the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and Guam. The 55 grantees under the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*, Title I, are each of the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, and the Republic of Palau. The Republic of Palau does not have a fully approved state plan under *Perkins IV* and, therefore, has not agreed on a measurement approach for technical skills attainment for postsecondary education. American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education (CTE).

Source: States' five-year plans under the *Carl D. Perkins Career and Technical Education Act of 2006*.

Appendix E

Individual State¹¹⁰ Performance Profiles, Program Year 2008–09

Appendix E provides state profiles containing performance data¹¹¹ on the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* Sec. 113(b) core indicators that states were required to submit to the U.S. Department of Education (Department) for program year (PY) 2008–09. States reported student data on the Sec. 113(b)(2)(A) and (B) of *Perkins IV* core indicators of performance. The student data are reported by each state per the instructions in the Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2008–09.¹¹² For PY 2008–09, the second PY of *Perkins IV*, each state operating under the first year of its five-year plan, pursuant to 122(a)(1) of *Perkins IV*, was required to report to the secretary student performance data on all of the Sec. 113(b) core indicators of performance. The states must disaggregate data by gender, race/ethnicity,¹¹³ and special populations and other student categories. If the state did not consolidate all of its *Perkins IV*, Title II, tech prep¹¹⁴ funds, it also must report disaggregated data for its tech prep students. Each special population or other student

¹¹⁰ The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

¹¹¹ This report does not include *Perkins IV*, Title I, performance data from all states because the Republic of Palau does not have a fully approved state plan; and American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

¹¹² When completing the CAR enrollment and accountability forms, a state must use its definitions for a CTE participant and CTE concentrator at the secondary and postsecondary levels. Unless otherwise specified, the data reported are for CTE concentrators.

¹¹³ Consistent with the Department’s Oct. 19, 2007, memorandum titled “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data” (see 72 *Federal Register* 59266), states were able in PY 2008–09 to report data disaggregated by race/ethnicity using one of three classification systems: (1) “The Standards for the Classification of Federal Data on Race and Ethnicity” (Statistical Policy Directive No. 15) that was issued by the Office of Management and Budget (OMB) in 1977; (2) the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997; or (3) any additional or combined category that a state uses for *ESEA* as approved in its Consolidated State Accountability Worksheet. All states were required to complete implementation of the 1997 classification system, as modified by categories approved under *ESEA*, by the fall of 2010 for PY 2010–11.

¹¹⁴ The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*. Sec. 203(c)(2)(A) and (B) of *Perkins IV* indicates that a tech prep program, among other things, shall consist of a program of study that combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study, or an apprenticeship program of not less than two years following secondary education instruction and that integrates academic with career and technical education.

category and each race/ethnicity category is defined in the Glossary of Terms section of this report. States that selected the 1977 Office of Management and Budget (OMB)-issued standards for reporting race/ethnicity data, the “The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15),” submitted data for the category “race and/or ethnicity unknown” at the secondary and postsecondary levels. States that selected the 1997 OMB-issued standards for reporting race/ethnicity data, the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity,” did not submit any data for the category race and/or ethnicity unknown.

Appendix E profiles include the student data related to all of the *Perkins IV* Sec. 113(b) core indicators at the secondary, postsecondary, and adult¹¹⁵ levels. The data are disaggregated for each state by gender, race/ethnicity, special populations and other student categories, and by tech prep, if the state did not consolidate all of its *Perkins IV*, Title II, funds (Tech Prep). The measurement definitions for the secondary, postsecondary, and adult levels are included in Appendix E, as reported by each state.

¹¹⁵ Some states operate separate adult-level programs that are not included in community college settings. Therefore, such states reported data for those programs operated outside of community college settings as adult-level programs. Six states—Florida, Louisiana, Ohio, Oklahoma, Rhode Island, and Tennessee—negotiate separate performance levels for reporting data for their adult-level CTE students using the *Perkins IV* Sec. 113(b)(2)(B) postsecondary core indicators.

Alabama

Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under <i>ESEA</i> , and who left secondary education in the reporting year.	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> and who left secondary education in the reporting year.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between Oct. 1, 2007 and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	84.00%	73.00%	50.00%	82.00%	90.00%	92.00%	17.00%	17.00%
PY 2008–09 Results	90.34%	90.94%	90.45%	83.75%	90.92%	92.50%	28.43%	27.14%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	48.24%	52.25%	84.34%	83.32%	74.96%	86.27%	22.10%	21.29%
Economically disadvantaged students	85.54%	86.49%	88.83%	80.04%	88.83%	89.72%	29.36%	28.14%
Single parents	84.62%	>95.00%	92.65%	75.94%	80.00%	NE	37.06%	33.33%
Displaced homemakers	NP	NP	NE	NP	NE	NP	NP	NP
Limited English proficient students	78.83%	86.82%	91.27%	67.52%	82.07%	NE	22.57%	23.26%
Migrant students	NP	NP	84.42%	NP	89.29%	NE	25.36%	25.00%
Students in nontraditional programs	NP	NP	93.64%	NP	NP	92.24%	NP	NP
Tech prep	>95.00%	>95.00%	89.35%	89.28%	NP	91.77%	17.64%	17.49%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Alabama

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	87.79%	89.04%	89.46%	82.77%	89.89%	92.19%	<10.00%	<10.00%
Female	93.47%	93.27%	91.71%	84.97%	91.94%	92.88%	86.30%	78.65%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	88.89%	85.19%	92.47%	89.47%	93.36%	>95.00%	20.34%	21.21%
Asian or Pacific Islander	>95.00%	>95.00%	94.11%	87.48%	>95.00%	92.55%	29.09%	30.50%
Black (not Hispanic)	85.95%	86.95%	87.42%	81.86%	89.53%	90.97%	31.33%	30.97%
Hispanic	88.12%	90.46%	90.93%	74.25%	88.05%	88.20%	23.77%	22.22%
White (not Hispanic)	92.42%	92.77%	92.13%	84.98%	92.35%	93.36%	27.19%	25.39%
Race and/or ethnicity unknown	NP	NP	NE	NP	71.43%	NE	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Alabama		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	50.00%	46.00%	90.00%	80.00%	11.27%	11.00%
PY 2008–09 Results	78.84%	46.21%	68.72%	76.56%	10.98%	10.53%
Special populations						
Individuals with disabilities (<i>ADA</i>)	75.00%	78.77%	61.24%	94.87%	20.93%	13.04%
Economically disadvantaged students	83.25%	39.31%	70.49%	63.97%	<10.00%	10.88%
Single parents	91.29%	52.78%	73.60%	>95.00%	13.33%	<10.00%
Displaced homemakers	>95.00%	45.95%	67.33%	60.61%	<10.00%	<10.00%
Limited English proficient students	92.86%	15.56%	40.54%	66.67%	16.67%	20.00%
Students in nontraditional programs	80.42%	44.54%	71.98%	71.30%	NP	NP
Tech prep	NE	NE	NE	NE	NE	NE

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Alabama		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	80.38%	41.49%	63.10%	63.08%	13.36%	11.20%
Female	77.63%	50.03%	72.78%	85.61%	<10.00%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	83.90%	51.96%	54.90%	66.67%	<10.00%	<10.00%
Asian or Pacific Islander	85.71%	41.75%	76.69%	<10.00%	16.36%	11.76%
Black (not Hispanic)	78.09%	38.81%	59.72%	58.41%	<10.00%	<10.00%
Hispanic	82.99%	48.18%	69.64%	50.67%	11.07%	18.00%
White (not Hispanic)	79.25%	47.82%	66.50%	79.79%	10.93%	10.28%
Race and/or ethnicity unknown	73.91%	38.25%	72.83%	58.93%	14.26%	15.13%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Alaska

Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	77.18%	66.09%	66.00%	91.17%	55.58%	87.07%	36.93%	29.28%
PY 2008–09 Results	86.02%	70.99%	>95.00%	90.17%	92.11%	87.47%	37.63%	25.12%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	59.91%	36.80%	94.59%	>95.00%	77.66%	81.58%	31.81%	14.93%
Economically disadvantaged students	81.88%	67.40%	90.43%	>95.00%	85.77%	84.02%	36.01%	25.00%
Single parents	>95.00%	>95.00%	NE	>95.00%	>95.00%	50.00%	33.33%	<10.00%
Displaced homemakers	NP	NP	NE	NP	NE	NE	NE	NE
Limited English proficient students	50.74%	47.76%	52.94%	>95.00%	68.52%	83.33%	35.08%	25.00%
Migrant students	NP	NP	95.00%	NP	85.23%	87.27%	34.59%	12.73%
Students in nontraditional programs	NP	NP	88.68%	NP	94.09%	86.80%	NP	NP
Tech prep	93.58%	>95.00%	>95.00%	>95.00%	>95.00%	90.14%	36.95%	21.73%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Alaska

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	84.48%	72.46%	>95.00%	89.24%	89.94%	86.85%	36.21%	15.84%
Female	88.05%	69.04%	91.00%	91.30%	>95.00%	88.35%	39.91%	42.81%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	71.92%	57.56%	87.18%	83.72%	83.91%	85.23%	36.56%	29.41%
Asian	77.07%	66.80%	>95.00%	89.44%	94.92%	88.52%	37.30%	28.89%
Black or African American	77.69%	47.31%	>95.00%	86.55%	>95.00%	71.43%	45.13%	22.73%
Hispanic or Latino	79.97%	60.68%	>95.00%	83.18%	86.49%	73.17%	35.99%	22.58%
Native Hawaiian or Other Pacific Islander	55.61%	39.58%	>95.00%	76.84%	83.33%	85.71%	35.63%	25.00%
White	92.48%	78.44%	>95.00%	93.93%	94.22%	89.90%	37.55%	24.44%
Two or more races	86.68%	67.80%	60.00%	81.59%	88.89%	86.11%	38.96%	19.23%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Alaska		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have achieved a 2.5 GPA during the reporting year in technical courses that are aligned with industry-recognized standards, in a CTE program of at least six credit hours, or a certificate or a degree.	Percentage of exiting concentrators who have earned an industry-recognized credential, in a CTE program of at least six credit hours, or a certificate or degree.	Percentage of concentrators from the prior year who re-enroll, or transfer to another postsecondary institution.	Percentage of concentrators from the prior year's report who have exited and are identified as working or in the military at any time between July 1 and Dec. 31 of the reporting year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	66.75%	25.00%	53.00%	74.56%	38.61%	25.68%
PY 2008–09 Results	82.97%	28.33%	81.57%	82.35%	29.55%	26.89%
Special populations						
Individuals with disabilities (<i>ADA</i>)	80.70%	43.33%	89.66%	66.23%	NP	NP
Economically disadvantaged students	84.67%	54.01%	61.46%	80.00%	NP	NP
Single parents	79.75%	37.80%	77.03%	83.54%	NP	NP
Displaced homemakers	90.48%	56.41%	65.71%	78.57%	NP	NP
Limited English proficient students	80.00%	37.50%	76.92%	91.67%	NP	NP
Students in nontraditional programs	33.52%	16.38%	20.40%	38.01%	NP	NP
Tech prep	88.81%	<10.00%	90.91%	87.73%	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Alaska		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	80.99%	28.32%	81.34%	81.33%	41.68%	37.93%
Female	84.75%	28.34%	81.77%	83.17%	19.57%	18.17%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	79.90%	31.06%	76.26%	86.21%	21.25%	19.14%
Asian	75.42%	23.44%	89.68%	83.61%	38.59%	33.54%
Black or African American	69.90%	22.43%	81.73%	80.82%	30.56%	21.05%
Hispanic or Latino	86.79%	40.62%	82.86%	79.05%	32.50%	28.00%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	NE	NE
White	85.39%	29.00%	84.90%	82.63%	31.48%	29.12%
Two or more races	NE	NE	NE	NE	NE	NE

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Arizona Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	49.10%	40.50%	65.00%	76.00%	76.00%	50.00%	21.50%	10.00%
PY 2008–09 Results	93.80%	90.80%	>95.00%	>95.00%	>95.00%	68.00%	22.87%	16.51%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	61.50%	45.64%	>95.00%	>95.00%	>95.00%	57.08%	14.53%	13.10%
Economically disadvantaged students	>95.00%	93.30%	>95.00%	>95.00%	>95.00%	45.65%	23.60%	16.72%
Single parents	>95.00%	89.36%	>95.00%	93.18%	93.18%	69.23%	19.19%	16.67%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	83.52%	83.14%	>95.00%	>95.00%	>95.00%	60.94%	21.11%	14.49%
Migrant students	NP	NP	44.00%	NP	>95.00%	48.70%	NP	>95.00%
Students in nontraditional programs	NP	NP	>95.00%	NP	>95.00%	71.46%	NP	NP
Tech prep	94.46%	91.55%	>95.00%	>95.00%	>95.00%	16.30%	19.25%	>95.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Arizona

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	92.99%	90.17%	>95.00%	>95.00%	>95.00%	67.59%	<10.00%	12.82%
Female	94.69%	91.50%	>95.00%	>95.00%	>95.00%	68.46%	42.30%	20.37%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	85.05%	79.57%	>95.00%	>95.00%	>95.00%	52.33%	26.96%	21.19%
Asian or Pacific Islander	>95.00%	>95.00%	>95.00%	>95.00%	>95.00%	78.52%	26.98%	16.00%
Black (not Hispanic)	93.46%	87.31%	>95.00%	>95.00%	>95.00%	69.79%	22.82%	14.91%
Hispanic	92.41%	90.01%	>95.00%	>95.00%	>95.00%	62.85%	20.41%	13.30%
White (not Hispanic)	>95.00%	93.30%	>95.00%	>95.00%	>95.00%	73.63%	23.61%	17.63%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NP	NP	NP
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Arizona		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill or end of program assessments that are aligned with industry-recognized standards during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	64.00%	35.00%	42.00%	35.00%	20.00%	15.00%
PY 2008–09 Results	90.48%	36.01%	60.23%	58.01%	24.18%	18.61%
Special populations						
Individuals with disabilities (<i>ADA</i>)	92.31%	42.09%	75.88%	39.02%	28.82%	26.47%
Economically disadvantaged students	89.55%	40.46%	71.01%	52.59%	26.21%	20.59%
Single parents	>95.00%	38.97%	62.68%	52.22%	37.36%	12.82%
Displaced homemakers	>95.00%	50.00%	52.94%	61.54%	50.00%	<10.00%
Limited English proficient students	29.41%	36.42%	62.28%	43.70%	25.06%	18.18%
Students in nontraditional programs	92.08%	41.81%	60.25%	66.55%	NP	NP
Tech prep	74.23%	35.98%	72.11%	63.35%	23.88%	12.08%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Arizona		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	87.29%	31.12%	54.71%	57.29%	19.52%	13.53%
Female	92.03%	41.82%	65.76%	58.84%	29.14%	22.95%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	88.89%	31.75%	54.99%	59.13%	20.10%	23.21%
Asian or Pacific Islander	91.43%	36.54%	60.67%	52.33%	26.38%	20.90%
Black (not Hispanic)	80.95%	33.14%	52.52%	54.44%	27.36%	23.75%
Hispanic	86.17%	37.91%	60.45%	64.17%	24.68%	19.11%
White (not Hispanic)	92.38%	36.74%	61.02%	58.48%	23.67%	17.22%
Race and/or ethnicity unknown	86.42%	28.69%	60.33%	40.88%	26.21%	24.18%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Arkansas Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> and who left secondary education in the reporting year.	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> and who left secondary education in the reporting year.	Percentage of CTE concentrators who were proficient on assessments taken within the program of study and who left the secondary system during the reporting year.	Percentage of CTE concentrators that graduate plus the percentage of CTE concentrators that receive a General Education Development (GED) credential during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who successfully completed the program of study and graduated from high school and who were employed, enrolled in postsecondary education, or in the military six months following graduation.	Percentage of nontraditional gender students enrolled in one or more units within a program of study that is nontraditional for their gender during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	51.63%	38.05%	60.00%	92.10%	86.50%	94.76%	24.91%	19.84%
PY 2008–09 Results	47.20%	59.51%	50.24%	89.54%	88.04%	94.46%	26.60%	28.58%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	<10.00%	27.86%	23.39%	87.81%	86.86%	86.66%	18.09%	20.91%
Economically disadvantaged students	34.97%	49.25%	43.07%	88.34%	86.85%	90.63%	27.03%	31.05%
Single parents	NP	NP	NE	NP	NE	NE	NE	NE
Displaced homemakers	NP	NP	NE	NP	NE	NE	NE	NE
Limited English proficient students	13.82%	41.30%	18.87%	91.27%	91.27%	83.87%	22.16%	31.18%
Migrant students	NP	NP	39.62%	NP	81.16%	74.07%	22.51%	21.43%
Students in nontraditional programs	NP	NP	51.29%	NP	92.49%	93.41%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Arkansas

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	41.64%	63.37%	46.12%	88.87%	87.13%	>95.00%	<10.00%	<10.00%
Female	53.31%	55.43%	53.84%	90.26%	89.04%	93.63%	62.29%	56.95%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	46.99%	64.38%	55.07%	>95.00%	>95.00%	94.34%	30.82%	18.92%
Asian or Pacific Islander	47.06%	65.71%	48.60%	93.88%	93.20%	>95.00%	29.53%	38.46%
Black (not Hispanic)	22.39%	29.09%	32.73%	89.21%	88.53%	90.66%	26.92%	32.95%
Hispanic	33.22%	53.83%	39.28%	89.65%	88.15%	89.68%	23.69%	27.80%
White (not Hispanic)	55.19%	68.15%	55.51%	89.50%	87.75%	>95.00%	26.69%	27.55%
Race and/or ethnicity unknown	NP	NP	NE	NP	NE	NE	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Arkansas

Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	53.00%	70.00%	32.58%	65.12%	23.83%	14.53%
PY 2008–09 Results	77.60%	66.44%	63.07%	59.78%	21.95%	20.04%
Special populations						
Individuals with disabilities (<i>ADA</i>)	76.58%	NE	79.63%	NE	29.99%	28.50%
Economically disadvantaged students	76.08%	NE	68.95%	NE	22.52%	20.13%
Single parents	74.25%	NE	76.40%	NE	23.37%	21.68%
Displaced homemakers	77.94%	NE	82.31%	NE	25.46%	24.29%
Limited English proficient students	75.60%	NE	64.49%	NE	22.62%	22.89%
Students in nontraditional programs	70.98%	56.62%	62.14%	46.40%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Arkansas		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	77.28%	70.77%	51.84%	54.09%	20.69%	17.99%
Female	77.74%	62.34%	68.21%	65.17%	22.55%	21.03%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	75.46%	64.71%	65.28%	44.68%	22.28%	20.08%
Asian or Pacific Islander	78.55%	61.29%	68.64%	38.89%	28.31%	25.08%
Black (not Hispanic)	64.52%	58.80%	67.89%	51.21%	20.25%	19.55%
Hispanic	77.22%	71.00%	69.44%	68.00%	23.69%	22.40%
White (not Hispanic)	81.70%	68.26%	61.24%	61.94%	22.25%	19.90%
Race and/or ethnicity unknown	81.55%	56.98%	61.24%	52.94%	22.56%	28.90%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

California

Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of grade 12 CTE concentrators with valid scores who have met the proficient or advanced level on the reading and language arts portion of the California High School Exit Examination (CAHSEE).	Percentage of grade 12 CTE concentrators with valid scores who have met the proficient or advanced level on the mathematics portion of the CAHSEE.	Percentage of CTE concentrators enrolled in a capstone CTE course who received an “A”, “B”, or “C” grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.	Percentage of grade 12 CTE concentrators who earned a high school diploma or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities).	Percentage of grade 12 CTE concentrators who, in the reporting year, were included as graduated in the state’s computation of its graduation rate under <i>ESEA</i> .	Percentage of grade 12 CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment as reported on a survey six months following graduation.	Percentage of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.	Percentage of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an “A”, “B”, or “C” grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.
PY 2008–09 Performance levels	23.00%	22.00%	53.00%	85.50%	83.20%	78.00%	23.00%	18.00%
PY 2008–09 Results	>95.00%	>95.00%	69.66%	34.26%	81.07%	92.61%	39.04%	28.51%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	>95.00%	>95.00%	61.55%	27.10%	72.16%	48.01%	33.42%	22.01%
Economically disadvantaged students	>95.00%	>95.00%	63.32%	29.92%	76.55%	78.12%	39.13%	27.80%
Single parents	>95.00%	>95.00%	62.07%	33.81%	72.95%	84.83%	33.23%	27.51%
Displaced homemakers	NP	NP	PNO	NP	PNO	PNO	PNO	PNO
Limited English proficient students	>95.00%	>95.00%	66.38%	29.20%	75.90%	69.88%	38.07%	28.23%
Migrant students	NP	NP	60.63%	NP	76.11%	78.57%	36.03%	25.26%
Students in nontraditional programs	NP	NP	67.10%	NP	77.65%	33.94%	NP	NP
Tech prep	50.58%	48.33%	69.79%	87.85%	87.85%	90.07%	38.60%	31.80%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state’s definition of CTE concentrators and Table C-2 for the state’s definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

California

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	>95.00%	>95.00%	69.48%	33.69%	80.62%	92.46%	20.61%	15.35%
Female	>95.00%	>95.00%	69.87%	34.96%	81.62%	92.80%	65.03%	46.99%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	>95.00%	>95.00%	67.01%	30.73%	77.61%	93.41%	39.19%	29.37%
Asian	>95.00%	>95.00%	75.15%	38.76%	88.13%	94.33%	40.65%	32.50%
Black or African American	>95.00%	>95.00%	66.23%	31.41%	75.02%	91.54%	42.81%	29.85%
Hispanic or Latino	>95.00%	>95.00%	66.94%	31.15%	74.01%	91.55%	39.77%	25.36%
Native Hawaiian or Other Pacific Islander	NP	NP	67.69%	NP	82.99%	91.71%	41.08%	34.33%
White	>95.00%	>95.00%	72.07%	37.84%	88.75%	94.63%	36.74%	30.64%
Two or more races	NP	NP	76.55%	NP	91.28%	80.13%	38.44%	33.82%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

California

Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE students enrolled in CTE courses who have earned a GPA of 2.0 or greater in those CTE courses only.	Percentage of CTE concentrators in the denominator who earned an industry-recognized credential, a certificate, a degree, or who completed the transfer program and were classified as transfer prepared.	Percentage of CTE concentrators in the denominator who persisted in the California community college system or transferred to another two- or four-year institution.	Percentage of CTE concentrators in the denominator who were found during one of the four quarters following the cohort year in Unemployment Insurance (UI)-covered employment, or an apprenticeship program, the federal government, or the military in the year following the cohort year.	Percentage of CTE concentrators in the denominator who were of the underrepresented gender.	Percentage of nontraditional concentrators in nontraditional programs earning a certificate or degree or completed a transfer program.
PY 2008–09 Performance levels	87.93%	81.24%	85.11%	81.39%	20.29%	21.99%
PY 2008–09 Results	87.92%	81.26%	85.13%	81.39%	20.37%	21.82%
Special populations						
Individuals with disabilities (<i>ADA</i>)	84.66%	87.74%	90.21%	67.44%	21.10%	20.54%
Economically disadvantaged students	88.74%	85.34%	88.92%	79.11%	21.36%	21.68%
Single parents	88.48%	83.38%	88.55%	80.45%	19.60%	17.78%
Displaced homemakers	90.39%	83.86%	88.53%	72.53%	17.29%	16.34%
Limited English proficient students	89.65%	88.40%	89.16%	73.52%	17.86%	19.79%
Students in nontraditional programs	89.02%	82.44%	86.49%	77.95%	NP	NP
Tech prep	88.26%	83.83%	85.49%	82.09%	18.12%	18.99%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

California		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	87.62%	76.23%	83.53%	83.33%	16.90%	24.71%
Female	88.18%	85.28%	86.68%	79.84%	23.50%	19.65%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	86.11%	77.68%	84.82%	80.73%	25.23%	26.99%
Asian	90.41%	89.11%	86.77%	79.27%	25.10%	28.47%
Black or African American	81.25%	76.74%	84.78%	75.22%	25.66%	28.28%
Hispanic or Latino	86.41%	77.82%	85.55%	84.29%	19.98%	24.44%
Native Hawaiian or Other Pacific Islander	86.62%	81.38%	87.12%	83.45%	23.32%	27.31%
White	89.46%	81.91%	85.14%	81.43%	22.03%	24.97%
Two or more races	NE	NE	NE	NE	NE	NE

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Colorado

Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, have met locally defined requirements for a high school diploma.	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> based on the scores that were included in the state's computation of AYP and who, in the reporting year, have met locally defined requirements for a high school diploma.	Percentage of CTE concentrators who completed their program and who met state-recognized CTE standards in Colorado Community College System-approved programs.	Percentage of CTE concentrators and completers in their fourth or greater high school year who have met locally-defined requirements for a high school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	85.00%	60.00%	60.00%	78.00%	59.50%	91.30%	50.60%	61.60%
PY 2008–09 Results	94.80%	72.46%	55.29%	83.14%	77.54%	>95.00%	48.15%	44.22%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	66.59%	28.92%	61.10%	64.86%	57.52%	92.74%	52.37%	45.60%
Economically disadvantaged students	88.35%	52.32%	54.02%	76.32%	65.75%	>95.00%	46.48%	42.72%
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	72.48%	33.99%	48.58%	71.70%	64.08%	94.06%	47.59%	33.74%
Migrant students	NP	NP	40.25%	NP	68.70%	>95.00%	47.44%	44.83%
Students in nontraditional programs	NP	NP	47.49%	NP	79.09%	77.06%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Colorado

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	93.02%	74.90%	56.66%	81.56%	74.40%	>95.00%	70.80%	58.85%
Female	>95.00%	69.90%	53.76%	84.85%	81.12%	>95.00%	17.32%	22.25%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	90.13%	59.21%	52.05%	74.27%	64.05%	>95.00%	44.25%	37.81%
Asian or Pacific Islander	>95.00%	78.34%	54.18%	82.38%	85.27%	>95.00%	50.07%	47.01%
Black (not Hispanic)	90.43%	45.42%	54.31%	76.16%	69.30%	>95.00%	49.10%	45.94%
Hispanic	89.01%	53.46%	54.03%	76.41%	65.30%	>95.00%	45.86%	40.32%
White (not Hispanic)	>95.00%	79.39%	55.90%	85.95%	82.79%	>95.00%	48.83%	45.33%
Race and/or ethnicity unknown	NP	NP	84.62%	NP	NE	>95.00%	<10.00%	<10.00%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Colorado		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who completed an approved CTE program during the reporting year.	Percentage of CTE concentrators who completed an approved CTE program during the reporting year.	Percentage of CTE participants and concentrators within the current reporting year who were enrolled in postsecondary education in the previous year and did not earn a certificate or degree in the previous reporting year.	Percentage of CTE completers in the previous year who were placed in employment, continuing education, or placed in military service or apprenticeship programs six months following the program year in which they left postsecondary education (CTE students who completed by June 30, 2007, would be surveyed beginning Dec. 1, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	56.00%	56.00%	55.00%	95.50%	15.50%	12.30%
PY 2008–09 Results	62.93%	62.93%	73.91%	>95.00%	16.74%	12.37%
Special populations						
Individuals with disabilities (<i>ADA</i>)	55.28%	55.28%	87.02%	89.61%	23.67%	18.63%
Economically disadvantaged students	53.75%	53.75%	80.51%	>95.00%	20.50%	16.55%
Single parents	54.55%	54.55%	73.08%	>95.00%	18.36%	<10.00%
Displaced homemakers	53.54%	53.54%	70.00%	94.44%	26.39%	<10.00%
Limited English proficient students	48.53%	48.53%	75.00%	>95.00%	15.49%	<10.00%
Students in nontraditional programs	53.57%	53.57%	82.33%	92.96%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Colorado		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	58.19%	58.19%	66.05%	>95.00%	10.77%	10.88%
Female	68.16%	68.16%	82.86%	>95.00%	22.71%	13.77%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	58.33%	58.33%	71.30%	>95.00%	19.81%	14.93%
Asian or Pacific Islander	62.91%	62.91%	83.01%	>95.00%	15.94%	12.77%
Black (not Hispanic)	52.82%	52.82%	83.30%	94.76%	22.01%	18.02%
Hispanic	62.47%	62.47%	75.88%	>95.00%	15.30%	10.78%
White (not Hispanic)	63.48%	63.48%	72.46%	>95.00%	16.94%	12.61%
Race and/or ethnicity unknown	78.39%	78.39%	70.90%	>95.00%	10.84%	<10.00%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Connecticut Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators reported as graduated using the state's approved calculation for graduation rate as defined in the state's <i>ESEA</i> accountability workbook.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	81.00%	80.00%	44.00%	70.00%	70.00%	47.00%	38.50%	35.00%
PY 2008–09 Results	85.89%	81.65%	42.27%	87.87%	>95.00%	85.78%	38.24%	32.82%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	45.45%	40.91%	22.22%	86.64%	>95.00%	93.97%	NP	NP
Economically disadvantaged students	73.88%	62.77%	28.30%	82.01%	>95.00%	>95.00%	NP	NP
Single parents	72.73%	66.67%	39.37%	73.49%	93.85%	26.96%	NP	NP
Displaced homemakers	NP	NP	33.33%	NP	NP	NP	NP	NP
Limited English proficient students	29.41%	50.00%	16.20%	80.28%	>95.00%	91.16%	NP	NP
Migrant students	NP	NP	63.64%	NP	NP	93.75%	NP	NP
Students in nontraditional programs	NP	NP	32.33%	NP	NP	NE	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Connecticut

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	85.47%	88.89%	37.77%	87.52%	>95.00%	84.38%	39.09%	35.77%
Female	86.44%	71.99%	47.17%	88.22%	>95.00%	87.60%	37.14%	29.25%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	>95.00%	>95.00%	40.00%	75.00%	85.71%	>95.00%	17.94%	<10.00%
Asian or Pacific Islander	90.62%	90.62%	44.69%	85.88%	>95.00%	>95.00%	17.64%	<10.00%
Black (not Hispanic)	74.00%	58.91%	23.06%	76.51%	>95.00%	53.86%	16.48%	13.57%
Hispanic	74.19%	66.93%	27.53%	82.83%	>95.00%	>95.00%	19.01%	14.57%
White (not Hispanic)	93.62%	94.68%	48.90%	91.10%	>95.00%	>95.00%	15.46%	NP
Race and/or ethnicity unknown	NP	NP	36.16%	NP	NE	NE	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Connecticut		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who graduate during the reporting year with a GPA of 2.5 or higher.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they graduated from postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduate by June 30, 2007 would be assessed between Oct. 1, 2007 and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	93.04%	16.22%	62.98%	79.29%	33.00%	25.00%
PY 2008–09 Results	91.64%	12.50%	65.20%	67.00%	33.04%	25.23%
Special populations						
Individuals with disabilities (<i>ADA</i>)	93.48%	23.17%	75.08%	52.17%	29.22%	34.78%
Economically disadvantaged students	91.61%	11.02%	64.33%	67.99%	28.08%	21.05%
Single parents	>95.00%	18.85%	74.92%	68.79%	16.87%	24.20%
Displaced homemakers	>95.00%	11.08%	14.48%	44.44%	17.73%	18.75%
Limited English proficient students	91.67%	30.13%	75.92%	63.89%	29.29%	11.95%
Students in nontraditional programs	91.61%	21.63%	62.79%	69.45%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Connecticut		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	89.63%	10.22%	63.64%	62.15%	67.63%	61.30%
Female	92.80%	14.35%	66.48%	69.80%	<10.00%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	>95.00%	<10.00%	65.75%	85.71%	43.96%	28.57%
Asian or Pacific Islander	92.05%	18.00%	71.18%	55.63%	34.33%	24.68%
Black (not Hispanic)	86.07%	<10.00%	60.06%	72.81%	31.38%	22.32%
Hispanic	88.42%	<10.00%	61.19%	69.21%	30.38%	19.79%
White (not Hispanic)	93.26%	15.26%	67.61%	71.50%	33.63%	27.18%
Race and/or ethnicity unknown	91.45%	<10.00%	65.01%	61.11%	35.50%	23.66%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Delaware

Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who completed a CTE career pathway and earned a regular secondary school diploma or other state-recognized equivalent during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	68.00%	50.00%	71.00%	68.00%	82.50%	96.00%	38.50%	21.00%
PY 2008–09 Results	74.43%	61.29%	72.08%	69.38%	>95.00%	50.58%	37.47%	28.57%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	30.00%	25.38%	63.87%	60.11%	89.36%	26.62%	36.89%	23.81%
Economically disadvantaged students	65.48%	50.57%	71.33%	68.16%	>95.00%	NE	38.12%	30.76%
Single parents	45.45%	18.18%	78.57%	71.43%	92.86%	30.00%	23.61%	22.22%
Displaced homemakers	NP	NP	>95.00%	NP	>95.00%	<10.00%	40.00%	50.00%
Limited English proficient students	22.86%	31.43%	78.18%	72.73%	90.91%	NE	41.78%	32.43%
Migrant students	NP	NP	NE	NP	NE	NE	33.33%	NE
Students in nontraditional programs	NP	NP	85.14%	NP	>95.00%	54.64%	NP	NP
Tech prep	80.42%	68.52%	78.92%	77.92%	>95.00%	56.57%	34.74%	31.51%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Delaware

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	72.88%	65.09%	72.30%	69.11%	>95.00%	46.53%	40.65%	23.11%
Female	76.15%	57.09%	71.83%	69.70%	>95.00%	55.23%	33.08%	35.29%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	92.86%	64.29%	88.24%	76.47%	88.24%	37.50%	30.57%	33.33%
Asian or Pacific Islander	72.55%	82.35%	79.69%	76.56%	>95.00%	61.33%	45.37%	45.24%
Black (not Hispanic)	64.39%	46.82%	64.41%	61.12%	>95.00%	43.69%	39.57%	28.25%
Hispanic	70.20%	51.01%	65.65%	62.61%	94.78%	40.08%	37.56%	26.56%
White (not Hispanic)	79.34%	68.34%	76.27%	74.00%	>95.00%	55.10%	35.85%	28.33%
Race and/or ethnicity unknown	NP	NP	NE	NP	NE	NE	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Delaware		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	69.00%	36.42%	25.50%	75.00%	19.00%	18.00%
PY 2008–09 Results	93.46%	73.52%	75.94%	89.50%	12.87%	13.35%
Special populations						
Individuals with disabilities (<i>ADA</i>)	<10.00%	NE	>95.00%	NE	<10.00%	<10.00%
Economically disadvantaged students	94.29%	78.21%	77.38%	92.44%	<10.00%	13.43%
Single parents	>95.00%	93.10%	>95.00%	>95.00%	<10.00%	<10.00%
Displaced homemakers	NE	<10.00%	<10.00%	NE	NE	NE
Limited English proficient students	80.00%	66.67%	81.58%	83.33%	17.31%	25.00%
Students in nontraditional programs	76.47%	62.59%	63.27%	75.00%	NP	NP
Tech prep	94.44%	74.36%	71.43%	88.46%	18.03%	20.97%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Delaware		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	>95.00%	73.24%	77.19%	>95.00%	12.83%	16.05%
Female	89.84%	73.73%	74.92%	81.59%	12.92%	11.49%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	>95.00%	83.33%	80.00%	>95.00%	<10.00%	<10.00%
Asian or Pacific Islander	50.00%	66.67%	82.05%	83.33%	19.70%	30.77%
Black (not Hispanic)	87.36%	64.08%	76.55%	86.57%	15.62%	14.71%
Hispanic	>95.00%	78.57%	65.96%	83.33%	17.89%	14.29%
White (not Hispanic)	>95.00%	75.69%	76.30%	90.21%	11.99%	12.50%
Race and/or ethnicity unknown	>95.00%	65.52%	66.67%	>95.00%	12.50%	<10.00%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

District of Columbia Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE completers who passed industry-based technical skill assessments. Proxy Measure: Percentage of grade 12 CTE concentrators who attained a GPA of 2.0 or greater in their program of study.	Percentage of CTE concentrators who received a high school diploma, General Education Development (GED) credential, or certificate of Individualized Education Program completion.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	59.00%	47.00%	80.00%	95.00%	70.00%	86.00%	36.00%	40.00%
PY 2008–09 Results	45.12%	40.00%	91.48%	94.10%	>95.00%	94.48%	47.03%	42.50%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	15.38%	<10.00%	80.77%	80.77%	>95.00%	>95.00%	41.96%	23.08%
Economically disadvantaged students	31.76%	28.24%	92.35%	88.24%	>95.00%	>95.00%	42.73%	42.00%
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	25.00%	50.00%	93.75%	68.75%	>95.00%	>95.00%	35.90%	60.00%
Migrant students	NE	NE	NE	NE	NE	NE	NE	NE
Students in nontraditional programs	52.27%	34.09%	90.54%	91.89%	>95.00%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

District of Columbia

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	42.86%	42.86%	91.33%	91.84%	>95.00%	90.54%	<10.00%	<10.00%
Female	46.38%	38.41%	91.60%	>95.00%	>95.00%	>95.00%	90.00%	>95.00%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NE	NE	NE	NE	NE	>95.00%	<10.00%	NE
Asian or Pacific Islander	NE	NE	>95.00%	>95.00%	NE	>95.00%	33.33%	<10.00%
Black (not Hispanic)	44.39%	39.02%	91.37%	94.96%	>95.00%	93.63%	48.67%	44.27%
Hispanic	40.00%	40.00%	91.30%	78.26%	>95.00%	>95.00%	33.02%	<10.00%
White (not Hispanic)	80.00%	80.00%	90.91%	90.91%	>95.00%	>95.00%	26.67%	<10.00%
Race and/or ethnicity unknown	NE	NE	NE	NE	NE	NE	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

District of Columbia Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed industry-based technical skill assessments. Proxy Measure: Number of CTE concentrators who attained a GPA of 3.0 or greater in their major.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	46.00%	71.00%	35.00%	95.00%	25.50%	24.50%
PY 2008–09 Results	54.59%	77.64%	83.48%	>95.00%	36.33%	67.72%
Special populations						
Individuals with disabilities (<i>ADA</i>)	60.00%	>95.00%	>95.00%	NE	60.00%	NE
Economically disadvantaged students	52.81%	69.23%	80.75%	>95.00%	30.24%	56.52%
Single parents	53.33%	42.86%	20.00%	>95.00%	80.00%	>95.00%
Displaced homemakers	60.00%	75.00%	>95.00%	>95.00%	75.00%	>95.00%
Limited English proficient students	59.11%	68.66%	80.62%	>95.00%	37.14%	53.85%
Students in nontraditional programs	56.30%	75.79%	78.52%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

District of Columbia		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	54.27%	75.73%	81.79%	>95.00%	19.62%	41.67%
Female	54.81%	78.99%	84.65%	>95.00%	41.10%	70.43%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	>95.00%	>95.00%	>95.00%	<10.00%	<10.00%	NE
Asian or Pacific Islander	57.69%	92.59%	85.71%	>95.00%	25.00%	33.33%
Black (not Hispanic)	53.27%	76.54%	84.80%	>95.00%	40.18%	65.98%
Hispanic	59.71%	83.72%	76.92%	>95.00%	47.06%	72.73%
White (not Hispanic)	64.29%	74.55%	85.71%	>95.00%	20.32%	81.25%
Race and/or ethnicity unknown	47.06%	75.00%	66.67%	>95.00%	50.00%	NE
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Florida Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or Adult High School diploma, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators from the prior year who completed secondary school and who were placed in postsecondary education, employment, or military service in the second quarter (Oct.–Dec.) after leaving secondary education during the report year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	51.00%	50.00%	70.00%	85.00%	71.00%	84.00%	15.00%	87.00%
PY 2008–09 Results	60.17%	84.84%	87.08%	>95.00%	>95.00%	83.24%	15.31%	>95.00%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	29.55%	54.91%	84.44%	77.92%	91.82%	73.37%	11.29%	92.37%
Economically disadvantaged students	47.92%	77.92%	87.03%	92.60%	92.99%	78.06%	15.74%	>95.00%
Single parents	34.04%	70.11%	86.54%	90.65%	88.89%	64.71%	10.04%	>95.00%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	<10.00%	45.74%	82.56%	70.24%	69.05%	70.78%	14.50%	67.86%
Migrant students	NP	NP	77.08%	NP	91.61%	75.40%	12.83%	>95.00%
Students in nontraditional programs	NP	NP	88.48%	NP	>95.00%	85.71%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Florida

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	62.70%	88.22%	86.17%	94.90%	94.65%	82.67%	12.60%	>95.00%
Female	57.66%	81.50%	87.83%	>95.00%	>95.00%	83.77%	18.33%	>95.00%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NP	NP	82.42%	NP	94.02%	82.98%	17.26%	>95.00%
Asian or Pacific Islander	NP	NP	89.11%	NP	>95.00%	84.41%	21.75%	>95.00%
Black (not Hispanic)	NP	NP	86.71%	NP	92.54%	81.20%	15.87%	>95.00%
Hispanic	NP	NP	88.96%	NP	94.02%	79.18%	16.56%	>95.00%
White (not Hispanic)	NP	NP	86.45%	NP	>95.00%	84.92%	14.07%	>95.00%
Race and/or ethnicity unknown	NP	NP	87.48%	NP	>95.00%	84.68%	16.03%	>95.00%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Florida		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who earned an industry-certified credential through a third-party assessment or earned 75 percent of the program hours required with a GPA of 2.5 or higher.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	37.00%	28.00%	72.00%	86.00%	13.00%	22.00%
PY 2008–09 Results	41.16%	46.50%	71.36%	87.23%	13.40%	31.89%
Special populations						
Individuals with disabilities (<i>ADA</i>)	40.37%	42.37%	71.58%	79.31%	15.56%	25.93%
Economically disadvantaged students	38.49%	46.55%	76.75%	87.32%	12.03%	27.71%
Single parents	55.53%	75.00%	85.48%	91.43%	<10.00%	25.00%
Displaced homemakers	NP	NP	NP	NP	NP	NP
Limited English proficient students	41.04%	43.24%	77.97%	81.50%	14.92%	25.13%
Students in nontraditional programs	44.26%	52.48%	73.06%	86.85%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Florida		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	41.14%	45.24%	67.68%	88.10%	25.07%	24.60%
Female	41.17%	47.41%	73.51%	86.64%	<10.00%	45.33%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	43.66%	49.33%	64.78%	76.32%	19.02%	32.26%
Asian or Pacific Islander	44.48%	49.18%	75.39%	85.82%	20.04%	28.10%
Black (not Hispanic)	34.59%	38.64%	69.50%	88.92%	12.10%	24.94%
Hispanic	42.61%	48.15%	73.65%	88.76%	14.53%	32.00%
White (not Hispanic)	42.42%	48.14%	70.99%	86.83%	13.07%	34.22%
Race and/or ethnicity unknown	41.53%	45.06%	74.08%	82.70%	13.68%	30.49%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Florida						Adult Level
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who earned an industry-certified credential through a third-party assessment or earned 75 percent of the program hours required with a GPA of 2.5 or higher.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	73.25%	51.00%	55.00%	82.00%	8.00%	12.00%
PY 2008–09 Results	77.13%	47.99%	47.17%	78.12%	<10.00%	42.86%
Special populations						
Individuals with disabilities (<i>ADA</i>)	76.13%	28.13%	53.28%	67.02%	<10.00%	24.21%
Economically disadvantaged students	76.58%	43.11%	59.69%	77.50%	<10.00%	35.29%
Single parents	77.08%	44.39%	47.59%	74.94%	<10.00%	36.00%
Displaced homemakers	77.78%	50.24%	35.07%	68.75%	<10.00%	50.00%
Limited English proficient students	78.63%	26.34%	43.73%	69.87%	<10.00%	17.38%
Students in nontraditional programs	75.35%	51.34%	50.87%	81.19%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Florida		Adult Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	76.45%	45.69%	45.70%	80.35%	11.58%	41.71%
Female	77.75%	50.10%	48.56%	76.32%	<10.00%	44.84%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	70.91%	41.22%	43.21%	76.67%	13.44%	37.50%
Asian or Pacific Islander	81.16%	53.03%	56.70%	76.92%	14.71%	49.62%
Black (not Hispanic)	74.77%	41.11%	42.71%	78.75%	<10.00%	34.58%
Hispanic	76.59%	35.09%	47.18%	76.24%	<10.00%	31.41%
White (not Hispanic)	78.39%	56.38%	49.53%	78.31%	<10.00%	50.83%
Race and/or ethnicity unknown	78.44%	54.60%	49.41%	79.72%	10.83%	44.83%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Georgia

Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	85.00%	69.00%	60.00%	85.00%	75.00%	38.00%	16.00%	86.50%
PY 2008–09 Results	90.26%	74.66%	86.29%	93.47%	92.43%	74.78%	24.63%	22.81%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	59.00%	32.39%	NP	63.12%	62.01%	66.72%	24.16%	23.51%
Economically disadvantaged students	86.04%	65.48%	NP	90.37%	89.33%	72.36%	25.12%	24.26%
Single parents	90.74%	52.83%	NP	90.98%	90.24%	70.15%	18.21%	18.75%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	62.50%	54.59%	NP	78.63%	76.03%	27.92%	24.78%	16.46%
Migrant students	77.14%	68.57%	NP	90.91%	90.91%	40.00%	17.03%	12.50%
Students in nontraditional programs	35.04%	<10.00%	NP	92.74%	92.37%	NP	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Georgia

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	88.36%	75.61%	>95.00%	93.17%	91.96%	72.30%	19.46%	19.43%
Female	92.05%	73.77%	85.34%	93.77%	92.88%	76.97%	29.70%	26.01%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	>95.00%	73.33%	NP	>95.00%	>95.00%	80.65%	29.82%	47.62%
Asian or Pacific Islander	91.85%	87.68%	>95.00%	>95.00%	94.37%	53.06%	26.45%	20.59%
Black (not Hispanic)	86.35%	62.49%	88.89%	90.23%	89.20%	73.02%	27.55%	25.88%
Hispanic	85.38%	73.74%	>95.00%	90.11%	88.67%	51.89%	23.11%	18.45%
White (not Hispanic)	93.35%	82.74%	82.76%	>95.00%	>95.00%	78.88%	22.09%	21.00%
Race and/or ethnicity unknown	NP	NP	NP	NP	95.00%	72.04%	26.57%	26.38%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Georgia		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE students for whom at least 75 percent of their technical course grades were A, B, C, or S in the fiscal year.	Percentage of students from the denominator who graduated.	Percentage of students from the denominator who were enrolled in postsecondary education during the fiscal year.	Percentage of students from the denominator who were placed in employment within two months of the end of the fiscal year.	Those students from the denominator of underrepresented gender for their program.	Those graduates from the denominator of underrepresented gender for their program.
PY 2008–09 Performance levels	84.09%	48.00%	63.00%	98.07%	16.72%	17.01%
PY 2008–09 Results	83.65%	49.01%	68.59%	>95.00%	17.75%	17.27%
Special populations						
Individuals with disabilities (<i>ADA</i>)	81.97%	49.68%	74.73%	94.25%	18.21%	14.94%
Economically disadvantaged students	80.50%	44.53%	71.82%	>95.00%	17.77%	16.91%
Single parents	79.60%	42.66%	68.26%	>95.00%	17.39%	18.58%
Displaced homemakers	83.30%	48.04%	67.24%	94.51%	18.15%	17.99%
Limited English proficient students	86.17%	52.53%	76.70%	>95.00%	18.51%	19.67%
Students in nontraditional programs	82.19%	48.51%	66.22%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Georgia		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	83.63%	54.04%	65.56%	>95.00%	16.54%	13.45%
Female	83.67%	45.68%	70.86%	>95.00%	18.50%	20.46%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	85.02%	46.93%	74.19%	94.81%	22.94%	19.72%
Asian or Pacific Islander	86.39%	51.92%	79.04%	>95.00%	19.12%	16.67%
Black (not Hispanic)	78.82%	46.57%	65.05%	>95.00%	19.03%	19.24%
Hispanic	85.18%	49.69%	69.91%	>95.00%	19.78%	17.30%
White (not Hispanic)	87.07%	50.67%	70.21%	>95.00%	16.34%	15.64%
Race and/or ethnicity unknown	84.20%	50.90%	71.85%	>95.00%	21.40%	21.05%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Guam **Secondary Level**

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> based on the scores that were included in the state's computation of AYP and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields, during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields, during the reporting year.
PY 2008–09 Performance levels	51.00%	51.00%	68.00%	59.00%	43.00%	80.00%	22.00%	12.00%
PY 2008–09 Results	NP	NP	82.17%	NP	28.36%	89.06%	12.13%	<10.00%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	NP	NP	83.33%	NP	35.90%	NP	<10.00%	14.29%
Economically disadvantaged students	NP	NP	NP	NP	NP	NP	NP	NP
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	NP	NP	82.17%	NP	29.35%	NP	10.35%	<10.00%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	NP	NP	67.53%	NP	18.92%	91.67%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Guam

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	NP	NP	73.96%	NP	24.70%	87.50%	<10.00%	<10.00%
Female	NP	NP	>95.00%	NP	33.08%	90.00%	24.88%	17.65%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NP	NP	NP	NP	NP	NP	NP	NP
Asian	NP	NP	88.24%	NP	40.00%	>95.00%	17.95%	NP
Black or African American	NP	NP	NP	NP	NP	NP	NP	NP
Hispanic or Latino	NP	NP	NP	NP	>95.00%	>95.00%	NP	NP
Native Hawaiian or Other Pacific Islander	NP	NP	80.17%	NP	23.81%	88.52%	10.87%	<10.00%
White	NP	NP	>95.00%	NP	40.00%	NP	10.00%	NP
Two or more races	NP	NP	NP	NP	25.00%	>95.00%	NP	NP

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Guam		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	70.00%	87.00%	47.00%	80.00%	20.00%	8.00%
PY 2008–09 Results	87.22%	18.08%	61.55%	93.88%	<10.00%	<10.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	20.00%	NP	NP	NP	NP
Economically disadvantaged students	80.00%	20.83%	NP	NP	NP	NP
Single parents	NP	22.58%	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP
Limited English proficient students	>95.00%	14.38%	NP	NP	NP	NP
Students in nontraditional programs	NP	81.48%	40.39%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.
 NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act

Guam		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	90.00%	15.57%	48.96%	>95.00%	10.29%	66.67%
Female	86.15%	19.69%	69.26%	90.32%	<10.00%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NP	NP	NP	NP	NP	NP
Asian	NP	NP	NP	66.67%	NP	NP
Black or African American	>95.00%	>95.00%	29.41%	NP	NP	NP
Hispanic or Latino	NP	NP	25.00%	NP	NP	NP
Native Hawaiian or Other Pacific Islander	86.55%	17.65%	62.96%	>95.00%	NP	NP
White	>95.00%	33.33%	89.47%	NP	NP	NP
Two or more races	NP	NP	NP	NP	NP	NP

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Hawaii **Secondary Level**

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	44.50%	27.50%	50.00%	92.65%	75.50%	82.00%	28.50%	28.83%
PY 2008–09 Results	75.57%	38.56%	50.00%	>95.00%	>95.00%	>95.00%	34.96%	41.00%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	20.43%	<10.00%	<10.00%	>95.00%	>95.00%	>95.00%	27.04%	31.11%
Economically disadvantaged students	68.70%	26.68%	50.00%	>95.00%	>95.00%	>95.00%	35.64%	34.84%
Single parents	75.00%	50.00%	NE	80.00%	75.00%	NE	30.93%	42.86%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	21.28%	<10.00%	NE	91.84%	90.70%	>95.00%	33.74%	39.47%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	NP	NP	66.67%	NP	>95.00%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Hawaii

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	70.66%	39.70%	60.00%	94.77%	>95.00%	>95.00%	18.73%	24.48%
Female	81.41%	37.17%	33.33%	>95.00%	>95.00%	>95.00%	61.08%	65.44%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	87.50%	25.00%	<10.00%	>95.00%	>95.00%	NE	34.83%	75.00%
Asian	80.34%	47.97%	40.00%	>95.00%	>95.00%	>95.00%	33.57%	40.83%
Black or African American	78.95%	31.58%	<10.00%	80.95%	78.57%	80.00%	37.23%	58.82%
Hispanic or Latino	61.70%	22.73%	NE	91.49%	>95.00%	>95.00%	36.84%	70.27%
Native Hawaiian or Other Pacific Islander	63.49%	18.37%	>95.00%	94.33%	>95.00%	>95.00%	36.20%	38.00%
White	81.51%	42.35%	>95.00%	94.20%	>95.00%	>95.00%	34.47%	38.89%
Two or more races	78.41%	38.86%	50.00%	>95.00%	>95.00%	>95.00%	36.42%	41.40%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Hawaii		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have a cumulative GPA greater than or equal to 2.0 in CTE courses and who have stopped program participation in the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of concentrators who are placed or retained in employment, military service, or an apprenticeship program in the second Unemployment Insurance (UI) quarter after they stopped program participation.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	90.00%	44.00%	55.00%	50.00%	16.00%	15.05%
PY 2008–09 Results	92.72%	54.23%	74.55%	71.10%	16.62%	16.32%
Special populations						
Individuals with disabilities (<i>ADA</i>)	83.21%	64.89%	84.28%	30.77%	29.05%	37.18%
Economically disadvantaged students	91.68%	51.61%	73.37%	73.49%	18.74%	19.55%
Single parents	92.04%	56.64%	72.62%	65.45%	13.57%	20.31%
Displaced homemakers	92.00%	28.00%	72.41%	66.67%	14.52%	26.67%
Limited English proficient students	>95.00%	61.48%	80.72%	34.78%	19.90%	14.81%
Students in nontraditional programs	94.30%	51.90%	74.54%	79.26%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Hawaii		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	90.65%	55.02%	75.68%	77.23%	18.68%	20.03%
Female	94.53%	53.54%	73.56%	64.52%	14.58%	13.09%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	>95.00%	66.67%	76.47%	>95.00%	14.29%	10.00%
Asian	94.84%	56.97%	77.34%	75.31%	15.24%	13.46%
Black or African American	87.18%	38.46%	61.82%	80.00%	11.48%	<10.00%
Hispanic or Latino	91.94%	51.61%	67.06%	62.50%	21.85%	18.52%
Native Hawaiian or Other Pacific Islander	89.96%	52.32%	73.37%	72.83%	18.28%	19.81%
White	93.60%	48.82%	67.58%	60.50%	17.20%	21.72%
Two or more races	90.09%	56.35%	76.10%	67.31%	17.08%	15.23%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Idaho		Secondary Level						
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a high school diploma during the reporting year.	Percentage of CTE concentrators who earned a high school diploma during the reporting year.	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	78.00%	70.00%	67.00%	86.88%	90.49%	92.88%	19.84%	20.90%
PY 2008–09 Results	89.08%	87.38%	84.55%	>95.00%	>95.00%	94.02%	36.87%	37.46%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	68.58%	66.90%	76.67%	>95.00%	>95.00%	87.34%	42.01%	36.71%
Economically disadvantaged students	86.47%	84.58%	80.82%	>95.00%	>95.00%	90.75%	38.16%	43.82%
Single parents	86.44%	88.43%	91.30%	93.69%	94.64%	81.94%	33.26%	37.21%
Displaced homemakers	NP	NP	NE	NP	NE	NE	NE	NE
Limited English proficient students	76.38%	76.25%	74.47%	>95.00%	>95.00%	90.43%	39.52%	25.75%
Migrant students	NP	NP	77.78%	NP	>95.00%	>95.00%	35.58%	25.00%
Students in nontraditional programs	NP	NP	84.43%	NP	>95.00%	93.24%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Idaho

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	88.20%	86.45%	80.23%	>95.00%	>95.00%	92.60%	44.54%	38.83%
Female	90.10%	88.47%	87.71%	>95.00%	>95.00%	>95.00%	26.40%	35.55%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NP	NP	78.57%	NP	>95.00%	>95.00%	36.91%	41.10%
Asian	NP	NP	>95.00%	NP	>95.00%	93.65%	38.40%	43.14%
Black or African American	NP	NP	75.00%	NP	>95.00%	85.00%	39.85%	24.24%
Hispanic or Latino	NP	NP	78.74%	NP	>95.00%	90.26%	36.34%	36.30%
Native Hawaiian or Other Pacific Islander	NP	NP	>95.00%	NP	>95.00%	88.89%	38.05%	45.45%
White	NP	NP	85.07%	NP	>95.00%	94.70%	36.92%	37.70%
Two or more races	NP	NP	83.33%	NP	>95.00%	88.24%	29.69%	18.52%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Idaho		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed a state approved technical skill assessment during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who achieved a positive placement or transition in the second quarter after leaving postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE students who are CTE concentrators in programs nontraditional to their gender.
PY 2008–09 Performance levels	71.70%	91.49%	60.00%	94.74%	13.28%	13.36%
PY 2008–09 Results	90.89%	71.41%	74.23%	92.63%	16.32%	19.22%
Special populations						
Individuals with disabilities (<i>ADA</i>)	66.67%	55.07%	81.82%	91.86%	16.46%	17.95%
Economically disadvantaged students	90.00%	64.63%	74.06%	83.93%	11.37%	16.27%
Single parents	89.19%	78.91%	78.18%	92.86%	19.32%	16.82%
Displaced homemakers	NE	NE	NE	NE	NE	NE
Limited English proficient students	54.55%	62.50%	57.14%	>95.00%	14.81%	16.67%
Students in nontraditional programs	92.00%	67.42%	72.12%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Idaho		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	88.97%	73.01%	74.70%	93.53%	17.58%	19.98%
Female	92.80%	69.62%	73.67%	91.71%	15.25%	18.11%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	>95.00%	51.43%	66.67%	93.33%	<10.00%	11.76%
Asian	>95.00%	69.23%	55.56%	88.89%	28.57%	20.00%
Black or African American	66.67%	50.00%	36.36%	66.67%	26.47%	36.36%
Hispanic or Latino	83.33%	66.17%	73.65%	93.33%	14.82%	16.67%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	>95.00%	66.67%	17.65%	>95.00%
White	91.67%	72.86%	74.98%	92.27%	15.56%	18.50%
Two or more races	50.00%	40.00%	40.00%	NE	22.22%	50.00%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Illinois

Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	40.31%	36.85%	95.00%	95.00%	70.00%	75.00%	16.53%	13.28%
PY 2008–09 Results	40.56%	40.45%	>95.00%	>95.00%	>95.00%	74.31%	15.66%	13.34%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	15.22%	11.20%	93.39%	93.39%	93.39%	67.21%	10.85%	<10.00%
Economically disadvantaged students	27.04%	24.95%	93.00%	93.00%	93.00%	66.68%	18.69%	20.10%
Single parents	36.04%	22.52%	>95.00%	>95.00%	>95.00%	67.82%	45.16%	35.29%
Displaced homemakers	NP	NP	>95.00%	NP	>95.00%	25.00%	<10.00%	<10.00%
Limited English proficient students	17.81%	22.60%	88.89%	88.89%	88.89%	71.72%	12.11%	<10.00%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	NP	NP	>95.00%	NP	>95.00%	74.72%	NP	NP
Tech prep	40.56%	40.45%	18.42%	>95.00%	18.42%	75.19%	13.06%	<10.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Illinois

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	39.25%	44.58%	94.68%	94.69%	94.68%	73.01%	<10.00%	<10.00%
Female	42.12%	35.49%	>95.00%	>95.00%	>95.00%	75.89%	68.19%	49.22%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	28.00%	36.00%	>95.00%	>95.00%	>95.00%	84.21%	<10.00%	<10.00%
Asian	52.12%	67.56%	>95.00%	>95.00%	>95.00%	79.29%	13.01%	11.21%
Black or African American	21.44%	16.18%	91.24%	91.24%	91.24%	62.98%	18.15%	22.83%
Hispanic or Latino	27.06%	29.06%	93.02%	93.02%	93.02%	73.10%	13.11%	14.32%
Native Hawaiian or Other Pacific Islander	NP	NP	NE	NP	NE	NE	NE	NE
White	48.03%	48.36%	>95.00%	>95.00%	>95.00%	77.79%	15.84%	11.36%
Two or more races	NP	NP	94.17%	NP	94.17%	70.00%	14.20%	<10.00%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Illinois		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who completed a degree or occupational certificate or who are still enrolled in the institution or have transferred within four years of enrollment.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	70.16%	52.87%	37.00%	67.26%	21.90%	15.73%
PY 2008–09 Results	71.89%	59.17%	68.34%	67.16%	18.41%	13.79%
Special populations						
Individuals with disabilities (<i>ADA</i>)	68.53%	55.39%	73.62%	60.31%	17.34%	12.80%
Economically disadvantaged students	71.01%	58.87%	68.83%	64.76%	17.55%	11.37%
Single parents	72.30%	59.10%	65.64%	65.46%	15.11%	10.78%
Displaced homemakers	75.43%	66.09%	66.67%	60.26%	13.26%	10.16%
Limited English proficient students	71.33%	56.66%	75.76%	49.29%	24.65%	13.96%
Students in nontraditional programs	71.65%	58.43%	67.71%	64.79%	NP	NP
Tech prep	61.79%	44.17%	82.15%	74.16%	11.36%	<10.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Illinois		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	66.01%	52.37%	64.83%	60.25%	15.53%	13.72%
Female	75.66%	63.53%	70.75%	72.56%	21.35%	13.90%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	58.42%	53.47%	57.69%	54.78%	21.11%	20.00%
Asian	74.93%	63.03%	73.35%	51.39%	21.92%	16.33%
Black or African American	67.96%	51.60%	62.85%	55.41%	22.23%	17.56%
Hispanic or Latino	68.45%	53.31%	67.35%	66.52%	20.53%	13.66%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	NE	NE
White	72.97%	61.14%	69.17%	71.98%	16.63%	12.64%
Two or more races	NE	NE	NE	NE	NE	NE

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Indiana

Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, including recognized alternative standards for individuals with disabilities, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	73.00%	71.00%	85.00%	89.00%	89.00%	80.00%	11.00%	11.00%
PY 2008–09 Results	66.80%	67.60%	85.06%	91.66%	89.47%	66.30%	29.00%	27.50%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	22.41%	32.01%	78.61%	86.53%	76.53%	39.07%	28.08%	27.99%
Economically disadvantaged students	54.83%	54.40%	84.84%	91.68%	40.10%	68.59%	30.41%	28.29%
Single parents	59.51%	59.61%	94.90%	>95.00%	NE	62.56%	20.06%	16.53%
Displaced homemakers	NP	NP	>95.00%	NP	NE	62.08%	18.46%	10.80%
Limited English proficient students	46.52%	53.87%	>95.00%	89.83%	78.17%	44.32%	28.95%	26.19%
Migrant students	NP	NP	NP	NP	NE	NP	NP	NP
Students in nontraditional programs	NP	NP	84.51%	NP	NE	61.18%	NP	NP
Tech prep	NP	NP	94.77%	NP	NE	63.88%	22.77%	15.34%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Indiana

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	63.77%	71.06%	80.30%	90.53%	87.75%	62.66%	28.35%	24.19%
Female	70.34%	63.55%	87.10%	93.00%	91.53%	70.76%	29.94%	32.68%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	51.85%	40.74%	83.33%	91.43%	91.43%	65.38%	31.43%	31.43%
Asian	71.43%	80.95%	81.82%	>95.00%	91.89%	53.75%	29.10%	21.74%
Black or African American	49.25%	42.59%	80.43%	91.44%	85.22%	61.95%	32.05%	25.72%
Hispanic or Latino	51.63%	56.68%	83.95%	90.31%	85.08%	47.21%	29.56%	26.37%
Native Hawaiian or Other Pacific Islander	NP	NP	NE	NP	NE	NE	NE	NE
White	69.44%	70.90%	86.03%	91.72%	90.17%	67.42%	28.62%	27.69%
Two or more races	NP	NP	78.26%	NP	89.79%	69.75%	32.85%	27.21%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Indiana		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	78.00%	27.00%	76.00%	80.00%	20.00%	20.00%
PY 2008–09 Results	93.76%	24.31%	70.58%	74.31%	26.53%	21.76%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	16.96%	68.21%	76.92%	15.38%	<10.00%
Economically disadvantaged students	50.00%	16.36%	62.41%	71.43%	26.06%	NE
Single parents	>95.00%	22.95%	73.33%	90.91%	15.38%	NE
Displaced homemakers	>95.00%	25.00%	81.03%	90.91%	<10.00%	<10.00%
Limited English proficient students	NE	33.33%	33.33%	NE	<10.00%	NE
Students in nontraditional programs	>95.00%	19.37%	69.59%	73.44%	NP	NP
Tech prep	>95.00%	16.64%	76.46%	60.87%	17.34%	14.29%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Indiana		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	92.04%	22.56%	69.44%	68.52%	<10.00%	12.38%
Female	94.33%	26.55%	72.04%	78.34%	48.38%	28.38%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NE	15.79%	66.67%	>95.00%	33.33%	33.33%
Asian	>95.00%	11.36%	85.71%	51.52%	30.41%	20.00%
Black or African American	85.19%	<10.00%	61.60%	67.95%	35.29%	38.46%
Hispanic or Latino	83.33%	18.84%	65.69%	70.97%	28.64%	24.24%
Native Hawaiian or Other Pacific Islander	>95.00%	<10.00%	75.00%	>95.00%	37.50%	<10.00%
White	94.15%	26.80%	72.17%	75.07%	24.94%	19.78%
Two or more races	90.91%	18.75%	62.56%	69.23%	25.69%	34.29%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Iowa Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma (if offered by the state), or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between Oct. 1, 2007 and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	79.30%	79.30%	58.00%	91.39%	91.30%	86.43%	28.16%	30.37%
PY 2008–09 Results	84.13%	87.89%	92.42%	87.65%	89.18%	93.66%	45.94%	24.38%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	39.83%	49.96%	87.35%	82.27%	81.32%	85.76%	43.50%	17.49%
Economically disadvantaged students	73.52%	77.52%	41.22%	82.23%	81.37%	90.24%	20.39%	10.47%
Single parents	72.60%	74.74%	NP	80.91%	81.23%	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	41.38%	53.12%	87.92%	80.79%	80.52%	77.06%	41.57%	12.89%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	NP	NP	NP	NP	90.32%	NP	NP	NP
Tech prep	84.29%	89.16%	92.10%	88.63%	88.63%	93.44%	53.46%	20.80%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Iowa		Secondary Level—continued						
Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	82.84%	88.91%	91.96%	87.01%	88.90%	93.42%	45.32%	13.95%
Female	85.65%	86.68%	92.98%	88.40%	89.57%	93.94%	46.75%	44.13%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	72.55%	78.43%	92.06%	72.73%	74.85%	91.14%	45.87%	15.38%
Asian	81.07%	82.69%	92.11%	82.45%	78.62%	88.46%	47.21%	22.73%
Black or African American	63.08%	62.82%	93.62%	71.85%	72.56%	85.20%	51.79%	20.83%
Hispanic or Latino	64.16%	70.19%	87.02%	77.89%	79.89%	82.59%	43.43%	18.10%
Native Hawaiian or Other Pacific Islander	NP	NP	NP	NP	NP	NP	NP	NP
White	85.99%	89.82%	92.61%	88.94%	90.41%	94.47%	45.76%	24.80%
Two or more races	NP	NP	NP	NP	NP	NP	NP	NP

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Iowa		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	82.11%	45.00%	71.80%	72.00%	21.77%	39.77%
PY 2008–09 Results	>95.00%	38.89%	76.27%	70.52%	16.52%	20.13%
Special populations						
Individuals with disabilities (<i>ADA</i>)	94.00%	38.78%	77.26%	60.82%	17.26%	18.21%
Economically disadvantaged students	91.53%	35.11%	74.61%	67.73%	17.91%	19.11%
Single parents	91.14%	27.26%	73.31%	79.78%	24.97%	NP
Displaced homemakers	>95.00%	38.60%	85.42%	88.52%	25.73%	NP
Limited English proficient students	91.36%	23.29%	83.03%	48.19%	23.44%	24.10%
Students in nontraditional programs	93.52%	NP	16.52%	58.22%	NP	NP
Tech prep	NP	NP	NP	NP	NP	23.02%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Iowa		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	93.50%	34.64%	71.93%	61.41%	<10.00%	14.94%
Female	>95.00%	42.70%	79.51%	76.05%	21.92%	27.64%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	92.00%	23.61%	69.10%	65.00%	25.32%	<10.00%
Asian	94.40%	29.46%	76.06%	70.09%	20.07%	13.41%
Black or African American	93.63%	27.86%	71.79%	71.10%	19.90%	10.85%
Hispanic or Latino	93.39%	12.13%	69.08%	64.11%	22.58%	18.42%
Native Hawaiian or Other Pacific Islander	83.33%	NP	NP	NP	NP	NP
White	>95.00%	41.22%	76.87%	70.88%	15.60%	20.66%
Two or more races	NP	NP	NP	NP	NP	NP

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Kansas **Secondary Level**

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	72.00%	70.50%	85.00%	95.00%	75.00%	85.00%	35.00%	49.10%
PY 2008–09 Results	86.90%	83.06%	>95.00%	>95.00%	>95.00%	86.76%	48.70%	>95.00%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	84.90%	82.02%	>95.00%	>95.00%	>95.00%	83.10%	39.48%	>95.00%
Economically disadvantaged students	88.16%	85.30%	>95.00%	>95.00%	>95.00%	76.84%	44.53%	>95.00%
Single parents	87.50%	84.29%	>95.00%	>95.00%	>95.00%	83.71%	NP	94.59%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	88.57%	82.14%	>95.00%	>95.00%	>95.00%	63.64%	42.26%	>95.00%
Migrant students	NP	NP	NP	NP	>95.00%	NP	42.86%	NP
Students in nontraditional programs	NP	NP	>95.00%	NP	>95.00%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Kansas

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	87.11%	82.98%	>95.00%	>95.00%	>95.00%	86.66%	42.78%	>95.00%
Female	86.67%	83.16%	>95.00%	>95.00%	>95.00%	86.88%	55.41%	>95.00%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	92.31%	78.43%	>95.00%	>95.00%	>95.00%	83.17%	44.97%	>95.00%
Asian or Pacific Islander	84.62%	86.27%	>95.00%	>95.00%	>95.00%	80.39%	58.94%	>95.00%
Black (not Hispanic)	85.80%	84.02%	>95.00%	>95.00%	>95.00%	65.07%	55.04%	>95.00%
Hispanic	92.17%	80.75%	>95.00%	>95.00%	>95.00%	74.88%	44.35%	>95.00%
White (not Hispanic)	86.63%	83.16%	>95.00%	>95.00%	>95.00%	89.58%	48.72%	>95.00%
Race and/or ethnicity unknown	NP	NP	>95.00%	NP	>95.00%	85.25%	49.15%	>95.00%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Kansas		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	65.00%	54.00%	52.00%	70.00%	10.00%	9.00%
PY 2008–09 Results	92.82%	59.27%	55.62%	78.07%	22.48%	<10.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	94.44%	63.08%	57.42%	72.68%	13.27%	<10.00%
Economically disadvantaged students	92.14%	61.85%	55.91%	78.29%	22.73%	<10.00%
Single parents	93.12%	68.66%	65.53%	76.47%	21.91%	<10.00%
Displaced homemakers	>95.00%	79.41%	70.83%	85.71%	20.75%	<10.00%
Limited English proficient students	>95.00%	28.55%	47.90%	80.03%	17.01%	10.74%
Students in nontraditional programs	92.52%	56.24%	62.59%	70.46%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Kansas		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	93.36%	52.72%	52.83%	80.50%	21.70%	13.72%
Female	92.49%	64.51%	58.48%	75.99%	23.15%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	>95.00%	61.44%	57.45%	81.56%	17.62%	12.66%
Asian or Pacific Islander	94.44%	55.44%	57.97%	72.22%	26.02%	15.91%
Black (not Hispanic)	93.02%	50.89%	50.88%	70.88%	32.13%	19.05%
Hispanic	89.20%	62.48%	52.69%	77.33%	21.02%	<10.00%
White (not Hispanic)	92.66%	59.47%	56.20%	78.52%	21.05%	<10.00%
Race and/or ethnicity unknown	94.86%	62.63%	55.18%	83.83%	27.34%	17.79%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Kentucky

Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> , and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> , and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed the technical assessment tests and left secondary education in the reporting year.	Percentage of CTE concentrators who received a high school diploma or a General Education Development (GED) credential or other state-recognized equivalent during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who completed the program and graduated from high school and who were placed in postsecondary education or advanced training, in the military service, or employment during the second quarter of the reporting year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	31.69%	29.42%	47.00%	89.28%	84.84%	90.62%	32.00%	22.00%
PY 2008–09 Results	63.22%	37.39%	49.78%	>95.00%	>95.00%	89.88%	32.09%	20.91%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	25.53%	18.94%	24.24%	>95.00%	>95.00%	78.63%	33.00%	13.11%
Economically disadvantaged students	54.99%	28.20%	44.96%	>95.00%	>95.00%	86.73%	33.20%	18.89%
Single parents	48.33%	15.06%	60.00%	>95.00%	>95.00%	80.66%	21.86%	10.47%
Displaced homemakers	NP	NP	<10.00%	NP	50.00%	>95.00%	<10.00%	<10.00%
Limited English proficient students	54.21%	42.86%	25.49%	>95.00%	>95.00%	87.80%	43.45%	27.66%
Migrant students	NP	NP	NE	NP	NE	NE	NE	NE
Students in nontraditional programs	72.25%	42.58%	45.61%	>95.00%	>95.00%	91.53%	NP	NP
Tech prep	63.25%	37.15%	50.71%	NP	>95.00%	91.59%	34.67%	20.43%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Kentucky

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	54.71%	38.26%	42.94%	>95.00%	>95.00%	89.88%	31.07%	16.90%
Female	72.11%	36.52%	56.52%	>95.00%	>95.00%	89.87%	33.14%	25.46%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	66.67%	28.57%	58.33%	>95.00%	94.12%	93.33%	36.41%	23.08%
Asian or Pacific Islander	68.82%	58.95%	42.11%	>95.00%	>95.00%	93.33%	38.50%	27.27%
Black (not Hispanic)	53.39%	20.66%	36.72%	>95.00%	94.19%	91.70%	37.15%	19.63%
Hispanic	53.59%	33.52%	38.98%	>95.00%	>95.00%	87.37%	35.70%	20.29%
White (not Hispanic)	64.11%	38.63%	50.80%	>95.00%	>95.00%	90.00%	31.50%	21.08%
Race and/or ethnicity unknown	59.23%	32.48%	38.57%	>95.00%	>95.00%	91.93%	27.07%	13.37%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Kentucky		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed the skill assessment tests in the reporting year plus concentrators who completed the program and received or were eligible to receive a credential in the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of concentrators who were retained in the programs plus the number of concentrators who transfer to baccalaureate degree programs in the reporting year.	Percentage of concentrators who completed the program and graduated from the institution or were eligible for graduation/degree that entered the military service or apprenticeship programs, were employed or retained in employment, or employed, or retained in employment that is high skill, high demand, or high wage occupations.	Percentage of participants enrolled in program leading to nontraditional employment in an occupation that employs less than 25 percent of one gender in the reporting year.	Percentage of concentrators who completed a program leading to nontraditional employment in occupations that employs less than 25 percent of one gender in the reporting year.
PY 2008–09 Performance levels	69.00%	69.00%	57.00%	58.00%	14.00%	9.00%
PY 2008–09 Results	84.13%	84.17%	70.57%	79.02%	15.20%	11.37%
Special populations						
Individuals with disabilities (<i>ADA</i>)	83.72%	84.11%	61.25%	61.03%	22.33%	19.07%
Economically disadvantaged students	89.10%	89.15%	67.63%	62.55%	17.04%	12.51%
Single parents	90.05%	90.05%	61.67%	66.67%	21.19%	14.84%
Displaced homemakers	90.91%	90.91%	67.39%	52.38%	<10.00%	15.38%
Limited English proficient students	60.00%	60.00%	44.44%	66.67%	27.78%	<10.00%
Students in nontraditional programs	79.57%	79.65%	76.63%	59.05%	NP	NP
Tech prep	50.00%	50.00%	50.00%	>95.00%	16.67%	<10.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Kentucky		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	77.48%	77.51%	74.01%	82.86%	11.41%	12.98%
Female	87.87%	87.90%	68.20%	76.35%	17.56%	10.49%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	86.67%	86.67%	76.12%	77.78%	19.23%	28.57%
Asian or Pacific Islander	80.88%	80.88%	70.04%	57.14%	21.54%	17.19%
Black (not Hispanic)	77.46%	77.46%	76.53%	50.99%	16.48%	11.15%
Hispanic	83.87%	83.87%	77.06%	53.85%	17.71%	14.29%
White (not Hispanic)	85.12%	85.15%	69.80%	66.29%	14.87%	11.22%
Race and/or ethnicity unknown	76.30%	76.52%	71.44%	59.42%	16.42%	12.11%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Louisiana Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	47.00%	42.00%	55.00%	47.00%	72.50%	88.00%	16.00%	23.00%
PY 2008–09 Results	69.08%	70.61%	80.85%	93.35%	90.46%	43.52%	19.20%	13.41%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	17.24%	17.34%	82.95%	46.23%	45.05%	15.72%	18.64%	<10.00%
Economically disadvantaged students	59.71%	60.05%	79.84%	89.45%	85.66%	34.36%	20.31%	13.46%
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	37.84%	56.76%	85.00%	94.34%	77.50%	34.34%	17.80%	17.65%
Migrant students	NP	NP	NP	NP	NE	NP	NP	NP
Students in nontraditional programs	NP	NP	83.55%	NP	NE	NE	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Louisiana

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	64.47%	75.02%	74.85%	91.74%	88.42%	38.10%	19.96%	13.99%
Female	72.65%	67.19%	85.53%	94.64%	92.06%	47.77%	18.76%	13.09%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	62.31%	64.34%	56.10%	92.14%	84.18%	34.62%	16.43%	<10.00%
Asian	80.71%	86.17%	91.01%	>95.00%	94.76%	53.93%	21.74%	11.11%
Black or African American	56.10%	53.36%	79.61%	89.56%	87.36%	39.87%	20.24%	12.20%
Hispanic or Latino	63.41%	65.18%	90.00%	>95.00%	84.59%	39.34%	19.44%	<10.00%
Native Hawaiian or Other Pacific Islander	NP	NP	NP	NP	NE	NP	NP	NP
White	76.40%	80.25%	81.05%	>95.00%	92.46%	45.61%	18.62%	<10.00%
Two or more races	NP	NP	NE	NP	NP	NE	NP	NP

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Louisiana

Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	30.00%	30.00%	79.96%	75.93%	17.29%	13.74%
PY 2008–09 Results	26.48%	26.06%	54.19%	66.13%	18.33%	12.44%
Special populations						
Individuals with disabilities (<i>ADA</i>)	47.17%	51.16%	75.00%	25.00%	25.19%	17.39%
Economically disadvantaged students	19.82%	13.73%	56.56%	24.22%	14.93%	<10.00%
Single parents	42.25%	31.67%	57.52%	27.12%	<10.00%	<10.00%
Displaced homemakers	33.33%	21.28%	57.50%	12.50%	33.55%	11.11%
Limited English proficient students	11.21%	<10.00%	63.09%	<10.00%	14.91%	24.00%
Students in nontraditional programs	<10.00%	<10.00%	58.76%	14.38%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Louisiana		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	31.16%	30.04%	44.55%	69.72%	15.32%	14.90%
Female	24.01%	23.93%	60.49%	62.09%	19.97%	11.10%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	22.37%	17.11%	59.84%	16.00%	20.38%	<10.00%
Asian	26.47%	11.76%	75.20%	22.22%	29.12%	18.52%
Black or African American	17.58%	11.53%	56.86%	23.30%	16.74%	<10.00%
Hispanic or Latino	16.73%	<10.00%	68.88%	33.33%	21.89%	22.89%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	>95.00%	>95.00%
White	<10.00%	28.96%	60.75%	26.03%	19.14%	12.37%
Two or more races	14.29%	14.29%	>95.00%	NE	42.11%	20.00%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Louisiana

Adult Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	44.00%	40.00%	72.53%	78.44%	9.52%	9.00%
PY 2008–09 Results	51.09%	42.05%	42.05%	30.75%	11.58%	11.19%
Special populations						
Individuals with disabilities (<i>ADA</i>)	43.31%	52.45%	52.45%	25.64%	<10.00%	12.82%
Economically disadvantaged students	56.17%	56.33%	56.33%	35.05%	11.81%	14.57%
Single parents	54.99%	53.12%	53.12%	34.39%	<10.00%	12.19%
Displaced homemakers	44.71%	50.67%	50.67%	20.00%	16.67%	<10.00%
Limited English proficient students	30.19%	29.63%	29.63%	25.53%	87.91%	41.18%
Students in nontraditional programs	40.97%	44.14%	44.14%	41.90%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Louisiana		Adult Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	43.26%	39.62%	39.62%	28.43%	<10.00%	11.50%
Female	61.33%	44.63%	44.63%	33.27%	14.03%	10.90%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	44.90%	41.30%	41.30%	17.65%	<10.00%	12.50%
Asian	23.40%	40.68%	40.68%	17.80%	32.00%	20.00%
Black or African American	40.57%	38.68%	38.68%	23.67%	10.33%	11.91%
Hispanic or Latino	30.34%	28.14%	28.14%	<10.00%	12.88%	14.29%
Native Hawaiian or Other Pacific Islander	<10.00%	<10.00%	<10.00%	<10.00%	<10.00%	50.00%
White	49.88%	47.33%	47.33%	29.79%	11.20%	13.57%
Two or more races	50.00%	41.38%	41.38%	<10.00%	13.33%	<10.00%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Maine		Secondary Level						
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who completed at least 80 percent of the standards guiding the state-approved program during the reporting year.	Percentage of CTE concentrators who earned a regular secondary diploma and left secondary education during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who completed a secondary CTE program, attained a high school diploma, and left secondary education in the reporting year and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	30.00%	30.00%	89.00%	88.45%	87.00%	68.00%	5.72%	11.00%
PY 2008–09 Results	27.50%	24.48%	>95.00%	91.39%	91.00%	84.62%	14.73%	>95.00%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	16.16%	10.92%	>95.00%	70.70%	68.75%	52.43%	11.72%	>95.00%
Economically disadvantaged students	22.42%	18.89%	>95.00%	>95.00%	89.20%	75.14%	17.02%	>95.00%
Single parents	33.33%	<10.00%	85.71%	85.71%	85.71%	58.33%	28.57%	>95.00%
Displaced homemakers	NP	NP	NE	NP	NE	<10.00%	NE	NE
Limited English proficient students	<10.00%	<10.00%	>95.00%	86.36%	86.36%	90.57%	<10.00%	>95.00%
Migrant students	NP	NP	>95.00%	NP	NE	NE	NE	NE
Students in nontraditional programs	NP	NP	>95.00%	NP	94.03%	65.82%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Maine

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	26.21%	25.85%	>95.00%	89.56%	89.21%	78.22%	<10.00%	>95.00%
Female	29.46%	22.42%	>95.00%	94.19%	93.73%	>95.00%	24.94%	>95.00%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	15.38%	<10.00%	>95.00%	88.46%	84.62%	70.59%	19.23%	>95.00%
Asian or Pacific Islander	13.33%	28.12%	>95.00%	94.12%	94.12%	73.08%	20.59%	>95.00%
Black (not Hispanic)	15.38%	<10.00%	>95.00%	85.92%	85.92%	93.55%	18.31%	>95.00%
Hispanic	25.00%	12.50%	94.74%	89.47%	89.47%	66.67%	10.53%	50.00%
White (not Hispanic)	27.97%	24.99%	>95.00%	91.52%	91.14%	84.72%	14.58%	>95.00%
Race and/or ethnicity unknown	NP	NP	<10.00%	NP	NE	NE	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Maine		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who completed a CTE program and received an industry-recognized credential, certificate, or degree who passed third-party technical skill assessments, either end of course or end of program, that are aligned with industry-recognized standards, if available and appropriate.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	35.50%	47.25%	60.00%	85.25%	19.75%	18.00%
PY 2008–09 Results	93.19%	50.92%	69.97%	78.05%	20.21%	14.22%
Special populations						
Individuals with disabilities (<i>ADA</i>)	82.86%	46.32%	67.10%	75.73%	17.07%	16.00%
Economically disadvantaged students	94.44%	51.19%	72.04%	76.19%	19.62%	13.39%
Single parents	>95.00%	53.72%	75.00%	76.58%	25.07%	19.78%
Displaced homemakers	>95.00%	50.00%	80.00%	NP	60.00%	<10.00%
Limited English proficient students	>95.00%	25.00%	77.89%	85.71%	46.48%	50.00%
Students in nontraditional programs	90.00%	43.14%	70.88%	NP	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Maine		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	88.16%	50.89%	66.05%	76.01%	<10.00%	<10.00%
Female	>95.00%	50.96%	73.28%	80.28%	33.02%	22.66%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	>95.00%	40.00%	61.43%	72.22%	23.94%	33.33%
Asian or Pacific Islander	>95.00%	53.85%	74.47%	75.00%	22.73%	12.50%
Black (not Hispanic)	>95.00%	47.37%	84.13%	50.00%	30.00%	16.67%
Hispanic	>95.00%	53.85%	61.29%	68.75%	26.47%	33.33%
White (not Hispanic)	>95.00%	51.60%	70.04%	80.36%	19.31%	13.77%
Race and/or ethnicity unknown	85.14%	46.72%	68.80%	70.88%	26.46%	14.81%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Maryland

Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE completers in postsecondary education, apprenticeship, employment, or military service in the second quarter following graduation.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of underrepresented CTE concentrators who complete secondary non-traditional CTE programs and who, in the reporting year, left secondary education.
PY 2008–09 Performance levels	60.00%	60.89%	35.11%	96.00%	82.00%	78.00%	41.00%	27.54%
PY 2008–09 Results	83.00%	87.47%	35.17%	94.51%	>95.00%	75.62%	42.40%	37.37%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	53.53%	59.43%	42.39%	87.07%	>95.00%	69.53%	40.18%	29.28%
Economically disadvantaged students	72.06%	78.84%	31.10%	92.11%	>95.00%	74.45%	42.40%	35.19%
Single parents	64.29%	78.57%	16.67%	>95.00%	93.33%	NE	34.48%	42.86%
Displaced homemakers	NP	NP	NE	NP	NE	NE	NE	NE
Limited English proficient students	50.29%	77.19%	<10.00%	82.35%	>95.00%	90.91%	46.37%	48.65%
Migrant students	NP	NP	NE	NP	NE	NE	NE	NE
Students in nontraditional programs	NP	NP	17.38%	NP	>95.00%	75.28%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Maryland

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	79.71%	88.53%	32.95%	93.73%	>95.00%	74.43%	56.10%	45.93%
Female	86.45%	86.36%	37.45%	>95.00%	>95.00%	76.71%	23.90%	24.96%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	85.48%	88.71%	26.67%	83.78%	93.94%	67.44%	41.04%	48.57%
Asian or Pacific Islander	87.55%	>95.00%	22.93%	>95.00%	>95.00%	86.40%	51.87%	52.35%
Black (not Hispanic)	76.38%	78.01%	25.44%	93.74%	>95.00%	71.07%	44.87%	36.71%
Hispanic	75.39%	84.36%	24.67%	92.14%	>95.00%	75.00%	45.19%	38.94%
White (not Hispanic)	87.44%	92.83%	43.77%	>95.00%	>95.00%	77.94%	40.49%	36.48%
Race and/or ethnicity unknown	NP	NP	NE	NP	NE	82.05%	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Maryland		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	60.00%	22.67%	25.00%	72.13%	25.00%	26.00%
PY 2008–09 Results	28.92%	19.98%	41.48%	86.41%	26.42%	25.10%
Special populations						
Individuals with disabilities (<i>ADA</i>)	23.53%	16.01%	62.01%	79.76%	23.22%	25.00%
Economically disadvantaged students	25.56%	19.13%	48.98%	87.60%	26.45%	25.37%
Single parents	NE	20.00%	56.67%	>95.00%	15.38%	<10.00%
Displaced homemakers	NE	NE	NE	NE	NE	NE
Limited English proficient students	17.39%	20.09%	38.67%	69.81%	26.79%	23.44%
Students in nontraditional programs	24.48%	17.94%	41.79%	87.53%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Maryland		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	30.30%	19.55%	40.19%	85.81%	27.51%	32.64%
Female	28.29%	20.20%	42.15%	86.72%	25.87%	21.53%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	50.00%	16.67%	36.62%	80.00%	28.00%	22.22%
Asian or Pacific Islander	20.16%	16.97%	47.28%	79.32%	29.94%	30.49%
Black (not Hispanic)	18.84%	17.85%	40.75%	88.06%	30.42%	26.19%
Hispanic	29.79%	15.38%	42.67%	83.13%	26.64%	32.46%
White (not Hispanic)	40.02%	22.09%	41.13%	88.14%	23.02%	23.52%
Race and/or ethnicity unknown	24.24%	18.42%	44.03%	70.35%	27.83%	28.21%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Massachusetts

Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training including registered apprenticeships, in the military service, or employment 9–12 months after they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	46.25%	41.06%	81.00%	89.48%	84.00%	96.57%	10.40%	9.83%
PY 2008–09 Results	56.03%	57.59%	70.45%	94.97%	86.91%	>95.00%	20.82%	19.31%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	21.95%	26.13%	72.18%	90.81%	79.60%	93.22%	18.43%	17.06%
Economically disadvantaged students	46.18%	48.31%	63.01%	92.85%	79.96%	92.42%	22.98%	22.71%
Single parents	49.52%	42.99%	71.83%	81.82%	73.85%	>95.00%	32.57%	32.88%
Displaced homemakers	NP	NP	NP	NP	NE	NE	NE	NE
Limited English proficient students	<10.00%	19.52%	42.94%	80.43%	68.22%	89.19%	21.60%	16.47%
Migrant students	NP	NP	NE	NP	80.00%	NE	<10.00%	NE
Students in nontraditional programs	NP	NP	63.23%	NP	87.33%	94.91%	NP	NP
Tech prep	55.52%	57.06%	NP	94.89%	92.00%	>95.00%	20.44%	19.25%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Massachusetts

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	53.33%	60.80%	70.52%	95.00%	85.84%	>95.00%	15.44%	13.24%
Female	59.73%	53.21%	70.36%	94.93%	88.33%	>95.00%	22.86%	21.59%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	53.85%	42.11%	60.71%	92.31%	74.00%	81.48%	27.69%	29.63%
Asian	53.95%	63.14%	64.80%	>95.00%	90.89%	>95.00%	21.21%	20.18%
Black or African American	40.43%	38.95%	48.29%	92.69%	79.69%	92.49%	24.42%	23.79%
Hispanic or Latino	39.55%	43.24%	57.39%	90.83%	76.15%	91.03%	22.81%	21.13%
Native Hawaiian or Other Pacific Islander	37.50%	50.00%	>95.00%	>95.00%	66.67%	88.89%	15.79%	16.67%
White	61.83%	63.09%	75.83%	>95.00%	90.21%	>95.00%	19.72%	18.36%
Two or more races	63.74%	62.64%	80.39%	>95.00%	87.95%	>95.00%	21.55%	18.38%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Massachusetts		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of technical credit courses completed by CTE concentrators during the fall semester of the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE program graduates who completed a CTE program one year prior to the reporting year and who entered military service or employment, including registered apprenticeship programs, within 9–12 months after completion.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	79.37%	51.31%	56.00%	77.63%	15.96%	16.68%
PY 2008–09 Results	83.85%	53.96%	70.87%	77.54%	23.22%	20.59%
Special populations						
Individuals with disabilities (<i>ADA</i>)	81.17%	52.99%	70.74%	67.37%	22.38%	26.19%
Economically disadvantaged students	82.34%	54.38%	69.47%	73.75%	25.70%	21.24%
Single parents	82.52%	53.25%	72.85%	80.45%	25.87%	19.12%
Displaced homemakers	86.97%	55.71%	72.24%	74.16%	27.29%	13.71%
Limited English proficient students	86.39%	45.00%	65.63%	77.50%	24.99%	21.33%
Students in nontraditional programs	84.28%	59.09%	72.80%	76.82%	NP	NP
Tech prep	81.15%	49.87%	66.23%	71.92%	22.87%	22.74%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Massachusetts		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	82.01%	48.75%	66.61%	72.70%	14.21%	19.31%
Female	85.03%	57.05%	73.45%	79.80%	29.11%	21.24%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	84.55%	44.12%	68.38%	50.00%	27.87%	24.00%
Asian or Pacific Islander	84.65%	50.36%	66.12%	73.64%	28.99%	24.43%
Black (not Hispanic)	82.12%	49.33%	69.62%	82.78%	27.87%	24.14%
Hispanic	80.66%	44.24%	65.52%	76.30%	28.49%	26.43%
White (not Hispanic)	84.46%	56.10%	71.87%	78.32%	21.35%	19.10%
Race and/or ethnicity unknown	84.12%	51.34%	71.31%	67.18%	23.88%	25.53%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Michigan

Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential, or a state-recognized equivalent during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	47.50%	45.00%	35.00%	89.00%	80.00%	94.79%	20.25%	58.15%
PY 2008–09 Results	49.40%	44.12%	35.49%	82.48%	80.85%	93.25%	20.72%	22.36%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	<10.00%	<10.00%	11.76%	76.91%	72.42%	83.56%	14.66%	17.48%
Economically disadvantaged students	33.79%	28.66%	26.83%	48.28%	47.03%	91.80%	23.41%	21.06%
Single parents	27.78%	25.71%	25.00%	78.51%	76.86%	78.95%	37.18%	58.33%
Displaced homemakers	NP	NP	NE	NP	>95.00%	<10.00%	28.57%	NE
Limited English proficient students	<10.00%	12.61%	<10.00%	<10.00%	<10.00%	>95.00%	12.94%	20.83%
Migrant students	NP	NP	33.33%	NP	76.47%	75.00%	31.03%	50.00%
Students in nontraditional programs	NP	NP	<10.00%	NP	78.61%	89.88%	NP	NP
Tech prep	51.59%	45.96%	36.57%	86.15%	84.68%	93.66%	15.77%	40.35%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Michigan

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	45.82%	49.69%	37.91%	79.90%	77.88%	92.86%	<10.00%	33.33%
Female	53.11%	38.33%	35.04%	85.71%	84.57%	93.71%	69.64%	22.02%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	46.58%	39.15%	32.73%	79.25%	77.04%	89.47%	18.24%	24.32%
Asian or Pacific Islander	53.96%	55.63%	32.21%	90.05%	88.37%	>95.00%	23.55%	30.65%
Black (not Hispanic)	24.62%	15.14%	16.84%	60.92%	58.91%	92.92%	29.86%	16.97%
Hispanic	30.35%	25.94%	24.14%	73.97%	71.49%	88.77%	17.78%	24.14%
White (not Hispanic)	53.29%	48.43%	39.36%	88.02%	86.52%	93.43%	19.35%	23.45%
Race and/or ethnicity unknown	NP	NP	<10.00%	NP	NE	NE	<10.00%	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Michigan

Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators identified as leavers who responded to the survey and indicated that they were employed, in the military, or in an apprenticeship program.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	85.25%	28.25%	60.25%	43.25%	16.75%	13.25%
PY 2008–09 Results	93.45%	28.54%	73.14%	77.34%	23.67%	20.72%
Special populations						
Individuals with disabilities (<i>ADA</i>)	94.61%	42.10%	78.61%	74.05%	23.90%	21.39%
Economically disadvantaged students	89.88%	37.75%	75.96%	83.68%	26.63%	23.19%
Single parents	92.45%	44.44%	78.22%	>95.00%	24.82%	23.80%
Displaced homemakers	90.00%	92.65%	>95.00%	81.08%	19.05%	<10.00%
Limited English proficient students	70.37%	31.47%	81.51%	90.00%	28.03%	61.17%
Students in nontraditional programs	85.29%	40.11%	74.31%	92.25%	NP	NP
Tech prep	95.00%	26.06%	81.51%	>95.00%	19.60%	60.63%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Michigan		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	93.55%	24.59%	71.57%	77.38%	16.21%	18.41%
Female	93.40%	31.38%	74.29%	77.32%	30.10%	22.04%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	93.10%	29.11%	61.86%	92.31%	30.57%	19.84%
Asian or Pacific Islander	91.00%	31.89%	75.29%	82.86%	28.64%	28.99%
Black (not Hispanic)	87.86%	20.61%	69.74%	76.15%	30.16%	28.93%
Hispanic	93.43%	25.58%	71.39%	68.46%	24.62%	20.65%
White (not Hispanic)	74.70%	30.10%	94.18%	79.22%	22.16%	18.96%
Race and/or ethnicity unknown	91.19%	27.62%	70.55%	59.21%	24.31%	25.53%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Minnesota Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who have earned at least two credits with passing grades within a career field by the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE completers who self-reported on a survey that they entered postsecondary education, employment, or the military.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	63.00%	22.00%	85.00%	71.00%	81.00%	85.00%	38.50%	35.50%
PY 2008–09 Results	58.53%	26.19%	90.45%	>95.00%	>95.00%	>95.00%	54.04%	34.14%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	36.10%	15.49%	88.73%	>95.00%	94.15%	>95.00%	53.44%	26.98%
Economically disadvantaged students	47.42%	16.95%	86.98%	>95.00%	92.87%	>95.00%	53.27%	31.63%
Single parents	33.72%	<10.00%	78.49%	90.27%	77.37%	>95.00%	51.98%	33.33%
Displaced homemakers	NP	NP	91.30%	NP	66.67%	NE	76.92%	NE
Limited English proficient students	37.81%	12.72%	85.84%	>95.00%	93.60%	>95.00%	51.98%	35.84%
Migrant students	NP	NP	80.58%	NP	87.39%	NP	54.63%	19.70%
Students in nontraditional programs	NP	NP	90.96%	NP	>95.00%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Minnesota

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	56.24%	29.07%	90.39%	>95.00%	>95.00%	>95.00%	60.84%	30.47%
Female	61.49%	22.45%	90.54%	>95.00%	>95.00%	>95.00%	43.57%	42.88%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	43.50%	13.67%	77.04%	94.76%	84.89%	>95.00%	51.62%	35.57%
Asian or Pacific Islander	44.86%	20.62%	89.85%	>95.00%	>95.00%	81.82%	52.49%	40.06%
Black (not Hispanic)	36.88%	<10.00%	81.70%	>95.00%	88.63%	>95.00%	50.54%	40.42%
Hispanic	43.66%	11.60%	81.45%	>95.00%	91.60%	>95.00%	51.89%	28.92%
White (not Hispanic)	61.25%	28.30%	92.30%	>95.00%	>95.00%	>95.00%	54.63%	33.84%
Race and/or ethnicity unknown	NP	NP	NE	NP	NE	60.00%	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Minnesota

Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	60.00%	41.00%	25.50%	77.00%	17.00%	11.00%
PY 2008–09 Results	85.83%	48.15%	27.62%	86.57%	22.41%	14.66%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NP	39.62%	35.29%	78.12%	21.93%	13.79%
Economically disadvantaged students	NP	44.37%	31.35%	85.13%	21.90%	13.28%
Single parents	NP	46.05%	27.14%	82.94%	17.03%	11.61%
Displaced homemakers	NP	43.29%	26.83%	81.48%	14.53%	<10.00%
Limited English proficient students	NP	28.14%	54.80%	82.35%	34.62%	23.44%
Students in nontraditional programs	NP	39.94%	33.87%	83.29%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Minnesota		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	87.70%	45.79%	25.41%	86.87%	27.87%	19.73%
Female	85.37%	50.37%	29.71%	86.32%	17.45%	10.28%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NP	39.94%	26.01%	82.14%	21.44%	12.00%
Asian or Pacific Islander	NP	41.14%	34.65%	78.81%	26.48%	18.81%
Black (not Hispanic)	NP	34.36%	41.71%	76.63%	31.84%	26.80%
Hispanic	NP	41.54%	32.48%	81.47%	24.65%	15.62%
White (not Hispanic)	NP	49.81%	45.27%	87.87%	20.73%	13.60%
Race and/or ethnicity unknown	NP	57.27%	22.16%	78.05%	24.10%	18.18%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Mississippi Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> , and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> , and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who completed both years of a two-year program and were reported as graduated using the state's approved calculation for graduation rate as defined in the state's <i>ESEA</i> accountability workbook.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE students placed in military, advanced education, or employment.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	50.00%	57.50%	65.00%	66.00%	66.00%	90.20%	16.60%	14.60%
PY 2008–09 Results	32.04%	60.38%	58.91%	>95.00%	94.81%	91.61%	23.68%	22.40%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	NP	28.57%	28.02%	>95.00%	>95.00%	94.44%	15.72%	15.91%
Economically disadvantaged students	NP	25.00%	54.60%	>95.00%	>95.00%	93.83%	23.30%	21.77%
Single parents	NP	NP	63.51%	>95.00%	>95.00%	89.19%	34.78%	30.87%
Displaced homemakers	NP	NP	>95.00%	NP	>95.00%	NE	33.33%	>95.00%
Limited English proficient students	NP	NP	35.29%	>95.00%	66.67%	>95.00%	NE	NE
Migrant students	NP	NP	28.57%	NP	37.50%	77.78%	NE	NE
Students in nontraditional programs	NP	NP	21.70%	NP	<10.00%	88.66%	NP	NP
Tech prep	>95.00%	>95.00%	59.64%	NP	>95.00%	NE	22.78%	21.64%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Mississippi Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	26.62%	62.96%	51.68%	>95.00%	94.95%	92.01%	16.94%	15.36%
Female	36.55%	58.30%	66.44%	>95.00%	94.68%	91.24%	27.48%	26.32%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	80.00%	75.00%	85.71%	>95.00%	>95.00%	83.33%	21.21%	14.29%
Asian	39.39%	81.08%	76.92%	>95.00%	>95.00%	94.34%	27.27%	25.49%
Black or African American	21.60%	48.41%	49.45%	>95.00%	>95.00%	89.37%	24.06%	23.04%
Hispanic or Latino	38.64%	86.27%	63.95%	>95.00%	94.25%	89.61%	17.31%	23.86%
Native Hawaiian or Other Pacific Islander	NP	NP	NE	NP	NE	NE	NE	NE
White	41.63%	72.05%	65.80%	>95.00%	>95.00%	94.12%	23.16%	21.65%
Two or more races	NP	NP	NE	NP	NE	NE	NE	NE

* Based on the information in the Department’s Oct. 19, 2007, memorandum titled “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data” (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) “The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)” that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category “Race and/or Ethnicity Unknown.” States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category “Race and/or Ethnicity Unknown.” The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Mississippi		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	72.00%	84.50%	73.60%	78.10%	10.87%	7.78%
PY 2008–09 Results	78.44%	79.57%	75.56%	79.06%	<10.00%	<10.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	78.57%	85.71%	84.09%	69.29%	13.84%	<10.00%
Economically disadvantaged students	73.96%	78.19%	73.95%	74.71%	<10.00%	<10.00%
Single parents	79.24%	85.42%	77.51%	76.00%	<10.00%	<10.00%
Displaced homemakers	62.25%	89.23%	64.11%	81.92%	<10.00%	<10.00%
Limited English proficient students	40.79%	66.88%	71.94%	72.73%	<10.00%	<10.00%
Students in nontraditional programs	85.06%	76.73%	85.44%	77.76%	NP	NP
Tech prep	57.87%	83.56%	64.27%	74.39%	<10.00%	<10.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Mississippi		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	69.18%	74.55%	73.35%	79.17%	<10.00%	<10.00%
Female	87.50%	83.00%	77.41%	78.99%	<10.00%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	81.25%	52.73%	66.02%	54.55%	<10.00%	13.79%
Asian	89.47%	74.36%	77.97%	84.62%	<10.00%	32.14%
Black or African American	64.48%	78.74%	70.29%	73.88%	<10.00%	<10.00%
Hispanic or Latino	75.76%	76.67%	81.82%	80.00%	<10.00%	19.05%
Native Hawaiian or Other Pacific Islander	NE	>95.00%	33.33%	>95.00%	<10.00%	50.00%
White	90.65%	80.84%	79.22%	82.90%	<10.00%	<10.00%
Two or more races	95.00%	69.14%	81.77%	87.65%	11.64%	17.65%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Missouri Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who graduated or received a GED and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	59.20%	54.10%	61.60%	96.00%	85.00%	93.50%	32.00%	31.00%
PY 2008–09 Results	31.06%	38.46%	64.29%	>95.00%	>95.00%	94.58%	14.71%	16.05%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	>95.00%	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	<10.00%	<10.00%	48.03%	NP	>95.00%	89.15%	13.58%	11.91%
Economically disadvantaged students	22.03%	26.76%	60.03%	>95.00%	>95.00%	94.58%	16.03%	15.99%
Single parents	16.09%	21.67%	70.73%	93.26%	93.26%	85.41%	19.62%	21.67%
Displaced homemakers	NP	NP	50.00%	>95.00%	>95.00%	80.00%	68.57%	33.33%
Limited English proficient students	11.11%	12.68%	64.86%	82.00%	94.34%	91.37%	NE	NE
Migrant students	NP	NP	NE	>95.00%	>95.00%	81.82%	20.00%	60.00%
Students in nontraditional programs	NP	NP	61.49%	>95.00%	>95.00%	94.28%	NP	NP
Tech prep	26.95%	34.14%	64.40%	>95.00%	>95.00%	94.59%	13.43%	12.45%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Missouri

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	27.76%	41.21%	60.63%	>95.00%	>95.00%	>95.00%	11.91%	<10.00%
Female	34.71%	35.43%	68.82%	>95.00%	>95.00%	94.10%	17.42%	23.32%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	25.40%	34.38%	60.00%	>95.00%	>95.00%	93.83%	13.86%	<10.00%
Asian	35.85%	43.62%	64.29%	>95.00%	>95.00%	>95.00%	18.77%	19.75%
Black or African American	17.00%	15.50%	48.59%	>95.00%	>95.00%	91.18%	20.43%	23.33%
Hispanic or Latino	21.08%	26.61%	61.54%	>95.00%	>95.00%	93.33%	18.80%	17.04%
Native Hawaiian or Other Pacific Islander	NP	NP	NE	NP	NE	NE	NE	NE
White	33.56%	42.40%	66.50%	>95.00%	>95.00%	>95.00%	13.49%	14.82%
Two or more races	NP	NP	NE	NP	NE	NE	NE	NE

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Missouri		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	71.00%	86.14%	70.00%	65.00%	32.00%	22.50%
PY 2008–09 Results	88.48%	93.68%	>95.00%	86.43%	23.68%	14.40%
Special populations						
Individuals with disabilities (<i>ADA</i>)	87.50%	>95.00%	>95.00%	84.21%	21.86%	<10.00%
Economically disadvantaged students	86.73%	91.49%	>95.00%	82.00%	24.95%	16.88%
Single parents	82.98%	>95.00%	>95.00%	83.72%	22.62%	15.79%
Displaced homemakers	84.62%	92.50%	>95.00%	79.49%	29.71%	21.62%
Limited English proficient students	94.12%	>95.00%	>95.00%	89.70%	30.50%	18.75%
Students in nontraditional programs	83.81%	>95.00%	>95.00%	80.93%	NP	NP
Tech prep	93.88%	>95.00%	>95.00%	86.26%	16.45%	14.14%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Missouri		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	89.35%	90.61%	>95.00%	86.71%	26.36%	17.86%
Female	88.10%	>95.00%	>95.00%	86.25%	21.60%	12.55%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	90.91%	85.19%	>95.00%	75.00%	25.00%	34.78%
Asian	88.00%	>95.00%	>95.00%	83.33%	30.12%	17.46%
Black or African American	88.51%	>95.00%	>95.00%	80.34%	23.04%	12.44%
Hispanic or Latino	>95.00%	91.55%	>95.00%	85.71%	21.94%	13.85%
Native Hawaiian or Other Pacific Islander	<10.00%	NE	>95.00%	NE	34.21%	<10.00%
White	88.33%	92.99%	>95.00%	87.07%	23.76%	14.79%
Two or more races	NE	NE	NE	NE	NE	NE

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Missouri						Adult Level
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	71.00%	86.14%	70.00%	65.00%	32.00%	22.50%
PY 2008–09 Results	86.57%	92.73%	88.12%	94.06%	12.61%	12.51%
Special populations						
Individuals with disabilities (<i>ADA</i>)	65.22%	>95.00%	>95.00%	>95.00%	13.92%	16.98%
Economically disadvantaged students	86.28%	91.90%	84.68%	>95.00%	<10.00%	<10.00%
Single parents	92.41%	>95.00%	81.98%	>95.00%	<10.00%	<10.00%
Displaced homemakers	86.36%	>95.00%	90.91%	>95.00%	<10.00%	<10.00%
Limited English proficient students	>95.00%	>95.00%	<10.00%	NE	33.33%	<10.00%
Students in nontraditional programs	82.95%	91.03%	84.27%	91.61%	NP	NP
Tech prep	78.75%	>95.00%	86.05%	94.20%	10.73%	<10.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Missouri		Adult Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	80.63%	94.97%	89.47%	93.07%	32.52%	23.82%
Female	88.34%	91.80%	87.72%	94.37%	<10.00%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NP	NP	NP	NP	NP	NP
Asian	NP	NP	NP	NP	NP	NP
Black or African American	NP	NP	NP	NP	NP	NP
Hispanic or Latino	NP	NP	NP	NP	NP	NP
Native Hawaiian or Other Pacific Islander	NP	NP	NP	NP	NP	NP
White	NP	NP	NP	NP	NP	NP
Two or more races	NP	NP	NP	NP	NP	NP

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Montana

Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under Sec. 1111(b)(3) of <i>ESEA</i> based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Sec. 1111(b)(3) of <i>ESEA</i> based on the scores that were included in the state's computation of AYP and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	The number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE investors who graduated by June 30, 2007, would be assessed between Oct. 1, 2007, and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	74.00%	51.00%	80.00%	80.00%	80.00%	82.00%	10.00%	10.00%
PY 2008–09 Results	78.50%	53.41%	>95.00%	>95.00%	>95.00%	84.79%	21.70%	12.56%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	32.55%	14.78%	>95.00%	>95.00%	93.35%	73.47%	<10.00%	<10.00%
Economically disadvantaged students	72.68%	43.77%	>95.00%	>95.00%	>95.00%	79.89%	18.55%	18.55%
Single parents	65.45%	27.27%	NE	>95.00%	94.20%	67.80%	11.11%	11.11%
Displaced homemakers	NP	NP	NE	NP	NE	NE	NE	NE
Limited English proficient students	17.00%	<10.00%	NE	>95.00%	>95.00%	68.69%	14.58%	14.58%
Migrant students	NP	NP	>95.00%	NP	>95.00%	60.00%	<10.00%	<10.00%
Students in nontraditional programs	NP	NP	NE	NP	>95.00%	>95.00%	NP	NP
Tech prep	55.56%	44.44%	NE	>95.00%	93.10%	83.33%	11.76%	11.76%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Montana

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	74.76%	56.49%	>95.00%	>95.00%	>95.00%	84.70%	20.38%	<10.00%
Female	83.36%	49.41%	>95.00%	>95.00%	>95.00%	84.92%	23.84%	22.36%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	59.29%	30.43%	>95.00%	>95.00%	94.08%	76.57%	14.20%	14.20%
Asian or Pacific Islander	79.49%	61.54%	NE	>95.00%	93.62%	84.31%	15.79%	15.79%
Black (not Hispanic)	62.50%	37.50%	NE	>95.00%	93.33%	>95.00%	12.50%	12.50%
Hispanic	75.82%	39.56%	>95.00%	>95.00%	>95.00%	80.00%	27.27%	27.27%
White (not Hispanic)	80.84%	56.35%	>95.00%	>95.00%	>95.00%	85.70%	12.08%	12.08%
Race and/or ethnicity unknown	NP	NP	NE	NP	NE	NE	22.67%	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Montana		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn and were not eligible to earn an industry-recognized credential, a certificate, or a degree in that year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed or were eligible to complete a CTE program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	50.00%	51.00%	60.00%	73.00%	12.00%	12.00%
PY 2008–09 Results	93.44%	46.43%	55.72%	69.99%	15.72%	11.08%
Special populations						
Individuals with disabilities (<i>ADA</i>)	81.25%	50.50%	68.35%	57.69%	18.68%	14.12%
Economically disadvantaged students	91.30%	45.94%	58.73%	67.22%	15.16%	12.79%
Single parents	>95.00%	50.00%	59.03%	68.14%	18.32%	19.05%
Displaced homemakers	66.67%	43.81%	58.28%	52.27%	17.06%	31.11%
Limited English proficient students	>95.00%	60.00%	70.37%	50.00%	29.31%	42.86%
Students in nontraditional programs	93.55%	30.86%	54.75%	64.94%	NP	NP
Tech prep	NE	>95.00%	NE	NE	>95.00%	>95.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Montana		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	87.30%	42.30%	51.68%	67.87%	10.47%	10.76%
Female	>95.00%	49.81%	59.07%	71.57%	20.83%	11.31%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	88.00%	32.34%	49.32%	53.28%	15.79%	19.53%
Asian or Pacific Islander	>95.00%	56.00%	53.85%	>95.00%	28.30%	23.08%
Black (not Hispanic)	>95.00%	22.22%	41.18%	<10.00%	14.29%	<10.00%
Hispanic	85.71%	45.24%	60.98%	84.21%	23.71%	18.75%
White (not Hispanic)	93.84%	49.00%	56.53%	72.08%	15.59%	<10.00%
Race and/or ethnicity unknown	93.75%	49.72%	57.26%	65.55%	12.50%	11.76%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Nebraska

Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	83.00%	81.00%	51.00%	81.00%	83.70%	72.50%	10.25%	12.75%
PY 2008–09 Results	94.77%	91.01%	87.73%	>95.00%	>95.00%	>95.00%	42.44%	25.37%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	80.78%	65.14%	79.40%	>95.00%	>95.00%	>95.00%	41.62%	21.79%
Economically disadvantaged students	90.50%	86.67%	80.67%	>95.00%	>95.00%	94.80%	42.82%	24.54%
Single parents	92.08%	85.19%	77.78%	91.85%	90.99%	>95.00%	30.80%	21.59%
Displaced homemakers	NP	NP	PNO	NP	PNO	PNO	PNO	PNO
Limited English proficient students	68.57%	69.86%	60.87%	88.04%	>95.00%	91.18%	47.77%	18.97%
Migrant students	NP	NP	84.62%	NP	>95.00%	90.91%	41.09%	10.00%
Students in nontraditional programs	NP	NP	87.47%	NP	>95.00%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Nebraska

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	93.69%	90.69%	86.26%	>95.00%	>95.00%	>95.00%	38.96%	13.19%
Female	>95.00%	91.42%	89.63%	>95.00%	>95.00%	>95.00%	46.75%	45.08%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	83.02%	80.36%	71.88%	92.19%	>95.00%	93.67%	44.11%	28.89%
Asian or Pacific Islander	>95.00%	87.78%	91.59%	>95.00%	>95.00%	>95.00%	45.96%	29.49%
Black (not Hispanic)	88.96%	90.09%	74.94%	>95.00%	>95.00%	89.43%	44.32%	26.74%
Hispanic	88.15%	87.15%	76.87%	>95.00%	>95.00%	>95.00%	42.94%	21.72%
White (not Hispanic)	>95.00%	91.55%	89.56%	>95.00%	>95.00%	>95.00%	42.02%	25.52%
Race and/or ethnicity unknown	NP	NP	NE	NP	NE	NE	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Nebraska

Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	60.75%	25.00%	31.00%	61.00%	8.75%	8.25%
PY 2008–09 Results	88.37%	42.79%	64.72%	77.73%	22.73%	<10.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	85.20%	36.89%	62.57%	65.19%	19.03%	<10.00%
Economically disadvantaged students	83.55%	47.70%	61.84%	76.62%	23.60%	<10.00%
Single parents	72.60%	51.75%	63.91%	83.44%	24.72%	10.98%
Displaced homemakers	77.14%	41.38%	41.38%	<10.00%	11.54%	<10.00%
Limited English proficient students	82.63%	49.30%	30.56%	81.54%	26.77%	10.00%
Students in nontraditional programs	77.47%	35.42%	66.80%	81.09%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Nebraska		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	88.00%	42.27%	64.74%	75.75%	<10.00%	<10.00%
Female	88.69%	43.26%	64.71%	79.75%	40.31%	12.23%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	83.46%	28.36%	51.76%	52.94%	29.51%	<10.00%
Asian	91.98%	39.46%	71.10%	77.36%	26.36%	<10.00%
Black or African American	84.62%	27.46%	62.82%	75.47%	23.37%	15.00%
Hispanic or Latino	86.19%	31.58%	57.09%	79.47%	21.49%	11.81%
Native Hawaiian or Other Pacific Islander	83.33%	<10.00%	NE	>95.00%	25.00%	NE
White	88.81%	44.53%	64.34%	78.59%	22.44%	<10.00%
Two or more races	>95.00%	14.29%	>95.00%	NE	26.32%	NE

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Nevada		Secondary Level						
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who have completed a CTE program and received a certificate and have demonstrated at least 80 percent of the competencies of the certificate skills as recognized by the state during the reporting year.	Percentage of CTE concentrators who completed a CTE program who earned an advanced, standard, or adult diploma, a General Education Development (GED) credential through a secondary program run by the secondary local educational agency, an adjusted high school diploma, or a high school diploma with a CTE endorsement during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	77.90%	52.00%	78.20%	88.00%	50.00%	93.00%	23.00%	19.75%
PY 2008–09 Results	>95.00%	73.93%	79.45%	79.14%	79.00%	>95.00%	34.69%	21.79%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	69.44%	33.65%	69.26%	41.94%	55.75%	>95.00%	35.19%	15.18%
Economically disadvantaged students	92.69%	63.70%	77.42%	46.04%	68.25%	>95.00%	34.90%	19.52%
Single parents	NP	NP	>95.00%	NP	NE	NE	40.74%	<10.00%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	70.76%	32.45%	72.25%	15.35%	30.30%	>95.00%	35.50%	17.02%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	NP	NP	79.63%	NP	86.95%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Nevada

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	>95.00%	77.27%	77.73%	78.98%	78.93%	>95.00%	45.04%	11.13%
Female	>95.00%	69.88%	82.29%	79.37%	79.09%	>95.00%	19.72%	42.88%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	92.25%	69.23%	70.48%	39.73%	61.54%	90.91%	32.58%	26.14%
Asian or Pacific Islander	>95.00%	82.35%	86.67%	>95.00%	88.39%	>95.00%	39.81%	30.36%
Black (not Hispanic)	94.08%	55.42%	75.63%	39.46%	68.63%	>95.00%	37.88%	21.67%
Hispanic	93.77%	65.28%	77.60%	71.77%	70.42%	>95.00%	33.74%	19.54%
White (not Hispanic)	>95.00%	81.42%	80.07%	91.33%	84.40%	>95.00%	33.82%	21.63%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NP	NP	NP
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Nevada		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators with a GPA of 2.0 or greater in their CTE courses.	Percentage of CTE concentrators who received a certificate or degree.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	68.00%	17.00%	29.78%	90.00%	25.00%	13.00%
PY 2008–09 Results	91.26%	38.66%	31.78%	82.85%	37.43%	43.66%
Special populations						
Individuals with disabilities (<i>ADA</i>)	93.85%	48.02%	50.72%	55.56%	40.03%	36.84%
Economically disadvantaged students	>95.00%	42.21%	56.66%	81.95%	50.11%	47.60%
Single parents	92.08%	68.71%	40.00%	NE	48.28%	50.00%
Displaced homemakers	>95.00%	42.31%	58.70%	80.00%	47.22%	28.57%
Limited English proficient students	>95.00%	27.45%	27.91%	50.00%	57.75%	75.00%
Students in nontraditional programs	>95.00%	30.76%	32.41%	78.36%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Nevada		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	86.81%	27.90%	33.50%	82.17%	24.52%	43.19%
Female	>95.00%	50.33%	29.46%	83.18%	46.80%	43.99%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	89.47%	49.11%	41.82%	80.00%	32.90%	35.71%
Asian or Pacific Islander	>95.00%	32.76%	23.12%	87.50%	49.16%	56.86%
Black (not Hispanic)	91.85%	23.68%	26.22%	75.00%	44.90%	65.79%
Hispanic	84.86%	19.89%	35.83%	87.23%	34.49%	48.37%
White (not Hispanic)	92.88%	46.64%	32.38%	84.24%	35.84%	37.23%
Race and/or ethnicity unknown	88.15%	34.60%	31.42%	62.86%	35.81%	42.45%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

New Hampshire Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE senior concentrators who completed all technical skill competencies that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	74.00%	56.00%	40.44%	85.00%	74.00%	50.00%	22.13%	18.60%
PY 2008–09 Results	39.92%	32.68%	85.37%	>95.00%	94.78%	57.49%	23.17%	19.24%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	<10.00%	<10.00%	>95.00%	92.47%	90.16%	38.27%	20.40%	17.48%
Economically disadvantaged students	36.67%	22.22%	88.89%	>95.00%	91.89%	46.92%	20.69%	16.10%
Single parents	NP	NP	NE	>95.00%	>95.00%	<10.00%	10.00%	<10.00%
Displaced homemakers	NP	NP	NE	NP	>95.00%	<10.00%	>95.00%	>95.00%
Limited English proficient students	<10.00%	NP	50.00%	76.92%	86.57%	25.53%	15.34%	13.33%
Migrant students	NP	NP	NE	NP	NE	NE	NE	NE
Students in nontraditional programs	NP	NP	76.47%	NP	94.63%	64.51%	NP	NP
Tech prep	85.71%	47.30%	81.44%	94.80%	83.61%	55.14%	22.46%	20.83%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

New Hampshire

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	32.43%	33.64%	76.47%	>95.00%	94.00%	51.33%	20.10%	20.10%
Female	49.68%	31.44%	86.17%	>95.00%	>95.00%	65.62%	27.34%	18.05%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	31.25%	25.00%	NE	94.12%	91.30%	38.10%	35.48%	40.00%
Asian or Pacific Islander	41.38%	48.28%	80.00%	90.32%	>95.00%	63.16%	34.82%	37.50%
Black (not Hispanic)	28.57%	19.64%	>95.00%	93.55%	92.06%	53.85%	19.80%	22.73%
Hispanic	41.86%	24.44%	>95.00%	>95.00%	93.06%	45.45%	21.53%	21.67%
White (not Hispanic)	40.15%	32.97%	84.05%	>95.00%	94.83%	57.98%	23.06%	18.64%
Race and/or ethnicity unknown	NP	NP	NE	NP	NE	NE	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

New Hampshire		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of matriculated CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of matriculated CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of matriculated CTE concentrators who remained enrolled in their original postsecondary institution during the reporting year and who were enrolled in the same postsecondary institution in the fall of the previous reporting year.	Percentage of matriculated CTE concentrators who were placed or retained in employment or statewide apprenticeship programs in the second quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between Oct. 1, 2007 and Dec. 31, 2007).	Percentage of CTE participants from underrepresented groups who enrolled in nontraditional programs during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	40.44%	60.40%	68.00%	72.00%	17.00%	14.00%
PY 2008–09 Results	90.18%	73.51%	84.89%	84.75%	18.61%	17.12%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NP	83.58%	89.61%	72.73%	18.45%	14.10%
Economically disadvantaged students	NP	74.74%	84.29%	83.70%	20.12%	15.21%
Single parents	NP	NE	NE	NE	NE	NE
Displaced homemakers	NP	NE	NE	NE	NE	NE
Limited English proficient students	NP	84.21%	92.31%	73.68%	28.95%	42.86%
Students in nontraditional programs	NP	70.83%	75.28%	81.95%	NP	NP
Tech prep	NP	17.65%	86.23%	70.59%	20.56%	50.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

New Hampshire		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	89.13%	71.16%	85.45%	82.88%	<10.00%	12.07%
Female	90.38%	75.20%	84.43%	86.11%	28.33%	20.92%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NP	72.73%	92.59%	81.82%	33.33%	33.33%
Asian or Pacific Islander	NP	69.64%	78.70%	58.93%	22.22%	19.05%
Black (not Hispanic)	NP	82.98%	87.10%	82.98%	17.05%	19.23%
Hispanic	NP	56.25%	80.73%	79.17%	21.84%	30.77%
White (not Hispanic)	NP	75.42%	82.78%	85.23%	18.58%	16.91%
Race and/or ethnicity unknown	NP	59.43%	76.63%	84.59%	17.57%	16.08%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

New Jersey							Secondary Level	
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a high school diploma and left secondary education during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who completed CTE programs and attained a secondary school diploma and were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	85.00%	74.00%	85.00%	95.00%	95.00%	77.00%	30.00%	27.77%
PY 2008–09 Results	83.97%	77.55%	82.19%	>95.00%	>95.00%	>95.00%	36.30%	30.76%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	50.93%	50.93%	71.52%	>95.00%	>95.00%	93.00%	30.86%	23.49%
Economically disadvantaged students	78.14%	67.05%	77.99%	>95.00%	>95.00%	93.94%	36.08%	28.74%
Single parents	70.57%	66.33%	89.71%	>95.00%	>95.00%	>95.00%	35.78%	29.41%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	58.54%	62.29%	83.67%	>95.00%	>95.00%	87.04%	37.09%	34.03%
Migrant students	NP	NP	NE	NP	<10.00%	>95.00%	23.42%	NE
Students in nontraditional programs	NP	NP	79.80%	NP	>95.00%	>95.00%	NP	NP
Tech prep	90.64%	82.61%	85.71%	NP	>95.00%	>95.00%	29.15%	24.09%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

New Jersey

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	81.94%	78.47%	80.67%	>95.00%	>95.00%	>95.00%	35.73%	26.18%
Female	86.11%	76.57%	83.94%	>95.00%	>95.00%	>95.00%	37.03%	36.76%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	90.32%	77.05%	94.12%	>95.00%	>95.00%	92.86%	34.32%	34.09%
Asian	93.25%	93.54%	92.91%	>95.00%	>95.00%	>95.00%	41.59%	40.06%
Black or African American	73.13%	59.90%	78.74%	>95.00%	>95.00%	95.00%	39.47%	33.93%
Hispanic or Latino	76.92%	68.49%	78.75%	>95.00%	>95.00%	94.93%	35.14%	27.79%
Native Hawaiian or Other Pacific Islander	89.29%	87.50%	78.95%	>95.00%	>95.00%	94.59%	50.79%	44.83%
White	90.27%	86.67%	83.69%	>95.00%	>95.00%	>95.00%	34.58%	29.65%
Two or more races	59.09%	>95.00%	78.57%	>95.00%	>95.00%	NE	93.33%	26.32%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

New Jersey

Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	77.00%	95.80%	38.00%	80.00%	24.27%	22.78%
PY 2008–09 Results	94.57%	>95.00%	72.19%	73.98%	26.36%	25.04%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	>95.00%	67.58%	66.67%	19.11%	19.23%
Economically disadvantaged students	94.63%	>95.00%	72.84%	71.30%	27.32%	25.00%
Single parents	91.57%	>95.00%	63.50%	79.08%	22.60%	17.47%
Displaced homemakers	93.18%	>95.00%	64.72%	72.94%	24.58%	19.51%
Limited English proficient students	>95.00%	>95.00%	76.12%	63.64%	31.23%	28.37%
Students in nontraditional programs	92.86%	>95.00%	75.13%	76.88%	NP	NP
Tech prep	80.00%	>95.00%	82.16%	71.21%	28.93%	33.90%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

New Jersey		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	91.96%	>95.00%	70.82%	71.74%	18.49%	21.87%
Female	>95.00%	>95.00%	73.39%	75.25%	33.13%	26.95%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	>95.00%	>95.00%	73.81%	76.92%	32.46%	25.00%
Asian	90.67%	>95.00%	72.67%	61.99%	28.66%	25.17%
Black or African American	86.90%	>95.00%	68.18%	72.49%	29.54%	29.44%
Hispanic or Latino	>95.00%	>95.00%	68.09%	74.09%	27.69%	29.16%
Native Hawaiian or Other Pacific Islander	NP	NP	NP	NP	NP	NP
White	>95.00%	>95.00%	74.74%	76.33%	24.43%	22.28%
Two or more races	NP	NP	NP	NP	NP	NP

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

New Mexico

Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> and who in the reporting year, left secondary education and were included in the state's calculation and report of adequate yearly progress (AYP).	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> and who in the reporting year, left secondary education and were included in the state's calculation and report of AYP.	Percentage of CTE concentrators who completed their program in a course sequence and earned a cumulative GPA of 2.0 or greater in their technical coursework.	Percentage of CTE concentrators who earned a secondary school diploma, other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree and who left secondary education during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of secondary CTE concentrators who completed their CTE program sequence and who earned a secondary school diploma, or other state-recognized equivalent and who reported placement in postsecondary education, advanced training, employment, and/or the military in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	56.00%	39.00%	67.00%	86.78%	86.78%	41.00%	29.00%	23.00%
PY 2008–09 Results	59.21%	54.62%	64.27%	91.55%	83.26%	49.55%	51.48%	28.13%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	59.82%	55.19%	63.84%	>95.00%	79.30%	42.55%	55.86%	26.34%
Economically disadvantaged students	62.11%	60.55%	62.48%	55.26%	80.33%	46.57%	52.28%	28.94%
Single parents	66.67%	58.62%	59.38%	50.00%	76.19%	42.11%	52.00%	33.33%
Displaced homemakers	NP	NP	58.62%	NP	85.71%	45.45%	55.56%	25.00%
Limited English proficient students	51.78%	47.02%	58.59%	>95.00%	82.22%	44.29%	50.79%	26.02%
Migrant students	NP	NP	65.56%	NP	84.62%	44.32%	55.00%	24.07%
Students in nontraditional programs	NP	NP	67.29%	NP	80.71%	40.82%	NP	NP
Tech prep	69.05%	53.09%	59.13%	82.41%	85.17%	43.97%	52.11%	33.33%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

New Mexico

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	59.07%	54.67%	63.80%	>95.00%	80.47%	44.96%	49.55%	28.43%
Female	59.31%	54.58%	64.75%	87.39%	86.47%	55.67%	53.65%	27.81%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	64.83%	54.63%	67.92%	>95.00%	75.15%	46.91%	50.08%	22.84%
Asian or Pacific Islander	60.14%	60.81%	66.72%	>95.00%	89.90%	45.00%	55.70%	38.46%
Black (not Hispanic)	59.73%	56.38%	61.62%	>95.00%	71.23%	47.53%	51.53%	26.47%
Hispanic	58.66%	56.37%	62.30%	71.74%	79.68%	47.89%	51.28%	28.90%
White (not Hispanic)	58.03%	52.48%	65.89%	>95.00%	90.78%	52.52%	51.91%	29.07%
Race and/or ethnicity unknown	NP	NP	NE	NP	NE	NE	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

New Mexico		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who completed their program in a course sequence and earned a cumulative GPA of 2.0 or greater in their technical coursework.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	CTE concentrators who completed their CTE program sequence and earned a postsecondary credential, certificate, or degree and left postsecondary education, who reported placement in advanced education, employment, or military in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between Oct. 1, 2007, and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	50.00%	33.50%	45.00%	75.00%	24.00%	23.00%
PY 2008–09 Results	91.87%	33.07%	75.03%	55.33%	36.46%	25.72%
Special populations						
Individuals with disabilities (<i>ADA</i>)	92.35%	33.99%	75.45%	66.67%	35.61%	22.90%
Economically disadvantaged students	94.61%	33.44%	77.27%	50.00%	37.38%	32.39%
Single parents	86.52%	28.66%	80.27%	NE	35.99%	22.75%
Displaced homemakers	>95.00%	33.10%	77.72%	NE	33.23%	22.92%
Limited English proficient students	88.97%	24.72%	70.25%	NE	35.50%	22.69%
Students in nontraditional programs	87.80%	48.29%	77.14%	>95.00%	NP	NP
Tech prep	NE	<10.00%	83.33%	NE	73.87%	NE

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

New Mexico		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	91.89%	27.51%	71.66%	42.39%	53.67%	25.15%
Female	91.83%	37.25%	77.38%	66.67%	23.00%	26.06%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	93.22%	22.95%	76.64%	NE	35.93%	22.30%
Asian or Pacific Islander	91.53%	34.78%	77.36%	60.00%	35.64%	20.00%
Black (not Hispanic)	92.68%	23.97%	71.43%	75.00%	40.39%	28.74%
Hispanic	89.24%	34.19%	76.41%	75.44%	36.87%	25.65%
White (not Hispanic)	93.38%	35.38%	73.23%	42.15%	36.10%	27.33%
Race and/or ethnicity unknown	>95.00%	31.70%	74.79%	NE	35.40%	20.71%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

New York

Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	71.50%	72.50%	56.12%	66.75%	55.55%	95.97%	11.25%	10.25%
PY 2008–09 Results	89.49%	87.10%	68.31%	92.38%	83.19%	93.87%	21.02%	17.43%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	54.19%	51.69%	52.44%	71.70%	63.31%	88.50%	13.12%	<10.00%
Economically disadvantaged students	87.53%	84.53%	64.66%	90.77%	79.03%	92.78%	25.15%	21.81%
Single parents	NP	NP	NP	NP	NP	83.85%	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	>95.00%	NP	NP
Limited English proficient students	63.57%	66.21%	63.64%	78.43%	64.82%	82.11%	25.51%	20.39%
Migrant students	NP	NP	>95.00%	NP	91.67%	NP	NP	10.00%
Students in nontraditional programs	NP	NP	66.30%	NP	81.33%	93.34%	NP	NP
Tech prep	88.64%	89.12%	74.47%	85.01%	87.24%	NP	22.87%	18.93%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

New York

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	87.26%	86.05%	67.71%	91.00%	80.36%	93.33%	<10.00%	<10.00%
Female	91.96%	88.26%	69.05%	93.89%	86.34%	94.51%	48.99%	39.46%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	90.09%	85.96%	45.71%	90.70%	83.82%	79.82%	21.03%	25.00%
Asian	>95.00%	>95.00%	65.38%	>95.00%	89.88%	>95.00%	29.03%	29.85%
Black or African American	87.25%	81.03%	60.35%	89.22%	77.48%	93.11%	26.19%	22.76%
Hispanic or Latino	88.48%	84.82%	72.95%	90.44%	75.94%	94.02%	27.09%	24.53%
Native Hawaiian or Other Pacific Islander	NP	NP	>95.00%	NP	>95.00%	89.47%	<10.00%	<10.00%
White	89.47%	89.33%	68.86%	93.85%	88.38%	93.95%	12.71%	11.38%
Two or more races	NP	NP	75.00%	NP	70.83%	NP	30.43%	12.50%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

New York		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	83.60%	53.00%	57.60%	93.80%	34.00%	21.25%
PY 2008–09 Results	90.91%	52.39%	78.97%	>95.00%	34.22%	36.17%
Special populations						
Individuals with disabilities (<i>ADA</i>)	91.53%	53.91%	75.20%	80.37%	29.76%	36.60%
Economically disadvantaged students	88.59%	53.54%	82.31%	77.17%	34.03%	55.05%
Single parents	92.02%	47.72%	78.40%	78.94%	33.79%	73.11%
Displaced homemakers	91.09%	66.67%	86.61%	46.67%	30.89%	52.99%
Limited English proficient students	82.03%	57.32%	86.14%	85.70%	35.89%	64.86%
Students in nontraditional programs	NP	36.23%	31.34%	36.70%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

New York		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	92.86%	48.62%	77.78%	94.79%	19.73%	16.34%
Female	90.33%	55.32%	79.94%	>95.00%	41.54%	46.13%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	88.00%	58.44%	58.34%	>95.00%	32.13%	33.21%
Asian or Pacific Islander	90.15%	57.90%	83.95%	>95.00%	37.55%	42.96%
Black (not Hispanic)	90.38%	46.06%	80.07%	94.86%	33.27%	35.86%
Hispanic	>95.00%	44.22%	82.12%	94.19%	36.60%	40.99%
White (not Hispanic)	90.41%	54.60%	77.79%	>95.00%	32.22%	33.00%
Race and/or ethnicity unknown	>95.00%	55.50%	74.59%	>95.00%	45.48%	52.39%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

North Carolina							Secondary Level	
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of senior CTE concentrators who earned a high school diploma or General Education Development (GED) credential in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education in the year prior to the reporting year and who are in postsecondary education or advanced training, in the military service, or in employment in the third quarter following leaving secondary education.	Percentage of CTE participants who are enrolled during the year reporting in a program that leads to nontraditional fields and are of the nontraditional gender.	Percentage of CTE concentrators in a program that leads to nontraditional fields and leaving secondary education in the year reporting.
PY 2008–09 Performance levels	35.20%	71.20%	70.00%	86.19%	79.00%	90.80%	25.58%	19.45%
PY 2008–09 Results	47.80%	81.07%	71.41%	89.13%	86.72%	93.59%	30.81%	23.22%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	15.58%	54.82%	45.09%	91.92%	78.19%	89.53%	27.31%	13.35%
Economically disadvantaged students	38.48%	73.73%	63.52%	88.15%	82.41%	90.17%	30.31%	23.34%
Single parents	30.94%	66.12%	60.74%	89.26%	82.03%	87.50%	29.26%	39.41%
Displaced homemakers	NP	NP	NE	NP	NE	NE	NE	NE
Limited English proficient students	13.50%	60.56%	47.50%	>95.00%	83.37%	90.09%	27.14%	19.50%
Migrant students	NP	NP	39.20%	NP	>95.00%	>95.00%	15.22%	14.29%
Students in nontraditional programs	NP	NP	73.77%	NP	90.11%	94.33%	NP	NP
Tech prep	31.34%	70.76%	64.38%	NP	85.94%	91.24%	28.92%	20.70%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

North Carolina

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	42.10%	80.76%	68.54%	88.05%	83.88%	94.14%	22.44%	<10.00%
Female	54.03%	81.40%	74.39%	90.31%	89.90%	93.01%	42.17%	49.49%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	37.40%	73.11%	58.61%	>95.00%	88.83%	87.98%	26.22%	21.77%
Asian or Pacific Islander	46.98%	89.84%	72.89%	89.21%	91.25%	>95.00%	35.69%	30.64%
Black (not Hispanic)	39.45%	69.16%	58.40%	87.65%	83.78%	91.01%	33.60%	25.40%
Hispanic	37.27%	72.97%	60.29%	82.15%	83.65%	90.48%	28.51%	19.97%
White (not Hispanic)	52.85%	87.20%	80.30%	90.61%	88.57%	>95.00%	29.54%	22.39%
Race and/or ethnicity unknown	NP	NP	72.92%	NP	85.93%	93.76%	33.71%	26.03%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

North Carolina		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, or when no skill assessment was available, percentage with a GPA of 2.5 or greater.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	73.70%	49.00%	78.31%	77.00%	20.59%	19.91%
PY 2008–09 Results	81.15%	56.68%	81.38%	72.66%	20.14%	15.58%
Special populations						
Individuals with disabilities (<i>ADA</i>)	75.04%	57.68%	78.58%	77.48%	22.35%	21.20%
Economically disadvantaged students	80.19%	64.74%	80.67%	83.54%	24.37%	18.68%
Single parents	80.09%	54.40%	78.06%	87.33%	27.41%	20.08%
Displaced homemakers	84.81%	59.69%	81.52%	79.90%	25.71%	21.48%
Limited English proficient students	80.38%	52.94%	85.89%	75.85%	23.76%	23.60%
Students in nontraditional programs	81.09%	45.72%	80.69%	73.05%	NP	NP
Tech prep	71.92%	69.54%	81.80%	63.20%	16.54%	12.32%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

North Carolina		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	78.49%	49.30%	80.83%	65.14%	<10.00%	<10.00%
Female	82.78%	60.74%	81.70%	76.56%	28.65%	19.56%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	75.18%	58.54%	81.33%	73.26%	21.42%	14.72%
Asian or Pacific Islander	82.82%	59.22%	85.84%	59.67%	22.98%	20.31%
Black (not Hispanic)	72.28%	42.79%	76.24%	75.92%	23.04%	17.89%
Hispanic	77.44%	46.18%	85.16%	52.52%	21.67%	19.86%
White (not Hispanic)	85.59%	65.49%	83.02%	73.06%	18.53%	14.62%
Race and/or ethnicity unknown	76.96%	37.97%	80.85%	46.10%	21.47%	15.55%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

North Dakota Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	62.00%	49.00%	78.00%	88.00%	82.37%	68.00%	20.00%	13.00%
PY 2008–09 Results	58.82%	51.25%	82.82%	91.18%	>95.00%	78.12%	20.32%	15.30%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	35.75%	25.12%	71.10%	88.03%	88.60%	68.50%	15.43%	11.49%
Economically disadvantaged students	48.70%	41.41%	79.44%	86.36%	94.18%	66.79%	21.13%	14.82%
Single parents	38.46%	38.46%	73.91%	56.52%	>95.00%	NP	27.78%	NP
Displaced homemakers	NP	NP	NP	NP	NP	NE	NP	NP
Limited English proficient students	20.00%	15.79%	65.96%	48.94%	92.16%	53.85%	14.55%	NP
Migrant students	NP	NP	NP	NP	NP	NE	NE	NE
Students in nontraditional programs	NP	NP	79.31%	NP	>95.00%	77.67%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

North Dakota

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	55.81%	52.91%	80.51%	89.77%	94.93%	75.93%	13.19%	10.26%
Female	63.28%	48.79%	86.15%	93.21%	>95.00%	81.08%	31.27%	25.42%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	40.98%	35.29%	70.71%	70.95%	89.36%	55.56%	22.09%	18.58%
Asian or Pacific Islander	85.71%	57.14%	83.33%	>95.00%	>95.00%	NP	NP	NP
Black (not Hispanic)	47.83%	34.78%	56.67%	90.00%	90.00%	58.62%	NP	NP
Hispanic	50.00%	41.94%	61.76%	85.29%	84.38%	46.15%	28.89%	NP
White (not Hispanic)	60.28%	52.73%	84.50%	93.04%	>95.00%	79.74%	20.21%	15.07%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NE	NP	NP
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

North Dakota		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	86.50%	42.86%	81.37%	66.37%	18.42%	7.00%
PY 2008–09 Results	87.35%	53.02%	65.88%	71.48%	21.44%	<10.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	82.76%	NP	92.31%	NP	NP	NP
Economically disadvantaged students	84.17%	47.88%	62.70%	69.89%	17.88%	<10.00%
Single parents	78.00%	32.93%	63.48%	12.42%	29.00%	NP
Displaced homemakers	81.90%	66.35%	>95.00%	86.67%	16.10%	NP
Limited English proficient students	84.95%	60.20%	>95.00%	<10.00%	16.16%	NP
Students in nontraditional programs	62.14%	NP	76.58%	69.09%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

North Dakota		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	87.15%	54.36%	69.89%	74.07%	24.92%	<10.00%
Female	87.63%	51.18%	61.84%	68.78%	19.70%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	77.69%	39.49%	59.47%	35.52%	30.47%	17.14%
Asian or Pacific Islander	93.33%	NP	48.78%	NP	22.01%	NP
Black (not Hispanic)	83.33%	55.56%	45.90%	NP	NP	NP
Hispanic	91.49%	58.33%	65.71%	NP	NP	NP
White (not Hispanic)	88.19%	55.07%	67.32%	85.78%	12.35%	<10.00%
Race and/or ethnicity unknown	92.37%	55.26%	80.00%	NE	74.19%	<10.00%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Ohio Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education the previous year and who passed state-recognized technical skill assessments that are aligned with industry-recognized standard.	Percentage of CTE concentrators who earned a regular or honors secondary school diploma, including summer graduates or a General Education Development (GED) credential or other state-recognized equivalent, who left secondary education the previous year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of status-known CTE concentrators who left secondary education the previous year and, in the second quarter following the program year in which they left secondary education, were enrolled in postsecondary education or advanced training, in military service or employed.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	87.00%	83.00%	61.00%	93.00%	73.60%	87.00%	20.00%	17.00%
PY 2008–09 Results	93.31%	91.68%	63.63%	>95.00%	94.63%	88.49%	26.67%	22.81%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	68.18%	61.81%	47.63%	>95.00%	93.88%	79.90%	20.80%	18.95%
Economically disadvantaged students	88.42%	85.52%	56.54%	93.51%	92.67%	81.76%	27.13%	23.35%
Single parents	87.95%	86.23%	NP	NP	NP	NP	27.07%	23.96%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	93.75%	92.71%	32.50%	84.30%	84.26%	82.83%	26.76%	18.29%
Migrant students	NP	NP	50.00%	NP	66.67%	>95.00%	18.75%	33.33%
Students in nontraditional programs	NP	NP	58.80%	NP	>95.00%	87.56%	NP	NP
Tech prep	>95.00%	>95.00%	64.00%	>95.00%	>95.00%	92.54%	22.80%	22.77%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Ohio Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	91.66%	90.89%	60.83%	>95.00%	94.43%	89.22%	<10.00%	<10.00%
Female	>95.00%	92.60%	67.96%	>95.00%	94.86%	87.63%	55.89%	43.11%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NP	NP	58.33%	>95.00%	94.59%	82.86%	30.40%	32.50%
Asian or Pacific Islander	NP	NP	72.50%	>95.00%	93.26%	88.70%	29.42%	27.78%
Black (not Hispanic)	NP	NP	51.53%	92.70%	93.00%	76.72%	28.34%	24.42%
Hispanic	NP	NP	46.40%	93.53%	92.42%	81.96%	28.99%	25.97%
White (not Hispanic)	NP	NP	65.43%	>95.00%	94.91%	90.34%	26.35%	22.49%
Race and/or ethnicity unknown	NP	NP	62.75%	NP	94.41%	82.27%	27.45%	23.85%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department’s Oct. 19, 2007, memorandum titled “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data” (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) “The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)” that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category “Race and/or Ethnicity Unknown.” States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category “Race and/or Ethnicity Unknown.” The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Ohio		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who left postsecondary education the previous year and who passed state-recognized technical skill assessments that are aligned with industry-recognized standards.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	74.00%	37.00%	66.00%	79.00%	11.50%	10.50%
PY 2008–09 Results	75.99%	43.24%	66.03%	80.00%	21.98%	19.54%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP
Economically disadvantaged students	69.22%	42.18%	67.04%	79.17%	20.91%	17.64%
Single parents	65.86%	40.30%	66.45%	81.58%	16.10%	12.45%
Displaced homemakers	NP	NP	NP	NP	NP	NP
Limited English proficient students	75.80%	39.27%	71.74%	66.28%	27.72%	24.14%
Students in nontraditional programs	75.69%	43.39%	65.27%	73.60%	NP	NP
Tech prep	74.33%	38.63%	69.70%	80.70%	25.12%	19.66%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Ohio		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	73.78%	33.17%	66.26%	75.85%	36.84%	47.33%
Female	77.62%	50.66%	65.85%	82.00%	10.06%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	75.00%	31.00%	65.28%	67.74%	18.77%	13.16%
Asian or Pacific Islander	75.46%	38.66%	66.33%	71.15%	27.60%	21.48%
Black (not Hispanic)	58.69%	27.52%	67.04%	76.27%	23.36%	18.29%
Hispanic	70.22%	35.98%	68.78%	75.17%	22.88%	16.96%
White (not Hispanic)	78.25%	45.88%	65.69%	81.00%	21.08%	19.23%
Race and/or ethnicity unknown	79.24%	39.08%	68.12%	70.68%	30.61%	28.10%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Ohio							Adult Level
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion	
Measurement definitions	Percentage of CTE concentrators who left adult workforce education in the reporting year and passed state-recognized technical skills assessments.	Percentage of CTE concentrators who left adult workforce education in the reporting year and received an industry-recognized certificate or license.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
PY 2008–09 Performance levels	90.62%	66.00%	75.50%	93.80%	9.62%	8.92%	
PY 2008–09 Results	91.51%	68.96%	82.97%	86.48%	10.36%	<10.00%	
Special populations							
Individuals with disabilities (<i>ADA</i>)	84.56%	55.80%	83.51%	70.21%	16.10%	14.48%	
Economically disadvantaged students	90.74%	66.34%	79.58%	85.45%	10.15%	<10.00%	
Single parents	92.97%	67.88%	75.91%	85.71%	<10.00%	<10.00%	
Displaced homemakers	>95.00%	73.85%	82.76%	83.25%	<10.00%	<10.00%	
Limited English proficient students	77.55%	60.32%	77.14%	85.71%	13.27%	15.38%	
Students in nontraditional programs	<10.00%	<10.00%	84.67%	25.76%	NP	NP	
Tech prep	NP	NP	NP	NP	NP	NP	

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Ohio		Adult Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	89.38%	65.97%	87.69%	88.14%	10.78%	<10.00%
Female	92.91%	70.84%	81.05%	85.61%	<10.00%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	85.71%	60.71%	50.00%	90.62%	<10.00%	10.00%
Asian or Pacific Islander	80.00%	63.83%	59.38%	88.24%	16.46%	10.81%
Black (not Hispanic)	84.17%	53.38%	86.85%	85.31%	14.46%	12.10%
Hispanic	88.00%	67.74%	61.54%	76.74%	11.70%	<10.00%
White (not Hispanic)	92.57%	71.26%	82.98%	86.70%	<10.00%	<10.00%
Race and/or ethnicity unknown	85.45%	55.42%	86.11%	88.33%	13.79%	<10.00%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Oklahoma

Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> , and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> , and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	61.00%	62.00%	87.41%	95.46%	77.00%	85.42%	36.23%	20.51%
PY 2008–09 Results	77.50%	79.73%	87.43%	37.69%	76.47%	85.42%	36.08%	<10.00%
Special populations								
Individuals with disabilities (<i>ADA</i>)	39.40%	52.03%	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	NP	NP	83.67%	40.38%	81.68%	82.69%	28.21%	<10.00%
Economically disadvantaged students	66.93%	72.89%	89.48%	34.31%	77.37%	82.61%	37.25%	<10.00%
Single parents	NP	NP	>95.00%	38.18%	NP	65.28%	32.47%	12.73%
Displaced homemakers	NP	NP	>95.00%	NP	NP	>95.00%	>95.00%	<10.00%
Limited English proficient students	34.90%	56.19%	87.36%	34.97%	NP	88.61%	35.80%	16.18%
Migrant students	36.84%	58.97%	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	NP	NP	90.82%	NP	NP	83.85%	NP	NP
Tech prep	NP	NP	84.61%	NP	NP	88.27%	19.64%	<10.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Oklahoma Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	75.00%	79.61%	84.38%	37.52%	75.42%	86.04%	19.91%	<10.00%
Female	79.93%	79.84%	90.58%	37.91%	78.18%	84.64%	61.10%	23.63%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	74.30%	76.03%	86.12%	35.34%	75.16%	81.19%	36.10%	<10.00%
Asian or Pacific Islander	80.62%	90.86%	84.38%	35.90%	79.49%	90.41%	38.53%	<10.00%
Black (not Hispanic)	58.54%	64.36%	85.21%	41.36%	66.45%	81.46%	36.91%	13.62%
Hispanic	64.16%	69.65%	87.03%	35.78%	66.32%	85.28%	36.38%	11.09%
White (not Hispanic)	83.00%	85.66%	88.23%	37.91%	78.16%	86.74%	36.00%	<10.00%
Race and/or ethnicity unknown	69.30%	76.72%	80.39%	NP	NE	87.50%	29.41%	<10.00%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department’s Oct. 19, 2007, memorandum titled “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data” (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) “The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)” that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category “Race and/or Ethnicity Unknown.” States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category “Race and/or Ethnicity Unknown.” The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Oklahoma		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	70.50%	44.00%	71.25%	69.25%	33.25%	17.00%
PY 2008–09 Results	90.21%	48.18%	73.45%	70.21%	33.21%	17.95%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NP	65.79%	91.00%	47.37%	15.44%	<10.00%
Economically disadvantaged students	NP	25.03%	84.10%	59.44%	18.74%	12.77%
Single parents	NP	56.98%	78.01%	62.07%	20.12%	<10.00%
Displaced homemakers	NP	66.07%	81.01%	51.79%	19.49%	<10.00%
Limited English proficient students	NP	81.82%	84.62%	54.55%	18.75%	11.11%
Students in nontraditional programs	NP	41.12%	73.56%	70.65%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Oklahoma		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	90.21%	43.35%	71.73%	69.56%	16.34%	28.06%
Female	NP	50.87%	74.40%	70.56%	47.53%	13.39%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NP	48.07%	72.75%	68.09%	32.68%	13.48%
Asian	NP	50.40%	82.30%	64.75%	38.78%	28.00%
Black or African American	NP	36.90%	67.47%	72.06%	38.17%	22.22%
Hispanic or Latino	NP	44.84%	76.00%	68.57%	41.61%	21.35%
Native Hawaiian or Other Pacific Islander	NP	36.36%	66.67%	63.64%	52.63%	50.00%
White	NP	49.52%	73.64%	70.74%	31.88%	17.88%
Two or more races	NP	47.22%	73.95%	72.46%	37.93%	13.79%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Oklahoma						Adult Level
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	93.75%	93.45%	88.30%	72.98%	16.23%	23.19%
PY 2008–09 Results	93.75%	93.45%	88.30%	72.99%	17.23%	16.65%
Special populations						
Individuals with disabilities (<i>ADA</i>)	88.68%	94.02%	88.40%	64.39%	23.16%	23.83%
Economically disadvantaged students	>95.00%	94.54%	88.20%	73.45%	29.69%	26.04%
Single parents	>95.00%	>95.00%	91.43%	71.08%	30.36%	27.70%
Displaced homemakers	91.84%	88.06%	68.00%	62.69%	42.86%	33.85%
Limited English proficient students	91.67%	94.74%	94.00%	64.91%	37.50%	35.11%
Students in nontraditional programs	93.16%	>95.00%	91.15%	68.15%	NP	NP
Tech prep	89.15%	>95.00%	88.66%	75.00%	35.71%	33.33%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Oklahoma		Adult Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	93.38%	93.43%	89.39%	73.44%	<10.00%	<10.00%
Female	93.99%	93.47%	87.36%	72.67%	28.73%	24.40%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	92.85%	93.63%	86.59%	70.69%	20.50%	21.65%
Asian or Pacific Islander	91.36%	>95.00%	>95.00%	75.79%	20.41%	17.47%
Black (not Hispanic)	88.74%	91.67%	85.25%	68.09%	15.62%	19.84%
Hispanic	93.10%	91.54%	83.21%	67.69%	19.33%	17.48%
White (not Hispanic)	94.65%	93.84%	89.00%	74.94%	16.77%	15.07%
Race and/or ethnicity unknown	>95.00%	89.47%	85.45%	52.63%	10.68%	17.58%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Oregon

Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who made satisfactory progress (grade of C or greater) during the program year.	Percentage of CTE concentrators who earned a regular secondary school diploma or a General Education Development (GED) credential or other Oregon-recognized equivalent, including recognized alternative standards for individuals with disabilities, during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who completed high school and were found in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they completed high school (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be determined between Oct. 1, 2008, and Dec. 31, 2008).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	60.00%	59.00%	95.00%	89.25%	68.10%	60.00%	45.00%	19.74%
PY 2008–09 Results	73.70%	67.08%	90.33%	>95.00%	>95.00%	75.50%	43.07%	28.17%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	NP	NP	86.55%	92.65%	94.49%	63.55%	36.44%	25.64%
Economically disadvantaged students	NP	NP	89.53%	>95.00%	>95.00%	71.15%	42.34%	28.44%
Single parents	NP	NP	87.45%	85.29%	82.76%	67.70%	45.51%	20.00%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	NP	NP	89.36%	>95.00%	>95.00%	71.48%	38.33%	21.74%
Migrant students	NP	NP	91.08%	NP	>95.00%	65.38%	34.51%	34.78%
Students in nontraditional programs	NP	NP	90.41%	NP	>95.00%	77.41%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Oregon Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	75.00%	73.25%	89.24%	>95.00%	>95.00%	73.00%	35.85%	29.40%
Female	72.00%	59.09%	91.69%	>95.00%	>95.00%	78.61%	52.34%	26.88%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NP	NP	90.81%	>95.00%	94.20%	69.90%	46.18%	37.50%
Asian or Pacific Islander	NP	NP	93.20%	>95.00%	>95.00%	73.73%	42.19%	41.07%
Black (not Hispanic)	NP	NP	86.75%	>95.00%	>95.00%	67.30%	48.94%	46.43%
Hispanic	NP	NP	91.25%	>95.00%	>95.00%	74.45%	40.31%	27.45%
White (not Hispanic)	NP	NP	90.15%	>95.00%	>95.00%	76.12%	43.43%	26.60%
Race and/or ethnicity unknown	NP	NP	86.96%	NP	>95.00%	73.21%	39.18%	30.77%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department’s Oct. 19, 2007, memorandum titled “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data” (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) “The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)” that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category “Race and/or Ethnicity Unknown.” States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category “Race and/or Ethnicity Unknown.” The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Oregon		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who made satisfactory progress, defined as a grade of C or greater, in CTE courses during program year.	Percentage of CTE concentrators who earned a degree, a certificate of completion or an industry-recognized credential and left during the reporting year or the following year.	Percentage of CTE concentrators who were still enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution in the fall term of the reporting year, were enrolled in postsecondary education in the fall of the previous reporting year, and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	Percentage of CTE concentrators who obtained or were retained in employment, placed in military service, or placed in apprenticeship programs in the second quarter following the program year in which they left postsecondary education (i.e. unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between Oct. 1, 2008 and Dec. 31, 2008).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	95.00%	42.50%	75.44%	75.00%	17.54%	25.18%
PY 2008–09 Results	>95.00%	46.07%	67.38%	79.08%	17.54%	14.90%
Special populations						
Individuals with disabilities (<i>ADA</i>)	92.88%	50.58%	72.35%	58.11%	22.96%	19.67%
Economically disadvantaged students	>95.00%	49.08%	70.80%	78.45%	17.50%	15.46%
Single parents	NP	NP	NP	NP	NP	NP
Displaced homemakers	90.91%	40.00%	82.93%	80.00%	20.51%	25.00%
Limited English proficient students	>95.00%	58.02%	71.78%	75.00%	13.64%	<10.00%
Students in nontraditional programs	>95.00%	54.52%	67.45%	76.21%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Oregon		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	>95.00%	36.11%	64.14%	74.85%	17.32%	26.18%
Female	>95.00%	55.31%	70.42%	81.53%	17.71%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	92.38%	36.36%	65.29%	85.00%	20.33%	21.05%
Asian or Pacific Islander	>95.00%	48.51%	67.72%	84.68%	14.92%	14.55%
Black (not Hispanic)	91.33%	37.36%	70.59%	71.88%	23.81%	15.00%
Hispanic	>95.00%	41.36%	64.33%	74.81%	20.49%	10.85%
White (not Hispanic)	>95.00%	46.41%	67.89%	79.23%	16.96%	14.65%
Race and/or ethnicity unknown	>95.00%	47.69%	64.67%	77.06%	17.62%	17.53%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Pennsylvania

Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent including alternative standards for individuals with disabilities, or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma, during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrator respondents to the state education follow-up survey who were reported as pursuing additional education or training, in the military service, or employed.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	63.00%	56.00%	56.00%	92.00%	92.00%	94.53%	17.91%	12.27%
PY 2008–09 Results	43.36%	35.03%	60.54%	>95.00%	>95.00%	89.12%	17.29%	11.78%
Special populations								
Individuals with disabilities (<i>ADA</i>)	42.40%	32.00%	NP	>95.00%	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	14.78%	12.40%	47.60%	>95.00%	>95.00%	81.70%	12.33%	<10.00%
Economically disadvantaged students	35.64%	28.18%	54.99%	>95.00%	>95.00%	81.53%	19.50%	13.48%
Single parents	33.19%	23.38%	62.84%	93.77%	93.41%	80.77%	13.64%	12.28%
Displaced homemakers	>95.00%	>95.00%	<10.00%	>95.00%	>95.00%	NE	<10.00%	<10.00%
Limited English proficient students	<10.00%	13.56%	47.79%	94.12%	>95.00%	91.18%	19.16%	12.94%
Migrant students	42.86%	42.86%	50.00%	>95.00%	>95.00%	>95.00%	28.99%	16.67%
Students in nontraditional programs	53.50%	38.62%	51.28%	>95.00%	>95.00%	88.89%	NP	NP
Tech prep	50.17%	41.28%	61.67%	>95.00%	>95.00%	90.88%	16.20%	12.15%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Pennsylvania

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	41.20%	37.65%	56.99%	>95.00%	>95.00%	89.44%	<10.00%	<10.00%
Female	46.61%	31.10%	66.20%	>95.00%	>95.00%	88.66%	33.38%	27.40%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	46.67%	33.33%	52.00%	>95.00%	93.94%	<10.00%	20.71%	12.00%
Asian or Pacific Islander	57.04%	56.03%	57.89%	>95.00%	>95.00%	91.14%	27.66%	16.85%
Black (not Hispanic)	30.74%	22.48%	42.68%	>95.00%	>95.00%	84.21%	27.64%	19.73%
Hispanic	31.17%	22.98%	50.25%	>95.00%	>95.00%	89.78%	17.85%	14.83%
White (not Hispanic)	45.39%	36.99%	62.96%	>95.00%	>95.00%	89.47%	15.61%	10.92%
Race and/or ethnicity unknown	47.50%	36.59%	56.76%	>95.00%	>95.00%	>95.00%	25.11%	10.00%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Pennsylvania

Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who performed at or greater than the 2.5 GPA level in occupational courses during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrator respondents to the state education survey who were reported as employed, pursuing additional education or advanced training, or in the military.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	60.00%	40.00%	40.00%	93.52%	19.31%	17.21%
PY 2008–09 Results	75.65%	78.82%	73.22%	89.22%	22.30%	18.49%
Special populations						
Individuals with disabilities (<i>ADA</i>)	66.30%	56.49%	74.72%	83.97%	19.07%	17.70%
Economically disadvantaged students	73.60%	71.17%	75.30%	86.95%	24.66%	17.76%
Single parents	73.44%	57.53%	81.63%	88.79%	31.42%	21.79%
Displaced homemakers	81.74%	88.57%	82.74%	86.96%	21.05%	21.15%
Limited English proficient students	76.01%	87.41%	75.10%	78.12%	26.97%	26.09%
Students in nontraditional programs	73.91%	79.27%	72.46%	90.17%	NP	NP
Tech prep	84.48%	41.90%	74.12%	82.81%	22.30%	<10.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Pennsylvania		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	73.56%	71.87%	70.52%	88.00%	16.14%	15.46%
Female	77.14%	83.38%	75.02%	89.96%	26.83%	20.48%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	67.91%	91.67%	67.48%	88.89%	20.00%	13.79%
Asian or Pacific Islander	75.22%	82.35%	74.22%	82.98%	24.18%	17.75%
Black (not Hispanic)	62.93%	58.50%	70.52%	80.69%	28.83%	23.23%
Hispanic	69.88%	73.23%	71.95%	85.51%	29.27%	28.28%
White (not Hispanic)	78.34%	84.12%	73.49%	90.25%	20.11%	16.85%
Race and/or ethnicity unknown	76.73%	73.10%	75.65%	88.42%	25.92%	22.66%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Puerto Rico Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	56.00%	42.00%	87.00%	78.00%	91.00%	55.00%	9.00%	10.00%
PY 2008–09 Results	36.32%	<10.00%	>95.00%	83.41%	83.41%	57.94%	10.73%	84.57%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	15.79%	<10.00%	>95.00%	76.82%	76.82%	53.94%	11.53%	17.59%
Economically disadvantaged students	34.26%	<10.00%	>95.00%	82.55%	82.55%	55.72%	10.50%	84.06%
Single parents	26.56%	NP	>95.00%	83.92%	83.92%	69.93%	<10.00%	80.00%
Displaced homemakers	NP	NP	NP	NP	>95.00%	>95.00%	>95.00%	NP
Limited English proficient students	50.00%	NP	>95.00%	90.00%	90.00%	80.00%	17.65%	>95.00%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	NP	NP	93.57%	NP	84.05%	56.55%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Puerto Rico

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	29.78%	<10.00%	>95.00%	81.44%	81.44%	55.39%	19.19%	87.23%
Female	41.47%	<10.00%	>95.00%	85.02%	85.02%	60.02%	<10.00%	70.25%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NP	NP	NP	NP	NP	NP	>95.00%	NP
Asian	NP	NP	NP	>95.00%	NP	NP	NP	NP
Black or African American	NP	NP	NP	NP	NP	NP	NP	NP
Hispanic or Latino	NP	NP	>95.00%	83.44%	83.44%	57.93%	10.73%	84.57%
Native Hawaiian or Other Pacific Islander	NP	NP	>95.00%	NP	>95.00%	>95.00%	40.00%	NP
White	NP	NP	NP	NP	NP	>95.00%	>95.00%	NP
Two or more races	NP	NP	NP	NP	NP	NP	NP	NP

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Puerto Rico

Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	82.00%	94.00%	70.00%	46.00%	9.50%	8.00%
PY 2008–09 Results	87.16%	86.51%	86.96%	35.10%	21.03%	16.86%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP
Economically disadvantaged students	87.16%	86.51%	86.96%	35.10%	21.03%	16.86%
Single parents	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP
Limited English proficient students	87.16%	86.51%	86.96%	35.10%	21.03%	16.86%
Students in nontraditional programs	NP	NP	NP	NP	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Puerto Rico		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	85.97%	89.51%	90.98%	24.48%	13.68%	<10.00%
Female	88.74%	81.08%	79.03%	56.25%	27.41%	24.95%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NP	NP	NP	NP	NP	NP
Asian	NP	NP	NP	NP	NP	NP
Black or African American	NP	NP	NP	NP	NP	NP
Hispanic or Latino	87.16%	86.51%	86.96%	35.10%	21.03%	16.86%
Native Hawaiian or Other Pacific Islander	NP	NP	NP	NP	NP	NP
White	NP	NP	NP	NP	NP	NP
Two or more races	NP	NP	NP	NP	NP	NP

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Rhode Island Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma and left secondary education during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	28.00%	28.00%	30.00%	40.00%	71.00%	30.00%	10.00%	10.00%
PY 2008–09 Results	64.68%	24.85%	90.65%	94.88%	94.88%	28.87%	19.16%	24.24%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NE	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	32.72%	<10.00%	83.74%	>95.00%	>95.00%	NP	15.02%	12.50%
Economically disadvantaged students	54.31%	18.91%	82.97%	>95.00%	>95.00%	NP	21.86%	28.12%
Single parents	NP	NP	NE	NE	NE	NP	NE	NE
Displaced homemakers	NP	NP	NE	NE	NE	NP	NE	NE
Limited English proficient students	NP	NP	>95.00%	>95.00%	>95.00%	NP	21.05%	>95.00%
Migrant students	NP	NP	NE	NE	NE	PNO	NE	NE
Students in nontraditional programs	NP	NP	89.58%	83.65%	83.65%	NP	NP	NP
Tech prep	NP	NP	NP	NP	NP	PNO	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Rhode Island

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	60.04%	27.74%	91.51%	>95.00%	>95.00%	28.69%	<10.00%	<10.00%
Female	70.65%	21.12%	89.54%	94.40%	94.40%	29.11%	68.38%	82.76%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	50.00%	NP	>95.00%	>95.00%	>95.00%	NP	<10.00%	<10.00%
Asian or Pacific Islander	38.46%	18.75%	>95.00%	94.87%	94.87%	NP	15.00%	<10.00%
Black (not Hispanic)	40.00%	<10.00%	77.78%	>95.00%	>95.00%	NP	25.29%	42.86%
Hispanic	54.76%	13.79%	85.90%	>95.00%	>95.00%	NP	21.66%	31.43%
White (not Hispanic)	67.76%	27.86%	91.91%	94.30%	94.30%	NP	18.53%	21.23%
Race and/or ethnicity unknown	NP	NP	NE	NE	NE	NP	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Rhode Island Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who completed their CTE program and passed technical skill assessments that are aligned with industry standards, if available and appropriate during the reporting year, or earned a cumulative program GPA of 3.0 or greater.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	30.00%	25.00%	50.00%	50.00%	25.00%	25.00%
PY 2008–09 Results	>95.00%	>95.00%	29.58%	43.04%	74.05%	75.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	>95.00%	NE	NE	<10.00%	<10.00%
Economically disadvantaged students	87.50%	>95.00%	25.29%	37.72%	71.65%	25.00%
Single parents	NE	NE	NE	<10.00%	61.22%	NE
Displaced homemakers	>95.00%	>95.00%	NE	NE	87.50%	NE
Limited English proficient students	>95.00%	>95.00%	NE	NE	NE	<10.00%
Students in nontraditional programs	90.00%	>95.00%	25.21%	44.04%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state’s definition of CTE concentrators and Table C-2 for the state’s definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Rhode Island		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	>95.00%	>95.00%	32.86%	40.46%	78.00%	88.89%
Female	93.75%	>95.00%	27.69%	44.11%	70.85%	63.64%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NE	NE	66.67%	25.00%	46.67%	NE
Asian or Pacific Islander	>95.00%	>95.00%	27.78%	38.71%	70.69%	NE
Black (not Hispanic)	>95.00%	10.00%	28.07%	40.00%	66.89%	>95.00%
Hispanic	>95.00%	>95.00%	28.26%	37.50%	73.47%	>95.00%
White (not Hispanic)	>95.00%	>95.00%	29.09%	43.97%	75.66%	70.59%
Race and/or ethnicity unknown	>95.00%	>95.00%	32.52%	45.71%	13.29%	<10.00%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Rhode Island

Adult Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of adult concentrators who completed their adult program and passed technical skill assessments that are aligned with industry standards, if available and appropriate, during the reporting year.	Percentage of adult concentrators who received an industry-recognized credential or a certificate, and left an adult program during the reporting year.	Percentage of adult concentrators who remained enrolled in an adult program in the reporting period.	Percentage of adult concentrators who completed an adult program and earned a credential or certificate, if available, and who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left the adult program.	Percentage of adult participants from underrepresented gender groups who participated in an adult program that leads to employment in nontraditional fields during the reporting year.	Percentage of adult concentrators from underrepresented gender groups who completed an adult program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	50.00%	55.00%	77.00%	45.00%	15.00%	15.00%
PY 2008–09 Results	>95.00%	>95.00%	>95.00%	NP	90.16%	90.16%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	>95.00%	>95.00%	NP	>95.00%	>95.00%
Economically disadvantaged students	>95.00%	>95.00%	>95.00%	NP	93.02%	93.02%
Single parents	>95.00%	>95.00%	>95.00%	NP	84.38%	84.38%
Displaced homemakers	>95.00%	>95.00%	>95.00%	NP	88.89%	88.89%
Limited English proficient students	>95.00%	>95.00%	>95.00%	NP	>95.00%	>95.00%
Students in nontraditional programs	NE	NE	NE	NP	NP	NP
Tech prep	PNO	PNO	PNO	NP	PNO	PNO

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Rhode Island		Adult Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	>95.00%	>95.00%	>95.00%	NP	<10.00%	<10.00%
Female	>95.00%	>95.00%	>95.00%	NP	94.02%	94.02%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	>95.00%	>95.00%	>95.00%	NP	33.33%	33.33%
Asian or Pacific Islander	>95.00%	>95.00%	>95.00%	NP	>95.00%	>95.00%
Black (not Hispanic)	>95.00%	>95.00%	>95.00%	NP	66.67%	66.67%
Hispanic	>95.00%	>95.00%	>95.00%	NP	82.35%	82.35%
White (not Hispanic)	>95.00%	>95.00%	>95.00%	NP	>95.00%	>95.00%
Race and/or ethnicity unknown	>95.00%	>95.00%	>95.00%	NP	NE	NE
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

South Carolina Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who completed a CTE program and who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year plus concentrators who achieved a final GPA of at least 2.0 averaged over the year for all the CTE courses taken during the year for those program areas that do not have other valid and reliable assessments.	Percentage of CTE concentrators in grade 12 who completed a CTE program and who attained a South Carolina high school diploma, state certificate, or General Education Development (GED) credential.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who completed a CTE program and who are placed in postsecondary education, military service, or employment, averaged over a three-year period.	Percentage of CTE concentrators of the underrepresented gender enrolled in CTE programs identified as leading to nontraditional training and employment.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	52.20%	50.20%	85.40%	95.00%	71.10%	90.00%	14.20%	13.00%
PY 2008–09 Results	63.59%	58.24%	94.32%	>95.00%	>95.00%	>95.00%	13.77%	11.87%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	19.59%	18.68%	89.68%	>95.00%	86.97%	>95.00%	<10.00%	<10.00%
Economically disadvantaged students	49.79%	45.47%	92.92%	>95.00%	94.39%	>95.00%	14.84%	13.32%
Single parents	49.49%	41.36%	92.97%	>95.00%	>95.00%	91.27%	16.96%	14.89%
Displaced homemakers	NP	NP	85.71%	NP	85.71%	90.91%	20.00%	<10.00%
Limited English proficient students	29.77%	43.94%	93.48%	>95.00%	89.21%	>95.00%	<10.00%	<10.00%
Migrant students	NP	NP	>95.00%	NP	>95.00%	>95.00%	33.33%	33.33%
Students in nontraditional programs	NP	NP	>95.00%	NP	>95.00%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

South Carolina

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	61.99%	61.97%	92.24%	>95.00%	94.92%	>95.00%	<10.00%	<10.00%
Female	65.18%	54.51%	>95.00%	>95.00%	>95.00%	>95.00%	40.99%	36.99%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	63.64%	59.09%	86.21%	>95.00%	>95.00%	>95.00%	<10.00%	11.76%
Asian or Pacific Islander	76.92%	82.42%	>95.00%	>95.00%	>95.00%	>95.00%	<10.00%	13.33%
Black (not Hispanic)	50.04%	42.05%	92.81%	>95.00%	>95.00%	>95.00%	14.13%	13.15%
Hispanic	53.57%	60.08%	93.53%	>95.00%	91.88%	>95.00%	12.55%	12.64%
White (not Hispanic)	72.92%	68.55%	>95.00%	>95.00%	>95.00%	>95.00%	13.78%	11.18%
Race and/or ethnicity unknown	NP	NP	>95.00%	NP	>95.00%	>95.00%	<10.00%	<10.00%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

South Carolina		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who left with a degree, diploma, or certificate during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or continuing education, or placed in military service or apprenticeship programs in the third quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	84.35%	35.00%	55.00%	79.00%	7.36%	5.78%
PY 2008–09 Results	87.64%	49.83%	79.49%	83.02%	<10.00%	<10.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	88.89%	31.58%	65.77%	58.15%	<10.00%	<10.00%
Economically disadvantaged students	86.97%	52.35%	77.73%	81.39%	<10.00%	<10.00%
Single parents	87.18%	58.49%	84.88%	82.63%	<10.00%	<10.00%
Displaced homemakers	>95.00%	64.00%	80.16%	81.40%	<10.00%	<10.00%
Limited English proficient students	80.00%	70.00%	80.19%	76.84%	<10.00%	<10.00%
Students in nontraditional programs	87.78%	44.24%	75.16%	74.22%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

South Carolina		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	87.62%	50.14%	78.11%	82.46%	29.80%	14.50%
Female	87.64%	49.64%	80.13%	83.32%	<10.00%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	>95.00%	50.00%	76.13%	75.00%	13.17%	<10.00%
Asian or Pacific Islander	75.00%	33.33%	81.24%	77.30%	15.80%	10.39%
Black (not Hispanic)	78.73%	48.34%	76.34%	80.20%	<10.00%	<10.00%
Hispanic	87.50%	50.00%	82.28%	82.39%	12.22%	<10.00%
White (not Hispanic)	90.74%	50.54%	81.07%	84.49%	10.12%	<10.00%
Race and/or ethnicity unknown	80.95%	50.00%	81.22%	82.44%	12.07%	<10.00%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

South Dakota Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators attaining 72 percent in program year (PY) 2007–08 and 74 percent in PY 2008–09 of the average of courses in a CTE program.	Percentage of CTE concentrators who earned a regular secondary school diploma.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state’s computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators placed in postsecondary education, in the military service, or employment.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	66.00%	57.56%	94.42%	81.00%	81.00%	92.39%	11.14%	8.13%
PY 2008–09 Results	NP	NP	>95.00%	NP	>95.00%	93.59%	36.75%	20.63%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	10.43%	10.79%	91.88%	>95.00%	>95.00%	91.94%	34.77%	20.69%
Economically disadvantaged students	52.15%	49.86%	>95.00%	>95.00%	94.50%	92.57%	36.76%	21.63%
Single parents	45.83%	12.50%	91.43%	>95.00%	>95.00%	>95.00%	21.28%	20.69%
Displaced homemakers	NP	NP	NE	NP	NE	NE	NE	NE
Limited English proficient students	<10.00%	10.00%	81.63%	>95.00%	66.67%	37.50%	24.18%	21.95%
Migrant students	NP	NP	50.00%	NP	<10.00%	<10.00%	26.32%	<10.00%
Students in nontraditional programs	NP	NP	>95.00%	NP	>95.00%	94.93%	NP	NP
Tech prep	59.09%	61.44%	>95.00%	>95.00%	>95.00%	93.59%	36.75%	20.63%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state’s definition of CTE concentrators and Table C-2 for the state’s definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

South Dakota

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	NP	NP	>95.00%	NP	>95.00%	93.42%	44.08%	25.69%
Female	NP	NP	>95.00%	NP	>95.00%	93.88%	31.09%	18.57%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	45.21%	37.90%	91.54%	>95.00%	91.32%	84.65%	36.60%	22.65%
Asian or Pacific Islander	50.00%	40.91%	>95.00%	>95.00%	>95.00%	>95.00%	39.45%	17.86%
Black (not Hispanic)	56.52%	43.48%	>95.00%	>95.00%	>95.00%	>95.00%	38.12%	24.14%
Hispanic	59.26%	48.15%	90.91%	>95.00%	92.59%	93.10%	36.92%	28.89%
White (not Hispanic)	60.28%	63.74%	>95.00%	>95.00%	>95.00%	94.20%	36.70%	20.35%
Race and/or ethnicity unknown	NP	NP	NE	NP	NE	NE	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

South Dakota		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who attained a cumulative GPA of 2.0 or higher during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	89.62%	58.56%	74.68%	98.34%	10.76%	9.52%
PY 2008–09 Results	90.24%	60.50%	31.36%	>95.00%	11.06%	<10.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	81.60%	50.51%	33.33%	NE	14.73%	<10.00%
Economically disadvantaged students	89.76%	58.70%	35.40%	NE	12.47%	<10.00%
Single parents	89.18%	52.54%	37.38%	NE	12.09%	<10.00%
Displaced homemakers	91.18%	NE	>95.00%	NE	<10.00%	<10.00%
Limited English proficient students	82.50%	40.54%	35.29%	NE	13.41%	10.53%
Students in nontraditional programs	89.62%	47.62%	46.15%	NE	NP	NP
Tech prep	92.05%	64.08%	22.94%	NE	10.33%	<10.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

South Dakota		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	88.58%	61.44%	28.27%	>95.00%	<10.00%	<10.00%
Female	92.13%	59.50%	34.96%	>95.00%	12.81%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	87.50%	51.85%	70.00%	NE	11.30%	<10.00%
Asian or Pacific Islander	>95.00%	66.67%	44.44%	NE	19.05%	25.00%
Black (not Hispanic)	54.17%	18.75%	25.00%	NE	17.39%	<10.00%
Hispanic	89.13%	62.50%	45.45%	NE	16.67%	<10.00%
White (not Hispanic)	90.96%	61.63%	28.41%	NE	10.86%	<10.00%
Race and/or ethnicity unknown	65.79%	15.38%	50.00%	NE	11.90%	NE
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Tennessee

Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of grade 12 CTE concentrators who have mastered industry-validated career and technical proficiency standards in the reporting year.	Percentage of grade 12 CTE concentrators who have attained a Tennessee high school diploma, a state certificate, or a General Education Development (GED) credential.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who graduated in the reporting year and were placed in postsecondary education or advanced training, in the military service, or employment within one year of graduation.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	88.37%	84.00%	85.05%	87.47%	80.50%	87.80%	18.35%	21.77%
PY 2008–09 Results	93.15%	>95.00%	>95.00%	91.67%	90.94%	88.62%	19.03%	20.08%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	80.60%	88.43%	>95.00%	88.91%	88.53%	80.54%	15.92%	14.72%
Economically disadvantaged students	91.10%	>95.00%	>95.00%	88.32%	87.79%	82.17%	19.02%	19.41%
Single parents	91.25%	>95.00%	>95.00%	81.91%	80.59%	70.13%	18.17%	21.49%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	88.20%	>95.00%	>95.00%	85.71%	85.00%	84.06%	12.58%	16.09%
Migrant students	NP	NP	>95.00%	NP	88.46%	>95.00%	10.80%	<10.00%
Students in nontraditional programs	NP	NP	>95.00%	NP	89.07%	88.50%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Tennessee

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	90.93%	>95.00%	>95.00%	89.80%	89.02%	89.89%	11.86%	<10.00%
Female	>95.00%	>95.00%	>95.00%	93.68%	93.01%	87.29%	27.24%	35.95%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	>95.00%	>95.00%	>95.00%	87.10%	86.11%	85.71%	21.05%	34.29%
Asian or Pacific Islander	93.51%	>95.00%	>95.00%	>95.00%	>95.00%	90.60%	17.61%	22.22%
Black (not Hispanic)	91.04%	94.56%	>95.00%	89.76%	89.21%	77.89%	20.78%	17.37%
Hispanic	89.47%	>95.00%	>95.00%	90.84%	90.08%	83.80%	13.67%	15.18%
White (not Hispanic)	93.76%	>95.00%	>95.00%	92.14%	91.84%	91.01%	18.86%	20.91%
Race and/or ethnicity unknown	NP	NP	83.33%	NP	40.00%	85.71%	16.67%	<10.00%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Tennessee

Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who received an industry-recognized degree or award, and reported that they were placed in employment, enrolled in postsecondary education, or served in the military.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	84.00%	40.32%	63.75%	82.75%	24.53%	44.75%
PY 2008–09 Results	93.11%	44.33%	72.23%	93.59%	28.21%	48.39%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	42.70%	74.02%	82.67%	30.00%	41.79%
Economically disadvantaged students	93.05%	43.15%	72.51%	92.68%	30.25%	48.33%
Single parents	94.81%	45.55%	71.82%	93.77%	32.12%	47.37%
Displaced homemakers	>95.00%	56.25%	84.38%	91.43%	29.63%	40.00%
Limited English proficient students	83.33%	38.10%	74.29%	>95.00%	25.86%	45.00%
Students in nontraditional programs	>95.00%	48.39%	71.68%	91.13%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Tennessee		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	>95.00%	45.07%	71.58%	94.30%	16.55%	55.87%
Female	92.77%	44.03%	72.49%	93.20%	35.65%	45.21%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	>95.00%	40.82%	73.47%	84.62%	20.31%	28.57%
Asian or Pacific Islander	93.75%	46.15%	78.70%	91.30%	27.78%	50.00%
Black (not Hispanic)	87.88%	28.09%	62.94%	94.88%	30.84%	30.35%
Hispanic	85.71%	41.07%	69.64%	>95.00%	27.94%	41.18%
White (not Hispanic)	93.58%	48.71%	74.60%	93.47%	27.53%	53.78%
Race and/or ethnicity unknown	81.82%	39.26%	70.37%	89.23%	26.90%	36.36%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Tennessee

Adult Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrator completers during the reporting year who were placed in gainful employment, entered the military, or continued their education in postsecondary advanced studies.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	84.75%	64.45%	53.75%	80.75%	9.90%	44.75%
PY 2008–09 Results	>95.00%	65.83%	69.26%	76.41%	<10.00%	40.72%
Special populations						
Individuals with disabilities (<i>ADA</i>)	80.00%	67.72%	59.30%	43.12%	10.00%	29.03%
Economically disadvantaged students	86.42%	71.26%	59.19%	68.09%	<10.00%	15.06%
Single parents	90.55%	69.29%	59.18%	72.98%	<10.00%	47.10%
Displaced homemakers	93.43%	72.30%	59.20%	62.08%	11.71%	44.84%
Limited English proficient students	>95.00%	83.33%	59.65%	46.67%	12.96%	28.57%
Students in nontraditional programs	75.44%	67.48%	59.25%	37.25%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Tennessee

Adult Level—continued

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	>95.00%	61.80%	67.62%	81.69%	<10.00%	34.41%
Female	>95.00%	70.34%	71.44%	71.03%	<10.00%	50.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NP	NP	NP	NP	NP	NP
Asian or Pacific Islander	NP	NP	NP	NP	NP	NP
Black (not Hispanic)	NP	NP	NP	NP	NP	NP
Hispanic	NP	NP	NP	NP	NP	NP
White (not Hispanic)	NP	NP	NP	NP	NP	NP
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NP
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Texas		Secondary Level						
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state as the exit level Texas Assessment of Knowledge and Skills (TAKS) assessment required for graduation from high school and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state as the exit level TAKS assessment required for graduation from high school and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	95.00%	95.00%	72.40%	90.56%	89.81%	74.00%	38.64%	38.20%
PY 2008–09 Results	>95.00%	>95.00%	80.24%	93.11%	92.36%	73.65%	40.24%	39.31%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	79.70%	63.07%	73.78%	91.85%	91.55%	63.10%	36.20%	35.34%
Economically disadvantaged students	>95.00%	94.44%	75.38%	89.69%	88.99%	68.39%	38.73%	37.53%
Single parents	>95.00%	90.56%	74.51%	81.86%	51.91%	64.04%	42.76%	40.53%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	77.72%	78.38%	78.52%	76.48%	76.27%	41.72%	35.79%	32.71%
Migrant students	NP	NP	64.06%	NP	87.52%	63.74%	35.95%	35.91%
Students in nontraditional programs	NP	NP	84.24%	NP	>95.00%	75.38%	NP	NP
Tech prep	>95.00%	>95.00%	88.75%	>95.00%	94.78%	76.06%	37.77%	38.25%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Texas Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	>95.00%	>95.00%	78.88%	92.75%	91.79%	73.97%	33.99%	33.28%
Female	>95.00%	>95.00%	81.56%	93.48%	92.93%	73.32%	47.86%	46.14%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	>95.00%	>95.00%	57.69%	93.21%	92.22%	73.89%	39.73%	39.06%
Asian or Pacific Islander	>95.00%	>95.00%	90.60%	>95.00%	>95.00%	70.98%	43.04%	42.53%
Black (not Hispanic)	>95.00%	92.82%	81.93%	89.27%	88.85%	71.19%	42.66%	41.33%
Hispanic	>95.00%	94.98%	81.16%	90.69%	90.06%	69.68%	38.30%	37.02%
White (not Hispanic)	>95.00%	>95.00%	77.23%	>95.00%	>95.00%	78.35%	41.21%	40.68%
Race and/or ethnicity unknown	NP	NP	NE	NP	NP	NP	NP	NP
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department’s Oct. 19, 2007, memorandum titled “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data” (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) “The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)” that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category “Race and/or Ethnicity Unknown.” States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category “Race and/or Ethnicity Unknown.” The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Texas		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	82.65%	30.00%	64.00%	78.00%	22.52%	17.20%
PY 2008–09 Results	82.31%	30.18%	64.45%	77.32%	23.09%	17.02%
Special populations						
Individuals with disabilities (<i>ADA</i>)	80.07%	27.96%	63.38%	68.46%	23.79%	20.49%
Economically disadvantaged students	82.19%	30.04%	64.91%	76.11%	22.94%	18.05%
Single parents	83.05%	27.92%	61.51%	78.31%	24.48%	18.48%
Displaced homemakers	88.08%	38.48%	63.43%	66.98%	20.66%	17.25%
Limited English proficient students	79.00%	24.28%	63.46%	75.64%	25.89%	24.62%
Students in nontraditional programs	81.18%	24.63%	65.69%	76.33%	NP	NP
Tech prep	80.71%	27.71%	65.11%	77.43%	23.88%	18.69%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Texas		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	79.55%	27.16%	61.31%	78.31%	20.28%	16.86%
Female	84.15%	32.45%	66.56%	76.58%	25.06%	17.14%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	82.18%	29.38%	62.53%	65.62%	21.56%	16.42%
Asian or Pacific Islander	87.64%	35.34%	73.38%	71.31%	28.59%	26.72%
Black (not Hispanic)	74.77%	22.29%	58.64%	76.86%	26.09%	21.75%
Hispanic	80.69%	26.48%	63.97%	79.50%	23.36%	17.99%
White (not Hispanic)	85.06%	34.27%	65.76%	76.95%	21.32%	14.59%
Race and/or ethnicity unknown	87.66%	39.97%	68.67%	69.04%	25.71%	19.58%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

United States Virgin Islands

Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under Sec. 1111(b)(3) of <i>ESEA</i> based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Sec. 1111(b)(3) of <i>ESEA</i> based on the scores that were included in the state's computation of AYP and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have successfully completed all CTE courses and met state-established industry validated standards.	Percentage of CTE concentrators who have received a high school diploma or its recognized state equivalent and have left secondary education the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who have 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, or military service.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	45.50%	46.00%	70.85%	91.00%	78.50%	84.75%	40.00%	32.50%
PY 2008–09 Results	NP	NP	46.19%	>95.00%	63.84%	>95.00%	20.34%	15.91%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	10.03%	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	NP	NP	NE	NE	NE	NE	NE	NE
Economically disadvantaged students	NP	NP	46.19%	>95.00%	>95.00%	>95.00%	24.30%	15.91%
Single parents	NP	NP	NE	NE	NE	NE	NE	NE
Displaced homemakers	NP	NP	NE	NE	NE	NE	NE	NE
Limited English proficient students	NP	NP	<10.00%	<10.00%	NE	NE	NE	NE
Migrant students	NP	NP	NE	NE	NE	NE	NE	NE
Students in nontraditional programs	NP	NP	<10.00%	<10.00%	>95.00%	>95.00%	NP	NP
Tech prep	NP	NP	NE	NE	NE	NE	NE	NE

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

United States Virgin Islands

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	NP	NP	45.39%	>95.00%	>95.00%	>95.00%	33.03%	31.82%
Female	NP	NP	47.24%	>95.00%	44.13%	93.94%	<10.00%	<10.00%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NP	NP	NE	NE	NE	NE	NE	NE
Asian	NP	NP	NE	NE	NE	NE	NE	NE
Black or African American	NP	NP	47.13%	>95.00%	>95.00%	>95.00%	24.30%	15.91%
Hispanic or Latino	NP	NP	42.45%	>95.00%	>95.00%	>95.00%	NE	NE
Native Hawaiian or Other Pacific Islander	NP	NP	<10.00%	NE	NE	NE	NE	NE
White	NP	NP	NE	NE	NE	NE	NE	NE
Two or more races	NP	NP	NE	NE	NE	NE	NE	NE

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

United States Virgin Islands Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	73.50%	55.00%	33.50%	39.00%	35.00%	35.50%
PY 2008–09 Results	87.96%	69.81%	66.23%	17.75%	NP	<10.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	60.00%	NE	<10.00%	NP	NE
Economically disadvantaged students	87.96%	69.81%	66.23%	17.75%	NP	<10.00%
Single parents	>95.00%	71.88%	NE	23.44%	NP	<10.00%
Displaced homemakers	>95.00%	89.01%	<10.00%	<10.00%	NP	<10.00%
Limited English proficient students	12.20%	70.00%	NE	<10.00%	NP	<10.00%
Students in nontraditional programs	30.00%	>95.00%	NE	<10.00%	NP	NP
Tech prep	NE	NE	NE	NE	NP	NE

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

United States Virgin Islands		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	>95.00%	82.20%	NE	10.00%	NP	<10.00%
Female	84.23%	59.66%	66.23%	26.67%	NP	20.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NE	NE	NE	NE	NP	NE
Asian	71.43%	>95.00%	NE	<10.00%	NP	<10.00%
Black or African American	92.31%	66.18%	66.23%	19.86%	NP	<10.00%
Hispanic or Latino	58.33%	81.67%	NE	13.33%	NP	<10.00%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	NP	NE
White	>95.00%	88.89%	NE	<10.00%	NP	<10.00%
Two or more races	66.67%	>95.00%	NE	<10.00%	NP	<10.00%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Utah		Secondary Level						
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of students passing a skill test in the program of study of concentration in one of the required foundation courses.	Percentage of CTE concentrators earning a regular high school diploma, or a General Education Development (GED) credential reported with graduating class.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	79.82%	50.78%	70.00%	89.79%	85.70%	64.00%	34.01%	26.72%
PY 2008–09 Results	82.97%	53.25%	65.78%	94.98%	87.81%	66.48%	31.46%	18.12%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	36.48%	33.63%	28.81%	91.25%	79.27%	56.74%	26.95%	15.90%
Economically disadvantaged students	70.27%	45.65%	52.10%	88.56%	75.97%	59.20%	31.30%	19.95%
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	51.28%	33.64%	38.60%	83.18%	60.73%	48.20%	30.60%	18.90%
Migrant students	NP	NP	30.00%	NP	64.10%	61.54%	28.85%	<10.00%
Students in nontraditional programs	NP	NP	59.28%	NP	87.00%	65.43%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Utah

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	80.43%	55.96%	62.74%	>95.00%	86.64%	64.34%	20.54%	10.31%
Female	85.79%	50.14%	69.01%	94.84%	89.04%	68.68%	43.35%	30.69%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	65.07%	41.43%	40.41%	86.08%	75.32%	60.94%	40.33%	36.25%
Asian or Pacific Islander	77.05%	49.26%	52.10%	94.94%	88.51%	62.87%	33.64%	26.47%
Black (not Hispanic)	65.38%	41.00%	44.22%	89.91%	75.76%	54.80%	31.55%	20.00%
Hispanic	64.30%	38.55%	44.28%	85.48%	70.01%	53.94%	30.81%	17.14%
White (not Hispanic)	86.21%	56.87%	69.76%	>95.00%	90.48%	68.12%	31.26%	17.61%
Race and/or ethnicity unknown	NP	NP	54.17%	NP	84.21%	60.00%	38.83%	23.08%
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Utah		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of concentrators who passed technical skill assessments that are aligned with industry-recognized standards and resulting in state licensure.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	25.00%	25.00%	55.73%	70.03%	16.55%	16.91%
PY 2008–09 Results	38.89%	30.74%	74.01%	75.60%	22.77%	15.23%
Special populations						
Individuals with disabilities (<i>ADA</i>)	29.39%	36.42%	76.16%	70.95%	23.75%	17.50%
Economically disadvantaged students	36.33%	22.15%	72.10%	77.40%	28.14%	20.11%
Single parents	37.25%	60.00%	76.04%	73.68%	30.34%	11.11%
Displaced homemakers	50.00%	45.98%	83.96%	70.45%	28.38%	12.12%
Limited English proficient students	34.45%	15.36%	70.93%	71.01%	34.52%	17.28%
Students in nontraditional programs	30.33%	21.91%	75.33%	81.82%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Utah		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	37.51%	24.68%	72.81%	73.42%	<10.00%	12.30%
Female	39.49%	38.79%	75.75%	77.10%	50.40%	19.90%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	35.00%	18.78%	65.41%	68.06%	27.42%	13.33%
Asian or Pacific Islander	34.18%	18.26%	73.29%	76.43%	31.06%	17.72%
Black (not Hispanic)	23.81%	13.73%	68.19%	72.88%	27.13%	23.08%
Hispanic	32.80%	23.02%	69.24%	77.62%	24.51%	16.44%
White (not Hispanic)	39.45%	30.52%	74.31%	76.10%	22.10%	15.17%
Race and/or ethnicity unknown	39.05%	43.74%	76.45%	74.01%	23.29%	14.70%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Vermont		Secondary Level						
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	46.00%	20.00%	60.00%	95.00%	92.40%	95.00%	16.00%	15.00%
PY 2008–09 Results	47.77%	11.46%	53.78%	>95.00%	90.72%	94.43%	16.90%	15.90%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	11.55%	<10.00%	32.58%	>95.00%	82.46%	90.00%	14.96%	16.50%
Economically disadvantaged students	38.03%	<10.00%	50.00%	>95.00%	85.86%	90.77%	18.58%	19.19%
Single parents	NE	NP	NP	NE	NP	73.33%	NP	NP
Displaced homemakers	NP	NP	NE	NP	NE	NP	NP	NP
Limited English proficient students	NE	NP	NP	>95.00%	73.33%	88.24%	NP	NP
Migrant students	NP	NP	NE	NP	NE	NE	NE	NE
Students in nontraditional programs	NP	NP	58.21%	NP	88.00%	92.71%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Vermont

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	41.13%	12.28%	46.37%	>95.00%	89.92%	>95.00%	<10.00%	<10.00%
Female	57.92%	10.20%	68.55%	>95.00%	91.92%	93.22%	48.77%	47.26%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NE	NP	NP	>95.00%	NP	NP	28.57%	NP
Asian	NE	NE	NP	>95.00%	93.33%	>95.00%	NP	NP
Black or African American	NE	NE	NP	>95.00%	93.33%	>95.00%	NP	NP
Hispanic or Latino	NE	NE	NP	>95.00%	NP	>95.00%	NP	NP
Native Hawaiian or Other Pacific Islander	NP	NP	NE	NP	NE	NE	NE	NE
White	47.77%	11.46%	54.11%	>95.00%	90.74%	94.21%	16.65%	15.90%
Two or more races	NE	NE	NP	>95.00%	NP	NP	NP	NP

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Vermont		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented groups who participated in a program that, as specified by National Alliance for Partnerships in Equity (NAPE), leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented groups who participated in a program that, as specified by NAPE, leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	64.00%	40.00%	70.00%	45.00%	18.50%	15.00%
PY 2008–09 Results	>95.00%	73.20%	74.11%	44.99%	16.09%	15.65%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NP	65.38%	69.49%	NP	16.07%	NP
Economically disadvantaged students	95.00%	70.26%	71.72%	41.14%	17.00%	15.66%
Single parents	>95.00%	71.15%	94.12%	53.57%	14.23%	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP
Limited English proficient students	88.89%	75.00%	73.68%	NP	19.67%	NP
Students in nontraditional programs	>95.00%	77.78%	68.70%	40.54%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Vermont		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	90.91%	74.37%	75.33%	37.31%	12.18%	26.80%
Female	>95.00%	72.59%	73.04%	49.18%	23.39%	<10.00%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NP	NP	NP	NP	NP	NP
Asian	NP	61.11%	NP	NP	NP	NP
Black or African American	NP	NP	78.26%	NP	NP	NP
Hispanic or Latino	NP	NP	NP	NP	NP	NP
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	NE	NE
White	>95.00%	74.58%	74.30%	46.50%	15.73%	15.55%
Two or more races	NE	NE	NE	NE	NE	NE

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Virginia		Secondary Level						
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second and third quarters following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	85.00%	75.00%	79.00%	77.00%	61.00%	77.00%	14.00%	10.00%
PY 2008–09 Results	>95.00%	>95.00%	86.85%	>95.00%	94.14%	94.13%	35.85%	29.87%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	84.98%	89.75%	82.06%	>95.00%	63.75%	85.98%	NP	25.57%
Economically disadvantaged students	>95.00%	>95.00%	83.30%	>95.00%	89.56%	89.47%	NP	30.54%
Single parents	>95.00%	>95.00%	85.44%	>95.00%	91.77%	90.20%	NP	26.95%
Displaced homemakers	NP	NP	75.00%	NP	>95.00%	84.38%	NP	<10.00%
Limited English proficient students	94.85%	>95.00%	70.85%	92.98%	85.21%	>95.00%	NP	26.12%
Migrant students	NP	NP	92.86%	NP	78.57%	NE	NP	<10.00%
Students in nontraditional programs	NP	NP	86.76%	NP	>95.00%	94.56%	NP	NP
Tech prep	>95.00%	>95.00%	92.32%	92.32%	>95.00%	>95.00%	NP	32.25%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Virginia

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	>95.00%	>95.00%	86.25%	>95.00%	93.24%	93.51%	35.65%	24.88%
Female	>95.00%	>95.00%	87.54%	>95.00%	>95.00%	94.81%	36.07%	35.64%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	>95.00%	>95.00%	85.05%	>95.00%	94.39%	>95.00%	NP	36.00%
Asian	>95.00%	>95.00%	86.21%	>95.00%	>95.00%	>95.00%	NP	32.17%
Black or African American	>95.00%	>95.00%	85.80%	>95.00%	91.91%	91.80%	NP	46.63%
Hispanic or Latino	>95.00%	>95.00%	74.02%	>95.00%	92.26%	>95.00%	NP	27.66%
Native Hawaiian or Other Pacific Islander	NP	NP	NE	NP	NE	NE	NP	NE
White	>95.00%	>95.00%	88.66%	>95.00%	>95.00%	94.25%	NP	28.76%
Two or more races	NP	NP	NE	NP	NE	>95.00%	NP	NE

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Virginia		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	60.50%	36.00%	46.00%	70.00%	18.50%	14.00%
PY 2008–09 Results	75.16%	38.39%	67.98%	70.81%	18.00%	15.44%
Special populations						
Individuals with disabilities (<i>ADA</i>)	67.35%	45.13%	72.07%	52.94%	<10.00%	<10.00%
Economically disadvantaged students	76.39%	41.85%	75.99%	70.13%	<10.00%	<10.00%
Single parents	NP	NP	NP	NP	NP	NP
Displaced homemakers	85.86%	42.81%	67.68%	72.74%	<10.00%	<10.00%
Limited English proficient students	69.49%	10.87%	85.20%	71.43%	11.14%	<10.00%
Students in nontraditional programs	77.22%	35.97%	67.99%	66.26%	NP	NP
Tech prep	72.66%	42.93%	72.53%	68.50%	<10.00%	<10.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Virginia		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	71.53%	35.46%	66.12%	66.80%	12.09%	16.88%
Female	77.65%	40.44%	69.26%	73.28%	22.72%	14.74%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	80.66%	37.56%	62.83%	66.67%	20.21%	<10.00%
Asian or Pacific Islander	74.82%	34.52%	71.12%	64.75%	22.14%	19.86%
Black (not Hispanic)	67.53%	34.72%	66.88%	72.46%	20.24%	19.17%
Hispanic	69.52%	32.64%	70.23%	64.07%	20.67%	22.16%
White (not Hispanic)	78.41%	40.49%	67.84%	71.13%	16.06%	13.64%
Race and/or ethnicity unknown	73.14%	35.03%	70.48%	70.48%	20.59%	21.15%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Washington Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of exiting CTE concentrators who took and passed a program-specific assessment designed by the industry.	Percentage of CTE concentrators who have attained a high school diploma or General Education Development (GED) credential and who left secondary education in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were employed, enrolled in higher education, or enlisted in the military during the third post-exit quarter, based on administrative records or a student survey.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	61.50%	43.60%	38.71%	86.00%	70.00%	74.36%	26.00%	34.00%
PY 2008–09 Results	72.42%	37.21%	45.20%	39.99%	75.73%	78.13%	24.69%	31.09%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	33.33%	<10.00%	44.53%	33.72%	68.56%	58.98%	19.67%	21.98%
Economically disadvantaged students	69.19%	24.23%	43.42%	32.20%	71.06%	67.57%	26.30%	33.55%
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	37.20%	<10.00%	37.50%	30.47%	93.00%	68.10%	21.37%	26.99%
Migrant students	NP	NP	43.24%	NP	>95.00%	71.49%	29.72%	35.71%
Students in nontraditional programs	NP	NP	42.01%	NP	73.14%	77.06%	NP	NP
Tech prep	87.39%	56.09%	38.86%	88.46%	71.93%	78.65%	27.99%	31.55%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Washington

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	67.01%	38.24%	37.92%	37.59%	73.20%	81.65%	<10.00%	<10.00%
Female	83.01%	35.55%	57.70%	43.25%	78.97%	75.34%	48.50%	65.50%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	66.67%	21.67%	23.91%	29.48%	60.86%	64.54%	28.94%	32.63%
Asian	78.64%	43.89%	44.70%	43.65%	84.18%	82.03%	21.79%	31.17%
Black or African American	72.13%	19.75%	45.28%	37.56%	72.93%	72.58%	23.90%	39.62%
Hispanic or Latino	44.62%	19.49%	42.04%	35.29%	75.38%	71.66%	26.23%	34.80%
Native Hawaiian or Other Pacific Islander	NP	NP	50.00%	NP	79.00%	69.44%	23.52%	37.68%
White	81.24%	42.26%	46.05%	40.88%	76.66%	79.38%	24.61%	30.07%
Two or more races	NP	NP	NP	NP	NP	68.25%	NP	NP

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Washington

Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators, exiting during the reporting year, who have attained an award or completed at least 45 vocational credits with a 2.0 or greater GPA.	Percentage of CTE concentrators, existing during the reporting year, who have attained an award.	Percentage of CTE participants who are not yet concentrators at the beginning of the reporting year, who became CTE concentrators or enrolled in other higher education, including apprenticeship, during the reporting year.	Percentage of CTE concentrators who were either employed, according to Unemployment Insurance (UI) wage records, or in the military, and not enrolled in higher education during the third quarter after they exited.	Percentage of CTE participants from underrepresented gender groups who enrolled in a non-traditional program during the reporting period.	Percentage of CTE completers from underrepresented gender groups who were enrolled in a nontraditional program during the reporting period.
PY 2008–09 Performance levels	36.79%	29.41%	62.40%	58.00%	18.00%	17.50%
PY 2008–09 Results	NP	NP	55.75%	56.23%	17.43%	17.34%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NP	NP	60.32%	45.70%	21.08%	19.69%
Economically disadvantaged students	NP	NP	68.23%	57.86%	18.59%	16.88%
Single parents	NP	NP	48.34%	55.17%	17.39%	15.77%
Displaced homemakers	NP	NP	52.73%	54.15%	16.39%	15.54%
Limited English proficient students	NP	NP	42.53%	49.75%	19.98%	15.25%
Students in nontraditional programs	NP	NP	48.51%	57.40%	NP	NP
Tech prep	NP	NP	74.27%	56.58%	23.93%	16.94%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Washington		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	NP	NP	50.81%	51.45%	14.28%	17.54%
Female	NP	NP	60.73%	60.05%	20.53%	17.19%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NP	NP	52.98%	54.91%	23.39%	25.00%
Asian	NP	NP	63.34%	60.03%	21.01%	19.34%
Black or African American	NP	NP	50.92%	53.31%	22.11%	19.24%
Hispanic or Latino	NP	NP	52.14%	56.32%	30.39%	16.33%
Native Hawaiian or Other Pacific Islander	NP	NP	49.88%	61.54%	19.01%	15.15%
White	NP	NP	59.51%	56.97%	17.30%	16.88%
Two or more races	NP	NP	57.95%	57.96%	21.44%	20.00%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

West Virginia Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of nontraditional CTE participants in occupational courses during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	75.83%	65.83%	66.00%	95.00%	80.20%	91.56%	38.58%	14.45%
PY 2008–09 Results	69.35%	62.58%	67.83%	>95.00%	89.40%	92.23%	38.89%	18.15%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	50.36%	19.85%	56.79%	>95.00%	82.14%	84.38%	33.36%	14.63%
Economically disadvantaged students	47.51%	27.05%	68.16%	>95.00%	87.46%	93.47%	40.76%	<10.00%
Single parents	NE	NE	NP	NE	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	NE	NE	NE	NE	>95.00%	>95.00%	59.21%	33.33%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	NP	NP	75.86%	NP	>95.00%	>95.00%	NP	NP
Tech prep	NP	NP	67.93%	NP	>95.00%	88.76%	42.27%	18.50%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

West Virginia

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	62.94%	61.55%	65.32%	>95.00%	90.27%	93.22%	49.68%	18.73%
Female	77.39%	63.87%	71.90%	>95.00%	87.97%	90.72%	24.83%	17.26%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NP	NP	>95.00%	NE	NE	>95.00%	38.46%	>95.00%
Asian or Pacific Islander	50.00%	66.67%	>95.00%	>95.00%	>95.00%	>95.00%	41.83%	28.57%
Black (not Hispanic)	61.26%	36.94%	61.11%	>95.00%	92.11%	89.41%	43.01%	28.57%
Hispanic	82.35%	76.47%	>95.00%	>95.00%	85.71%	>95.00%	37.39%	23.08%
White (not Hispanic)	69.53%	63.14%	67.68%	>95.00%	89.32%	92.26%	38.77%	17.87%
Race and/or ethnicity unknown	NP	NP	NE	NP	NE	NE	NE	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

West Virginia		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	85.50%	54.00%	55.35%	89.72%	17.20%	19.09%
PY 2008–09 Results	90.26%	65.33%	51.52%	76.77%	18.15%	20.60%
Special populations						
Individuals with disabilities (<i>ADA</i>)	92.31%	58.82%	11.66%	80.00%	18.37%	20.00%
Economically disadvantaged students	91.69%	54.09%	51.52%	76.80%	18.14%	20.68%
Single parents	86.05%	72.09%	51.58%	76.77%	18.15%	20.62%
Displaced homemakers	87.72%	72.50%	51.62%	75.76%	18.14%	20.31%
Limited English proficient students	>95.00%	66.67%	50.00%	NE	<10.00%	<10.00%
Students in nontraditional programs	93.43%	56.50%	51.53%	76.66%	NP	NP
Tech prep	85.71%	78.38%	51.55%	76.67%	18.11%	20.55%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

West Virginia		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	88.67%	63.84%	49.04%	74.91%	15.94%	27.29%
Female	90.76%	66.46%	53.30%	77.67%	22.39%	16.34%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	>95.00%	85.71%	58.06%	75.00%	11.76%	<10.00%
Asian or Pacific Islander	93.94%	73.33%	56.34%	50.00%	19.51%	<10.00%
Black (not Hispanic)	89.80%	54.43%	47.52%	70.21%	20.07%	18.87%
Hispanic	50.00%	44.44%	58.06%	60.00%	<10.00%	<10.00%
White (not Hispanic)	90.33%	65.28%	51.54%	77.11%	18.14%	21.13%
Race and/or ethnicity unknown	50.00%	94.17%	56.93%	75.00%	20.73%	<10.00%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Wisconsin Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who graduated during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrator graduates who were placed in postsecondary education or advanced training, in the military service, or employment.	Percentage of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	71.70%	72.00%	81.71%	81.70%	81.75%	96.78%	25.00%	90.00%
PY 2008–09 Results	76.91%	74.05%	89.57%	>95.00%	>95.00%	93.40%	36.27%	93.15%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	34.16%	32.59%	88.60%	88.16%	88.99%	87.97%	34.55%	81.28%
Economically disadvantaged students	63.77%	60.85%	86.27%	89.89%	>95.00%	88.58%	32.59%	<10.00%
Single parents	55.93%	54.34%	78.67%	91.47%	91.47%	NP	26.92%	92.11%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	37.97%	44.57%	76.13%	88.96%	90.06%	94.37%	37.32%	94.05%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	NP	NP	87.88%	NP	94.45%	92.87%	NP	NP
Tech prep	80.07%	78.46%	89.64%	>95.00%	>95.00%	>95.00%	30.38%	>95.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Wisconsin

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	75.42%	76.27%	91.98%	94.83%	94.83%	92.84%	45.48%	92.13%
Female	78.66%	71.42%	87.71%	>95.00%	>95.00%	94.11%	25.00%	>95.00%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	64.10%	62.39%	70.27%	85.20%	85.20%	90.14%	38.37%	81.69%
Asian	54.78%	60.13%	88.21%	92.88%	92.87%	92.17%	38.92%	93.15%
Black or African American	42.43%	29.46%	79.38%	89.55%	89.55%	83.12%	44.54%	87.30%
Hispanic or Latino	55.32%	49.46%	74.66%	88.32%	88.32%	90.31%	38.92%	85.63%
Native Hawaiian or Other Pacific Islander	NP	NP	NE	NP	>95.00%	>95.00%	<10.00%	NE
White	82.58%	80.59%	91.42%	>95.00%	>95.00%	94.88%	34.30%	>95.00%
Two or more races	NP	NP	NE	NP	84.21%	88.89%	48.15%	83.33%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Wisconsin

Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed at least 80 percent of the technical courses attempted during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrator graduates who reported employment two quarters after the end of the academic year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	80.36%	44.65%	25.03%	90.00%	11.64%	9.38%
PY 2008–09 Results	81.44%	45.25%	25.54%	91.89%	12.84%	10.02%
Special populations						
Individuals with disabilities (<i>ADA</i>)	71.09%	38.50%	28.64%	83.04%	14.90%	10.31%
Economically disadvantaged students	76.28%	44.89%	24.39%	90.84%	15.33%	10.95%
Single parents	73.00%	39.58%	27.34%	89.01%	15.11%	11.86%
Displaced homemakers	72.82%	43.58%	27.96%	85.88%	16.85%	11.39%
Limited English proficient students	80.95%	49.23%	26.77%	72.59%	15.75%	16.36%
Students in nontraditional programs	80.96%	41.97%	49.32%	89.53%	NP	NP
Tech prep	83.29%	55.87%	20.95%	>95.00%	<10.00%	<10.00%

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Wisconsin		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	83.09%	44.71%	26.54%	91.58%	10.38%	<10.00%
Female	80.04%	45.70%	24.69%	92.14%	14.94%	11.48%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NA
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	71.17%	33.62%	30.17%	87.10%	16.36%	11.34%
Asian	74.25%	37.37%	29.12%	86.02%	11.99%	<10.00%
Black or African American	64.95%	32.93%	31.64%	82.62%	21.35%	18.16%
Hispanic or Latino	77.44%	36.61%	30.10%	75.41%	16.18%	12.13%
Native Hawaiian or Other Pacific Islander	91.67%	66.67%	25.00%	>95.00%	11.76%	23.08%
White	81.82%	46.77%	24.84%	92.84%	12.02%	<10.00%
Two or more races	NE	NE	NE	NE	11.40%	11.11%

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Wyoming Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under Sec. 1111(b)(3) of <i>ESEA</i> based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Sec. 1111(b)(3) of <i>ESEA</i> based on the scores that were included in the state's computation of AYP and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between Oct. 1, 2007, and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2008–09 Performance levels	66.00%	61.90%	52.00%	90.00%	80.00%	95.00%	29.71%	27.06%
PY 2008–09 Results	62.15%	64.68%	82.01%	94.00%	91.31%	>95.00%	33.99%	30.37%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	22.58%	25.00%	59.04%	89.22%	85.41%	92.42%	22.75%	16.46%
Economically disadvantaged students	50.39%	54.45%	75.95%	86.76%	84.57%	91.14%	36.05%	31.76%
Single parents	62.16%	64.86%	82.99%	95.00%	88.76%	90.48%	31.46%	38.71%
Displaced homemakers	NP	NP	66.67%	NP	>95.00%	>95.00%	33.33%	NE
Limited English proficient students	40.00%	40.00%	60.00%	79.31%	85.42%	83.78%	39.61%	44.44%
Migrant students	NP	NP	62.50%	NP	NE	>95.00%	80.00%	>95.00%
Students in nontraditional programs	NP	NP	86.56%	NP	>95.00%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category
ADA—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

Wyoming

Secondary Level—continued

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Gender								
Male	57.13%	66.91%	78.33%	93.21%	89.46%	>95.00%	<10.00%	<10.00%
Female	69.53%	61.41%	87.28%	>95.00%	93.91%	>95.00%	90.35%	88.10%
Race/ethnicity categories in the 1977 standards*								
American Indian or Alaska Native	47.06%	37.50%	67.09%	91.84%	83.33%	83.72%	27.14%	26.09%
Asian or Pacific Islander	81.25%	87.50%	88.89%	>95.00%	>95.00%	>95.00%	37.18%	40.00%
Black (not Hispanic)	47.37%	31.58%	73.33%	>95.00%	88.46%	93.33%	27.27%	<10.00%
Hispanic	49.24%	56.39%	80.48%	87.36%	88.53%	>95.00%	37.20%	28.00%
White (not Hispanic)	63.54%	65.97%	82.42%	94.55%	91.66%	>95.00%	33.95%	30.62%
Race and/or ethnicity unknown	NP	NP	>95.00%	NP	>95.00%	>95.00%	>95.00%	NE
Race/ethnicity categories in the 1997 revised standards*								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Wyoming		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Number of CTE concentrators in the identified entry cohort who receive or were eligible to receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who received or were eligible to receive a credential, certificate, or degree in a CTE program identified as preparing students for employment in an occupation identified as out-of-gender balance.
PY 2008–09 Performance levels	53.00%	37.50%	58.50%	65.00%	20.46%	12.61%
PY 2008–09 Results	>95.00%	30.44%	69.07%	94.83%	23.05%	11.11%
Special populations						
Individuals with disabilities (<i>ADA</i>)	90.91%	34.38%	73.13%	85.71%	33.33%	11.11%
Economically disadvantaged students	94.87%	31.32%	69.03%	91.78%	27.35%	17.00%
Single parents	>95.00%	34.78%	74.70%	>95.00%	42.86%	22.22%
Displaced homemakers	>95.00%	50.00%	79.07%	NE	60.00%	11.11%
Limited English proficient students	NE	76.92%	58.33%	NE	21.43%	<10.00%
Students in nontraditional programs	>95.00%	20.11%	63.61%	>95.00%	NP	NP
Tech prep	NP	NP	NP	NP	NP	NP

Notes: This table contains the results for students whom the state has identified as concentrators or participants (participants are only indicated by the state under the nontraditional participation core indicator) in career and technical education (CTE). See Appendix C, Table C-1 for the state's definition of CTE concentrators and Table C-2 for the state's definition of CTE participants. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered; NA—data not applicable for this category

ADA—Americans with Disabilities Act

Wyoming		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	>95.00%	32.63%	65.48%	>95.00%	<10.00%	<10.00%
Female	>95.00%	29.26%	71.40%	93.56%	38.29%	12.32%
Race/ethnicity categories in the 1977 standards*						
American Indian or Alaska Native	NE	16.87%	54.93%	>95.00%	29.79%	14.29%
Asian or Pacific Islander	>95.00%	27.27%	66.67%	>95.00%	30.84%	<10.00%
Black (not Hispanic)	NE	13.33%	43.75%	NE	22.69%	33.33%
Hispanic	92.31%	22.99%	70.75%	>95.00%	23.07%	<10.00%
White (not Hispanic)	>95.00%	31.23%	69.54%	94.46%	22.52%	11.30%
Race and/or ethnicity unknown	>95.00%	43.86%	75.68%	>95.00%	30.92%	14.29%
Race/ethnicity categories in the 1997 revised standards*						
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA

* Based on the information in the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states reported their data disaggregated by race/ethnicity using one of the following classification systems: (1) "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977; or (2) the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997. States that selected the 1977 OMB-issued standards for reporting race/ethnicity data submitted secondary-level and postsecondary-level data for the category "Race and/or Ethnicity Unknown." States that selected the 1997 OMB-issued standards for reporting race/ethnicity data did not submit any data for the category "Race and/or Ethnicity Unknown." The race/ethnicity categories under the OMB-issued standard for which the state **did not** submit data are designated as NA.

Glossary of Terms

1. Definitions of Special Populations and Other Student Categories

Below are the statutory *Perkins IV* definitions for each of the special populations and other student categories under the *Elementary and Secondary Education Act (ESEA)*, the *Individuals with Disabilities Education Act (IDEA)*, and the *Americans with Disabilities Act (ADA)*, 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; or

(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.” [Sec. 3(10) of *Perkins IV*]

Economically Disadvantaged

The term “economically disadvantaged” means “individuals from economically disadvantaged families, including foster children.” [Sec. 3(29)(B) of *Perkins IV*]

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.” [Sec. 3(16) of *Perkins IV*]

Individual With a Disability

The term an “individual with a disability” in Sec. 3(17) of *Perkins IV* “(A) ... means an individual with any disability (as defined in Sec. 3 of the *Americans with Disabilities Act of 1990* (42 U.S.C. 12102));” and “(B) the term ‘individuals with disabilities’ means more than 1 individual with a disability.”

The term “disability” as defined in Sec. 902(b)(1) of *ADA*, means “with respect to an individual, (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such an impairment.”

The term “disability status” as used in Sec. 1111(h)(1)(C)(i) of *ESEA* refers to a “child with a disability,” which under Sec. 9101(5) of *ESEA* has the same meaning as the term in Sec. 602 of *IDEA*.

The term an “individual with a disability” as defined in Sec. 602(3)(A) of *IDEA*, refers to a “child with a disability,” which means a child “(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as ‘emotional disturbance’), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services.” [Sec. 1111(h)(1)(C)(i) of *ESEA*; Sec. 602(3)(A) of *IDEA*; Sec. 902(b)(1) of *ADA*; Sec. 3(17) of *Perkins IV*]

Students in Nontraditional Fields

The term “students in nontraditional fields” as used in this report means students preparing for nontraditional fields. “Nontraditional fields” as defined in Sec. 3(20) of *Perkins IV*, means “occupations or fields of work, including careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.” [Sec. 3(20) and Sec. (29)(C) of *Perkins IV*]

Migrant Students

The term “migrant students” means students in the migrant status category as used in Sec. 1111(h)(1)(C)(i) of *ESEA*. While not defined in *ESEA*, the Department strongly encourages states to use the same definition of “migrant students” as the state uses in its annual state report card and as approved in its “Consolidated State Application Accountability Workbook.” [Sec. 1111(h)(1)(C)(i) of *ESEA*]

Single Parents

The term “single parents” includes single pregnant women. [Sec. 3(29)(D) of *Perkins IV*]

Special Populations

The term “special populations” means “(A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with limited English proficiency.” [Sec. 3(29) of *Perkins IV*]

2. Glossary of Race/Ethnicity Categories

Consistent with the Department’s Oct. 19, 2007, memorandum titled “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data” (see 72 *Federal Register* 59266), during PY 2008–09, states could report data disaggregated by race/ethnicity using the categories and definitions based on: (1) “The Standards for the Classification of Federal Data on Race and Ethnicity” (Statistical Policy Directive No. 15) that was issued by the Office of Management and Budget (OMB) in 1977; (2) the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997; or (3) any additional or combined category that a state uses for *ESEA* as approved in its “Consolidated State Application Accountability Workbook.”

Race/Ethnicity Categories in the OMB 1977 Standards

A state could report during PY 2008–09 disaggregated data by race and ethnicity using the following categories and definitions based on the “The Standards for the Classification of Federal Data on Race and Ethnicity” (Statistical Policy Directive No. 15) that was issued by OMB in 1977:

- **American Indian or Alaska Native**—A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

- **Asian or Pacific Islander**—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent, including, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
- **Black (not Hispanic)**—A person having origins in any of the Black racial groups of Africa.
- **Hispanic**—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.
- **White (not Hispanic)**—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Race and/or Ethnicity Unknown**—A postsecondary student only who does not self-identify a race and/or ethnicity on a local information collection.

Race/Ethnicity Categories in the OMB 1997 Revised Standards

A state could report during PY 2008–09 disaggregated data by race and ethnicity using the following categories and definitions based on the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997:

- **American Indian or Alaska Native**—A person having origins in any of the original peoples of North and South America (including Central America) and who maintains a tribal affiliation or community attachment.
- **Asian**—A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American**—A person having origins in any of the Black racial groups of Africa.
- **Hispanic or Latino**—A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
- **Native Hawaiian or Other Pacific Islander**—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White**—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Two or More Races**—A person belonging to two or more racial groups.
- **Race and/or Ethnicity Unknown**—A postsecondary student only who does not self-identify a race and/or ethnicity on a local information collection.

Race/Ethnicity Categories Approved Under *ESEA*

A state may report disaggregated data by race/ethnicity using any additional or combined categories used for reporting under *ESEA* as approved in its “Consolidated State Application Accountability Workbook.”



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