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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 2009–10

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Career and Technical  
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**Report to Congress on State Performance  
Program Year 2009–10**

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

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May 2013

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## Abbreviations

<i>ADA</i>	<i>Americans with Disabilities Act of 1990</i>
<b>AYP</b>	adequate yearly progress
<b>CAR</b>	Consolidated Annual Report
<b>CTE</b>	career and technical education
<b>core indicators</b>	core indicators of performance
<b>Department</b>	U.S. Department of Education
<b>DQI</b>	Data Quality Institute
<i>EDEN</i>	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>
<b>FY</b>	federal fiscal year
<b>GED</b>	General Education Development (test and credential)
<b>GPA</b>	grade point average

<b>IDEA</b>	<i>Individuals with Disabilities Education Act</i>
<b>LEA</b>	local educational agency
<b>NASDCTEc</b>	National Association of State Directors of Career Technical Education Consortium
<b>NATPL</b>	National Association for Tech Prep Leadership
<b>NCLB</b>	<i>No Child Left Behind Act of 2001</i>
<b>NA</b>	data not applicable
<b>NE</b>	state reported no enrollment
<b>NP</b>	data not provided
<b>NSWG</b>	Next Steps Work Group
<b>OMB</b>	Office of Management and Budget
<b>OVAE</b>	Office of Vocational and Adult Education
<b>PCRN</b>	Peer Collaborative Resource Network
<b><i>Perkins I</i></b>	<i>Carl D. Perkins Vocational Education Act</i>
<b><i>Perkins II</i></b>	<i>Carl D. Perkins Vocational and Applied Technology Education Act</i>
<b><i>Perkins III</i></b>	<i>Carl D. Perkins Vocational and Technical Education Act of 1998</i>
<b><i>Perkins IV</i></b>	<i>Carl D. Perkins Career and Technical Education Act of 2006</i>
<b>PIN</b>	personal identification number
<b>PNO</b>	state reported program not offered
<b>PY</b>	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 allotment<sup>1</sup> under Title I (Career and Technical Education [CTE]<sup>2</sup> Assistance to the States<sup>3</sup>) 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://cte.ed.gov/accountability/reports/reportstocongress.cfm> and (2) in hard copy text format, on request.

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<sup>1</sup> 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.

<sup>2</sup> 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.”

<sup>3</sup> 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 levels<sup>4</sup>—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*.<sup>5</sup> 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.”

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<sup>4</sup> 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*.

<sup>5</sup> 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” or “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, Missouri, Ohio, Oklahoma, 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<sup>6</sup> Program year (PY)<sup>7</sup> 2009–10 (which corresponds to funds appropriated for federal fiscal year [FY] 2009), the third PY of *Perkins IV*,<sup>8</sup> was the second year of five-year plans, submitted to the secretary, pursuant to Sec. 122(a)(1) of *Perkins IV*, and each state was required by the secretary to report student data on all the core indicators of performance under Sec. 113(b) of *Perkins IV*. Each state defines CTE students

<sup>6</sup> 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*.

<sup>7</sup> The PY generally operates July 1–June 30.

<sup>8</sup> PY 2009–10, the third PY of *Perkins IV*, also is referred to as “PY three” of *Perkins IV*.

as CTE participants<sup>9</sup> and CTE concentrators,<sup>10</sup> and annually submits CTE student data to the Department<sup>11</sup> based on its definitions of CTE concentrators and CTE participants.

<b>Table ES-1. Perkins IV Sec. 113(b) core indicators for career and technical education students at secondary and postsecondary levels</b>	
<b>Perkins IV Sec. 113(b)(2)(A) Secondary core indicators</b>	<b>Perkins IV Sec. 113(b)(2)(B) Postsecondary core indicators</b>
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	

Notes: 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. Perkins IV means the Carl D. Perkins Career and Technical Education Act of 2006. PY 2009–10, the third PY of Perkins IV, is the second year states are required to report on all of the core 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 categories<sup>12</sup> listed in Sec. 3(29) of Perkins IV<sup>13</sup> and in each of the student categories listed in Sec. 1111(h)(1)(C)(i) of ESEA.<sup>14</sup>

<sup>9</sup> Although the definitions of CTE participants vary among states, generally states define CTE participants as students who have completed one or more CTE courses at the secondary level or one or more credits at the postsecondary level. See Appendix C, table C-2, for each state’s definition of CTE participant.

<sup>10</sup> See Appendix C, table C-1, for each state’s definition of CTE concentrator.

<sup>11</sup> 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>

<sup>12</sup> See the Glossary of Terms in this report for the definitions of each special population category.

<sup>13</sup> 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.”

<sup>14</sup> 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:<sup>15</sup>

- 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 Prep<sup>16</sup> Education) requires states that do not consolidate all of their *Perkins IV* funds<sup>17</sup> 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*.<sup>18</sup> For data collection and reporting purposes, the Department divides *Perkins IV* Sec. 203(e)

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<sup>15</sup> The categories in which states must report disaggregated data reflect the requirement of Sec. 113(e)(3) of *Perkins IV* that the secretary ensures that states do not report duplicative data under Sec. 113(c) of *Perkins IV*.

<sup>16</sup> 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 (i) 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 (ii) integrates academic with career and technical education.

<sup>17</sup> 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*. 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*. See Appendix A, table A-2, for the states with tech prep programs. In table A-2, each state without a zero in the column entitled “Total Title II funds remaining after Title I consolidation” have tech prep programs.

<sup>18</sup> 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 into six indicators of performance at the secondary level and five indicators of performance at the postsecondary level.<sup>19</sup> The Department labels the *Perkins IV* Sec. 203(e) indicators of performance as shown in table ES-2. Data for PY 2009–10, the second 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 students at secondary and postsecondary levels**

<b><i>Perkins IV</i> Sec. 203(e) Secondary indicators of performance</b>	<b><i>Perkins IV</i> Sec. 203(e) Postsecondary indicators of performance</b>
Number of tech prep <sup>a</sup> students <sup>b</sup> served	Number of tech prep 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 <sup>c</sup> 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	

<sup>a</sup> 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 (i) 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 (ii) integrates academic with career and technical education.

<sup>b</sup> 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.

<sup>c</sup> 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 *Perkins IV* Sec. 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 2009–10, program year three of *Perkins IV*, is the second year states are required to report on all of the *Perkins IV* indicators of performance. See Appendix A, table A-2, for the states with tech prep programs. In table A-2, each state without a zero in the column entitled “Total Title II funds remaining after Title I consolidation” have tech prep programs.

This report is the Department’s third annual report to Congress under *Perkins IV*. It presents data that states submitted to the Department for PY 2009–10. State directors submitted their data electronically to the Department and attested to the accuracy and completeness of their data using an electronic personal identification number (PIN).

<sup>19</sup> The six secondary indicators reflect the language of Sec. 203(e)(1)(A) and (B) of *Perkins IV*, and the five postsecondary indicators reflect the language of Sec. 203(e)(1)(A) and (C) of *Perkins IV*.

For PY 2009–10, each state, operating under the second year of its five-year plan pursuant to Sec. 122(a)(1) of *Perkins IV*, was also 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 2009–10<sup>20</sup>—

- Enrollment data for CTE participants<sup>21</sup> 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 concentrators<sup>22</sup> by gender, educational level, and the career clusters<sup>23</sup> 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 2009–10 than in the previous program year.**

Enrollment figures for PY 2009–10 reflect a 1 percent increase from the previous year.<sup>24</sup> The 2009–10 rate of CTE student participation is within 4 percent of the highest year of enrollment (PY 2006–07) during the past eight years (PY 2002–2010) of *Perkins III*<sup>25</sup> and *Perkins IV* implementation (figure 1).

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<sup>20</sup> 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 in this report are for CTE concentrators.

<sup>21</sup> See Appendix C, table C-2, for each state's definition of CTE participant.

<sup>22</sup> See Appendix C, table C-1, for each state's definition of CTE concentrator.

<sup>23</sup> 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.

<sup>24</sup> States report data based on their definitions of CTE participant and CTE concentrator. See Appendix C, table C-2, for each state's definition of CTE participant and table C-1 for each state's definition of CTE concentrator.

<sup>25</sup> The *Carl D. Perkins Vocational and Technical Education Act of 1998* (*Perkins III*).

- **Ninety-two percent, or 47 of the 51 states<sup>26</sup> that reported complete 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 (table 9).<sup>27</sup>**
- **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) information technology (table 5).**
- **Secondary career and technical education student enrollment decreased by approximately 2 percent in PY 2009–10, when compared to PY 2008–09 (table 3).**
- **Postsecondary career and technical education student enrollment increased 5 percent in PY 2009–10, when compared to PY 2008–09 (table 3).<sup>28</sup>**
- **Adult<sup>29</sup> career and technical education student enrollment increased in excess of 11 percent in PY 2009–10, when compared to PY 2008–09<sup>30</sup> (table 4).**
- **Ninety-one percent, or 49 of 54 states<sup>31</sup> that reported on their *Perkins* Sec. 113(b) core indicators of performance, reported that they met or exceeded their performance levels for secondary student graduation rates (table 8).**
- **Eighty-seven percent, or 47 of 54 states that reported on secondary school completion, met or exceeded their performance levels (table 8).**

<sup>26</sup> Only the 50 U.S. 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). For the purpose of the analysis, 51 states reporting statewide graduation rates and CTE graduation rates, therefore, include 49 states, the District of Columbia, and the Commonwealth of Puerto Rico. The state of Oklahoma did not report CTE graduation rates for PY 2009–10.

<sup>27</sup> 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.

<sup>28</sup> 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.

<sup>29</sup> Florida, Louisiana, Missouri, Ohio, Oklahoma, 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.

<sup>30</sup> For PY 2008–09, the adult career and technical education student enrollment was 157,523.

<sup>31</sup> The 50 U.S. 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 2009–10. The Republic of Palau did not submit data because it did not have a fully approved state plan. However, the Department provided technical support to the Republic of Palau as they continue to refine their 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 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and the outlying area of Guam although the state of Oklahoma did not report CTE graduation rates for PY 2009–10.

- **Seventy-two percent, or 39 of the 54 states that reported data on secondary technical skill attainment and nontraditional participation, met or exceeded their performance levels** (table 8).
- **Forty-eight percent, or 26 of 54 states, met or exceeded all of their secondary performance levels by at least 90 percent** (table 8).
- **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).
- **Eighty-nine percent, or 48 of the 54 states that reported data on postsecondary technical skill attainment, met or exceeded their performance levels** (table 10).
- **Eighty-three percent, or 45 of the 54 states that reported data on postsecondary student retention or transfer, met or exceeded their performance levels** (table 10).
- **Sixty-five percent, or 35 of the 54 states that reported postsecondary nontraditional participation, met or exceeded their performance levels** (table 10).
- **Seventy-two percent, or 39 of 54 states, met or exceeded all of their postsecondary performance levels by at least 90 percent** (table 10).

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 2009–10. 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.

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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 states<sup>32</sup> for the improvement of secondary and postsecondary career and technical education (CTE)<sup>33</sup> programs.<sup>34</sup> For program year (PY) 2009–10,<sup>35</sup> which was the third program year<sup>36</sup> under *Perkins IV* and which corresponds to the U.S. Department of Education’s (Department’s) fiscal year (FY) 2009 appropriation, Congress appropriated just over \$1.25 billion for *Perkins IV*

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<sup>32</sup> 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.

<sup>33</sup> 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.”

<sup>34</sup> 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)*.

<sup>35</sup> This report does not include data from the Republic of Palau. The Republic of Palau does 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.

<sup>36</sup> The third program year under *Perkins IV* is also referred to as “PY three.”

programs, including approximately \$1.14 billion under Title I (Career and Technical Education Assistance to the States) of *Perkins IV*<sup>37</sup> and approximately \$102.98 million under Title II (Tech Prep<sup>38</sup> Education) of *Perkins IV*.<sup>39</sup> 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 2009–10, 25 states<sup>40</sup> chose to consolidate all *Perkins IV*, Title II, funds with their *Perkins IV*, Title I, funds, and one state<sup>41</sup> 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 2009–10, 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 for PY 2009–10, corresponding to federal fiscal year (FY) 2009, the year covered in this report.

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<sup>37</sup> Under Title I of *Perkins IV*, the Department made grants from FY 2009 funds to each of the 50 U.S. 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.

<sup>38</sup> 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 (i) 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 (ii) integrates academic and career and technical education. See Appendix A, table A-2, for the states with tech prep programs. In table A-2, each state without a zero in the column entitled “Total Title II funds remaining after Title I consolidation” had tech prep programs.

<sup>39</sup> Under Title II of *Perkins IV*, the Department made 52 grants to each of the 50 U.S. 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*.

<sup>40</sup> See Appendix A, table A-2. Each state with a zero in the column entitled “Total Title II funds remaining after Title I consolidation” chose to consolidate all *Perkins IV*, Title II funds.

<sup>41</sup> Alabama.



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 for PY 2009–10, corresponding to FY 2009, the year covered in this report.

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 levels<sup>42</sup>—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*.<sup>43</sup> 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<sup>44</sup> 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.

<sup>42</sup> 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*.

<sup>43</sup> 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” or “core indicators.”

<sup>44</sup> 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*.

- (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.”

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, Missouri, Ohio, Oklahoma, 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.<sup>45</sup> For PY 2009–10, 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 the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2009–10.<sup>46</sup> PY 2009–10 was the second year of each state’s five-year plan, submitted to the secretary, pursuant to Sec. 122(a)(1) of *Perkins IV*.

<b>Table 1. Perkins IV Sec. 113(b) core indicators for career and technical education students at secondary and postsecondary levels</b>	
<b>Perkins IV Sec. 113(b)(2)(A) Secondary core indicators</b>	<b>Perkins IV Sec. 113(b)(2)(B) Postsecondary core indicators</b>
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	

Notes: 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. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. PY 2009–10, program year three of *Perkins IV*, is the second 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 categories<sup>47</sup> listed in Sec. 3(29) of *Perkins IV*<sup>48</sup> and in each of the categories listed in

<sup>45</sup> 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*.

<sup>46</sup> 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 in this report are for CTE concentrators.

<sup>47</sup> See the Glossary of Terms in this report for definitions of each special population category.

<sup>48</sup> 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.”

Sec. 1111(h)(1)(C)(i) of *ESEA*.<sup>49</sup> To avoid states reporting duplicative data, the secretary requires states to disaggregate data only in the following categories:<sup>50</sup>

- 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 Prep<sup>51</sup> Education) requires states that do not consolidate all of their *Perkins IV* funds<sup>52</sup> 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

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<sup>49</sup> 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).”

<sup>50</sup> 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*.

<sup>51</sup> 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 (i) 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 (ii) integrates academic and career and technical education.

<sup>52</sup> 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*. 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*.

the 11 other indicators of performance listed in Sec. 203(e) of *Perkins IV*.<sup>53</sup> 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.<sup>54</sup>

<b>Table 2. <i>Perkins IV</i> Sec. 203(e) indicators of performance for tech prep students at secondary and postsecondary levels</b>	
<b><i>Perkins IV</i> Sec. 203(e) Secondary indicators of performance</b>	<b><i>Perkins IV</i> Sec. 203(e) Postsecondary indicators of performance</b>
Number of tech prep <sup>a</sup> students <sup>b</sup> served	Number of tech prep 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 <sup>c</sup> 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	

<sup>a</sup> 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 (i) 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 (ii) integrates academic and career and technical education.

<sup>b</sup> 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.

<sup>c</sup> 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 *Perkins IV* Sec. 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 2009–10, program year three of *Perkins IV*, is the second year states are required to report on all of the *Perkins IV* indicators of performance.

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),

<sup>53</sup> 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.”

<sup>54</sup> The six secondary indicators reflect the language of Sec. 203(e)(1)(A) and (B) of *Perkins IV*, and the five postsecondary indicators reflect the language of Sec. 203(e)(1)(A) and (C) of *Perkins IV*.

for PY 2009–10, 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 measures of their 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 participants<sup>55</sup> and CTE concentrators.<sup>56</sup> Therefore, the data in this report specifies whether the data relate to CTE participants or CTE concentrators.

Despite some notable differences among state definitions and measures, states have generally achieved greater validity, reliability, and comparability in their definitions and measures. The greatest differences among states remain their definitions of CTE

<sup>55</sup> See Appendix C, table C-2, for each state’s definition of CTE participant.

<sup>56</sup> See Appendix C, table C-1, for each state’s definition of CTE concentrator.

concentrators at the secondary level (see Appendix C, table C-1) 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).

In accordance with the requirements of *Perkins IV*, the Department negotiates annual performance levels on each of the core indicators with each state. Each state identifies its performance levels for the *Perkins IV* Sec. 113(b) core indicators in its state plan submitted under Sec. 122 of *Perkins IV*. Levels of performance for each of the core indicators of performance must be expressed in a percentage or numerical form, so that they are objective, quantifiable, and measurable. Further, the performance levels must be set such that the state is required to continually make progress toward improving the performance of career and technical education students (see Sec. 113(b)(3)(A)(i) of *Perkins IV*).

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

The Department undertook a variety of efforts during PY 2009–10 to help states develop and implement their *Perkins* accountability systems and meet their *Perkins IV* performance levels. The Department provided customized technical assistance to states on *Perkins IV* accountability issues. Four states—Idaho, Michigan, Montana, and Oregon—requested technical assistance for PY 2009–10, bringing to 32 the total number of states that have received such assistance since it was first offered in 2005. Those that requested technical assistance in PY 2009–10 received departmental assistance on a variety of issues, including ways to implement a performance-based funding system; exploring options for collecting secondary placement data; identifying a process or processes to accurately match assessment scores to other student data required for *Perkins* reporting; and creating a model Program of Study (POS) state approval form and related guidance that incorporates information contained in OVAE’s POS framework.

The Department 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. As in previous years, among the issues addressed during PY 2009–10 were validity and reliability standards for measurement approaches for the *Perkins IV* Sec. 113(b) core indicators; common measurement approaches for the *Perkins IV* Sec. 203(e) indicators of performance; and tracking students’ employment outcomes in compliance with *Family Education Rights and*

*Privacy Act (FERPA)*. Also, in order to address issues related to the *Perkins IV* accountability system, during PY 2009–10 the Department hosted a Data Quality Meeting<sup>57</sup> for CTE directors and their accountability staff.

The Department reviewed states' *Perkins* accountability systems as part of its *Perkins IV* monitoring site visits. As in previous years, and consistent with the grant monitoring practices of the Department, the following issues were addressed during these visits: (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 continued to upgrade its Peer Collaborative Resource Network (PCRN) website<sup>58</sup> based on issues identified by the field and by the states in order to provide current, relevant information. Relevant technical assistance materials are provided in the form of virtual learning modules and PowerPoint presentations in accordance with the needs and interests of the field. 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 CTE concentrators or by disaggregated categories of students. This information 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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<sup>57</sup> This was part of the Department's annual Data Quality Institute program. For PY 2009–10, the event was called a "Data Quality Meeting."

<sup>58</sup> The Department's Peer Collaborative Resource Network (PCRN) website is located at <http://cte.ed.gov>.



# State Performance Data

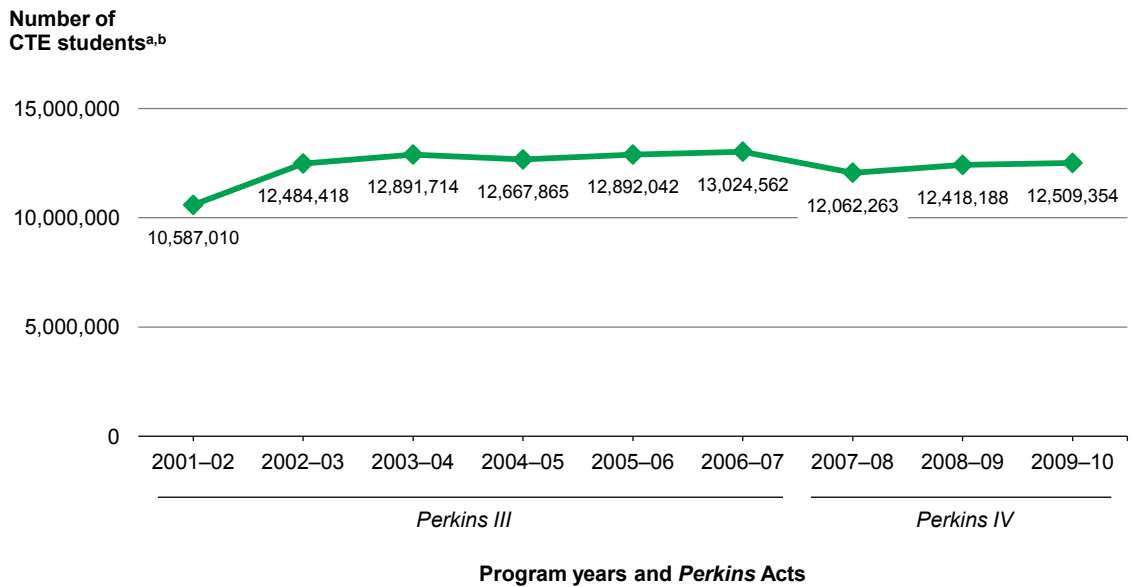
## A. Enrollment in Career and Technical Education Programs

States reported in PY 2009–10 that over 12 million students enrolled in secondary and postsecondary CTE programs, a slight increase (91,166 students) from PY 2008–09. The number of participating CTE students is commensurate with the past eight years of *Perkins III* and *IV* implementation (figure 1). Enrollment data reflect unduplicated counts of all students reported by each state as having completed 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 CTE student<sup>59</sup> enrollment in the 2008–09 and 2009–10 reports to Congress differ from earlier (PY 2001–02 to PY 2007–08) reports in that tech prep students are not reported as a separate student population. Data from previous years were inflated due to the reporting of duplicated enrollment. Figure 1 illustrates the corrected, unduplicated CTE student enrollment for PY 2001–02 to PY 2009–10. This figure shows the steady enrollment of CTE students over time of above 12 million students per year participating in CTE programs per year at the secondary, postsecondary, and adult levels.

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<sup>59</sup> The data reported reflect students enrolled in CTE programs identified by each state. States report data based on their definitions of CTE participant and CTE concentrator. See Appendix C, table C-2, for each state's definition of CTE participant and table C-1 for each state's definition of CTE concentrator.

**Figure 1. Career and technical education student enrollment for program years 2001–02 to 2009–10**



<sup>a</sup> States report data based on their definitions of CTE participant and CTE concentrator. See Appendix C, table C-2, for each state’s definition of CTE participant and table C-1 for each state’s definition of CTE concentrator.

<sup>b</sup> Reflects unduplicated counts of all students reported by each state as having taken one or more CTE courses at the secondary, postsecondary, and adult levels.

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 U.S. 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 2009–10. 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.

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 2007–2010 (OMB Number 1830-0569).

Table 3 lists the enrollment data for the CTE students for PY 2008–09 and PY 2009–10 by state. Twenty-eight states reported an increase in their secondary CTE student enrollment, and 42 states reported such increases at the postsecondary level. The percentage of change in the comparisons of the state totals reveal that secondary CTE student participation decreased 1.85 percent from the previous year, while postsecondary CTE student participation increased 4.85 percent from the previous year.

**Table 3. Enrollment comparison of CTE students in CTE programs, for program years 2008–09 and 2009–10, by state**

States <sup>b</sup>	Secondary CTE students <sup>a</sup>			Postsecondary CTE students <sup>a</sup>		
	PY 2008–09	PY 2009–10	Increase or decrease <sup>c</sup> in enrollment	PY 2008–09	PY 2009–10	Increase or decrease <sup>c</sup> in enrollment
Alabama	131,751	176,061	33.63%	45,530	84,226	84.99%
Alaska	15,658	16,336	4.33%	6,593	6,499	-1.43%
Arizona	104,804	105,333	0.50%	217,309	140,227	-35.47%
Arkansas	159,378	99,006	-37.88%	37,935	32,445	-14.47%
California	1,155,358	990,970	-14.23%	1,517,363	1,411,072	-7.00%
Colorado	90,623	90,600	-0.03%	42,946	48,432	12.77%
Connecticut	104,109	110,896	6.52%	28,212	30,577	8.38%
Delaware	25,328	25,544	0.85%	10,940	11,272	3.03%
District of Columbia	2,921	4,072	39.40%	4,046	3,920	-3.11%
Florida	436,982	423,086	-3.18%	88,197	95,318	8.07%
Georgia	320,625	323,412	0.87%	138,256	158,823	14.88%
Guam	1,859	2,289	23.13%	1,162	2,181	87.69%
Hawaii	26,525	27,469	3.56%	9,142	9,773	6.90%
Idaho	86,955	89,322	2.72%	8,301	9,929	19.61%
Illinois	324,584	308,184	-5.05%	187,762	205,718	9.56%
Indiana	88,178	121,925	38.27%	34,112	87,768	157.29%
Iowa	121,900	95,250	-21.86%	42,684	50,442	18.18%
Kansas	56,735	52,522	-7.43%	16,797	21,059	25.37%
Kentucky	141,281	150,350	6.42%	30,083	35,333	17.45%
Louisiana	140,670	140,350	-0.23%	27,248	23,658	-13.18%
Maine	8,261	8,459	2.40%	6,304	7,559	19.91%
Maryland	107,615	111,366	3.49%	57,243	67,835	18.50%
Massachusetts	58,552	58,701	0.25%	48,830	54,209	11.02%
Michigan	130,446	122,826	-5.84%	121,276	135,633	11.84%
Minnesota	102,061	108,705	6.51%	57,483	58,620	1.98%
Mississippi	18,578	139,782	652.41%	8,182	26,676	226.03%
Missouri	125,601	134,995	7.48%	46,147	58,524	26.82%
Montana	11,696	11,571	-1.07%	5,993	6,749	12.61%
Nebraska	84,693	88,945	5.02%	41,551	52,381	26.06%
Nevada	61,037	52,614	-13.80%	33,851	33,465	-1.14%
New Hampshire	10,688	11,510	7.69%	8,218	13,545	64.82%
New Jersey	108,266	102,142	-5.66%	73,394	79,316	8.07%
New Mexico	44,443	42,394	-4.61%	40,921	43,747	6.91%
New York	127,047	153,574	20.88%	142,435	188,489	32.33%
North Carolina	557,449	550,061	-1.33%	130,203	150,866	15.87%
North Dakota	19,705	21,323	8.21%	6,495	9,430	45.19%
Ohio	127,085	129,679	2.04%	105,725	118,343	11.93%
Oklahoma	112,982	17,037	-84.92%	31,415	34,235	8.98%

See notes at end of table.

**Table 3. Enrollment comparison of CTE students in CTE programs, for program years 2008–09 and 2009–10, by state (continued)**

States <sup>b</sup>	Secondary CTE students <sup>a</sup>			Postsecondary CTE students <sup>a</sup>		
	PY 2008–09	PY 2009–10	Increase or decrease <sup>c</sup> in enrollment	PY 2008–09	PY 2009–10	Increase or decrease <sup>c</sup> in enrollment
Oregon	96,504	101,133	4.80%	66,224	80,140	21.01%
Pennsylvania	68,472	64,913	<b>-5.20%</b>	77,792	82,542	6.11%
Puerto Rico	10,305	27,478	166.65%	2,490	3,215	29.12%
Republic of Palau <sup>d</sup>	NA	NA	NA	NA	NA	NA
Rhode Island	23,169	6,659	<b>-71.26%</b>	2,551	2,174	<b>-14.78%</b>
South Carolina	192,261	188,701	<b>-1.85%</b>	53,479	61,452	14.91%
South Dakota	30,992	30,810	<b>-0.59%</b>	4,359	4,192	<b>-3.83%</b>
Tennessee	178,234	159,378	<b>-10.58%</b>	26,916	28,890	7.33%
Texas	1,012,774	1,027,435	1.45%	233,366	269,380	15.43%
United States Virgin Islands <sup>e</sup>	5,299	3,124	<b>-41.05%</b>	396	NP	†
Utah	90,469	87,003	<b>-3.83%</b>	51,748	36,709	<b>-29.06%</b>
Vermont	5,697	4,720	<b>-17.15%</b>	3,619	4,120	13.84%
Virginia	253,323	260,464	2.82%	98,111	104,433	6.44%
Washington	295,746	299,089	1.13%	211,272	220,891	4.55%
West Virginia	54,113	48,844	<b>-9.74%</b>	22,682	24,636	8.61%
Wisconsin	93,348	90,612	<b>-2.93%</b>	149,646	158,910	6.19%
Wyoming	14,524	14,444	<b>-0.55%</b>	18,071	10,509	<b>-41.85%</b>
<b>Total</b>	<b>7,777,659</b>	<b>7,633,468</b>	<b>†</b>	<b>4,483,006</b>	<b>4,700,487</b>	<b>†</b>
<b>Percent Difference</b>	<b>†</b>	<b>†</b>	<b>-1.85%</b>	<b>†</b>	<b>†</b>	<b>4.85%</b>

† No data applicable to the cell.

NA Data not applicable.

NP Data not provided.

<sup>a</sup> States report data based on their definitions of CTE participant and CTE concentrator. See Appendix C, table C-2, for each state's definition of CTE participant and table C-1 for each state's definition of CTE concentrator.

<sup>b</sup> 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.

<sup>c</sup> Negative percentages (shown in bold) indicate a decrease in secondary or postsecondary CTE participant enrollment in the state.

<sup>d</sup> The Republic of Palau does not have a fully approved state plan under *Perkins IV* for PY 2009–10; therefore, it did not report enrollment data for PY 2009–10.

<sup>e</sup> 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: 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 U.S. 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 2009–10. 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 2009–10 (OMB Number 1830-0569).

Table 4 presents states' CTE student data by gender, race/ethnicity, and special populations and other student categories. These data include duplicate counts. For example, a student may be not only disabled but also economically disadvantaged, and 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 students in figure 1, because a few states did not submit disaggregated data for CTE students in one or more categories.

**Table 4. Enrollment of CTE students in CTE programs, by disaggregated student categories, for program year 2009–10**

CTE student <sup>a</sup> characteristics	Disaggregated student 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 <sup>b</sup>	Male	4,042,776	52.96%	2,137,499	45.47%	92,061	52.49%
	Female	3,590,692	47.04%	2,562,988	54.53%	83,338	47.51%
<b>Total<sup>h</sup></b>		<b>7,633,468</b>	<b>100.00%</b>	<b>4,700,487</b>	<b>100.00%</b>	<b>175,399</b>	<b>100.00%</b>
Race/Ethnicity 1977 standards <sup>c</sup>	American Indian or Alaska Native	44,381	0.58%	15,873	0.36%	2,388	1.37%
	Asian or Pacific Islander	112,520	1.47%	51,825	1.17%	2,269	1.30%
	Black (not Hispanic)	917,213	12.00%	336,003	7.58%	26,946	15.43%
	Hispanic	837,188	10.96%	165,467	3.73%	17,615	10.09%
	White	2,296,965	30.06%	862,514	19.47%	88,584	50.74%
	Unknown	82,740	1.08%	117,160	2.64%	2,367	1.36%
Race/Ethnicity 1997 standards <sup>c</sup>	American Indian or Alaska Native	47,738	0.62%	44,658	1.01%	264	0.15%
	Asian	185,873	2.43%	265,182	5.99%	295	0.17%
	Black or African American	440,571	5.77%	320,075	7.22%	14,005	8.02%
	Hispanic/Latino	757,925	9.92%	574,202	12.96%	937	0.54%
	Native Hawaiian or Other Pacific Islander	30,893	0.40%	17,482	0.39%	10	0.01%
	White	1,836,916	24.04%	1,641,117	37.04%	18,830	10.79%
	Two or More Races	50,954	0.67%	18,772	0.42%	78	0.04%
	Unknown	NA <sup>d</sup>	†	294,404	6.65%	620	0.36%
<b>Total<sup>h</sup> (unduplicated count)</b>		<b>7,641,877</b>	<b>100.00%</b>	<b>4,430,330</b>	<b>100.00%</b>	<b>174,588</b>	<b>100.00%</b>
Special populations and other student categories	Individuals with disabilities (ADA <sup>e</sup> )	NA <sup>f</sup>	†	139,472	4.34%	10,115	7.70%
	Individuals with disabilities (ESEA/IDEA)	812,237	13.65%	NA <sup>g</sup>	†	NA <sup>h</sup>	†
	Economically disadvantaged students	3,058,294	51.39%	1,614,558	50.29%	77,486	59.00%
	Single parents	36,124	0.61%	299,400	9.32%	13,534	10.30%
	Displaced homemakers	1,359	0.02%	100,040	3.12%	5,146	3.92%
	Limited English proficient	432,587	7.27%	216,212	6.73%	8,100	6.17%
	Migrant students	60,271	1.01%	NA <sup>i</sup>	†	NA <sup>i</sup>	†
	Students in nontraditional programs	1,550,501	26.05%	841,076	26.20%	16,960	12.91%
<b>Total<sup>h</sup> (duplicated count)</b>		<b>5,951,373</b>	<b>100.00%</b>	<b>3,210,758</b>	<b>100.00%</b>	<b>131,341</b>	<b>100.00%</b>

† No data applicable to the cell.

NA Data not applicable.

<sup>a</sup> States report data based on their definitions of CTE participant and CTE concentrator. See Appendix C, table C-2, for each state's definition of CTE participant and table C-1 for each state's definition of CTE concentrator.<sup>b</sup> 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) students in figure 1 because a few states did not submit disaggregated data on CTE students for one or more categories.<sup>c</sup> 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 2009–10 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.<sup>d</sup> Secondary Education reports are based on the 1997 Race/Ethnicity categories. The 1997 Race/Ethnicity classification system does not contain an "unknown" category.<sup>e</sup> 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.

Notes continued on next page.

**Table 4. Enrollment of CTE students in CTE programs, by disaggregated student categories, for program year 2009–10 (continued)**

<sup>f</sup> 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.

<sup>g</sup> *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 service

<sup>h</sup> 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.

<sup>i</sup> The sum of the totals for gender corresponds to the total for career and technical education student enrollment for PY 2009–10 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 student enrollment for PY 2009–10 in figure 1.

Notes: 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 U.S. 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 2009–10. 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, Missouri, Ohio, Oklahoma, 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 2009–10 (OMB Number 1830-0569).

States also reported in PY 2009–10 that in excess of 3 million secondary students and in excess of 2 million postsecondary students concentrated in CTE (CTE concentrators<sup>60</sup>) 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) (table 5).<sup>61</sup> The National Career Clusters Framework<sup>62</sup> is comprised of 16 Career Clusters and related Career Pathways to help students of all ages explore different career options and provides a preparatory framework of instruction for college and career. Each career cluster represents a distinct grouping of occupations and industries based on 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.

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

<sup>60</sup> See Appendix C, table C-1, for each state’s definition of CTE secondary and postsecondary concentrators.

<sup>61</sup> 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.

<sup>62</sup> The National Career Clusters Framework (<http://www.careertech.org/career-clusters/glance/clusters.html>).

concentrators were in the following cluster areas: (1) business management and administration; (2) agriculture, food, and natural resources; and (3) information technology. 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.

Career cluster areas <sup>a</sup>	Secondary		Postsecondary	
	Number of CTE concentrators <sup>b</sup>	Percentage of CTE concentrators	Number of CTE concentrators <sup>b</sup>	Percentage of CTE concentrators
Agriculture, food, and natural resources	336,746	11.10%	29,761	1.37%
Architecture and construction	190,867	6.29%	129,987	5.98%
Arts, audio-visual technology, and communication	262,184	8.65%	89,289	4.10%
Business management and administration	415,748	13.71%	351,918	16.18%
Education and training	99,641	3.29%	102,466	4.71%
Finance	54,513	1.80%	14,378	0.66%
Government and public administration	24,331	0.80%	2,372	0.11%
Health science	271,291	8.95%	634,246	29.16%
Hospitality and tourism	126,956	4.19%	54,842	2.52%
Human services	305,163	10.06%	146,992	6.76%
Information technology	320,726	10.58%	130,802	6.01%
Law, public safety, and security	68,781	2.27%	193,517	8.90%
Manufacturing	124,105	4.09%	125,413	5.77%
Market sales and service	144,652	4.77%	33,880	1.56%
Science, technology, engineering, and mathematics	148,808	4.91%	51,166	2.35%
Transportation, distribution, and logistics	138,212	4.56%	84,223	3.87%
<b>Total</b>	<b>3,032,724</b>	<b>100.00%</b>	<b>2,175,252</b>	<b>100.00%</b>

<sup>a</sup> 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.

<sup>b</sup> See Appendix C, table C-1, for each state's definition of CTE concentrator.

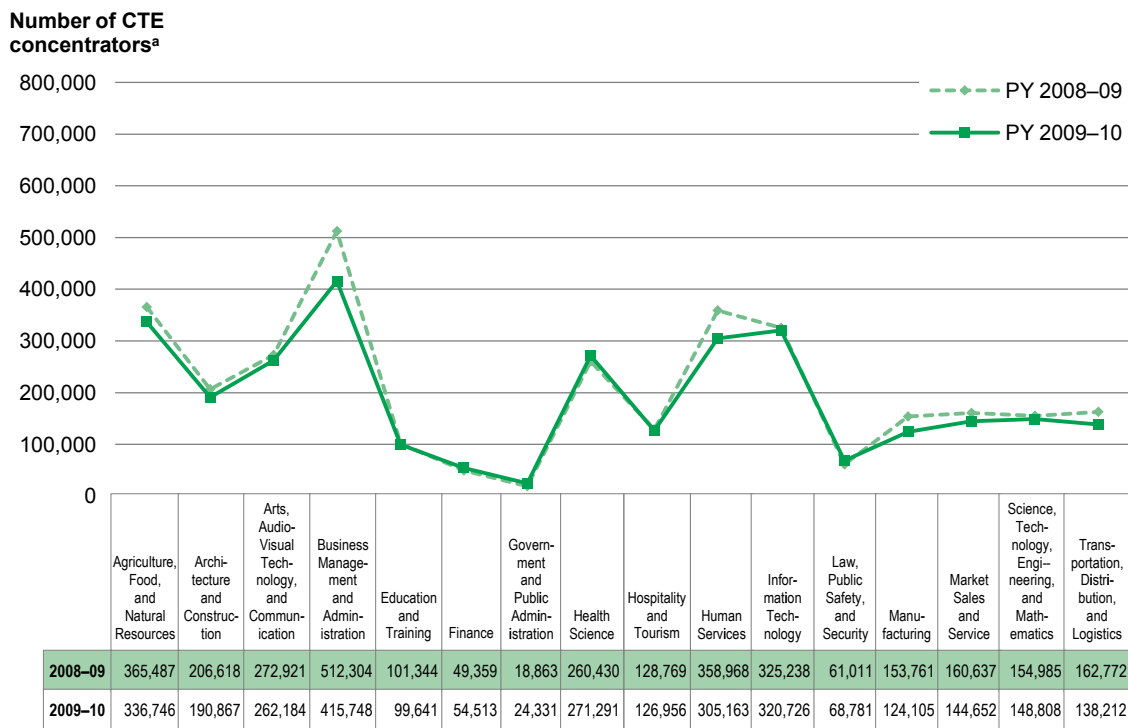
Notes: CTE means career and technical education. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. The percentages in the boxed cells indicate the career cluster areas with the three highest enrollment percentages for secondary and postsecondary CTE concentrators. The 50 U.S. 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 2009–10. 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 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 2009–10 (OMB Number 1830-0569).



Figure 2 illustrates the changes in participation of CTE concentrators from PY 2008–09 to PY 2009–10 at the secondary level. States reported lower enrollments of CTE concentrators at the secondary level in PY 2009–10 compared to last year (PY 2008–09), with decreases in 12 of the secondary clusters. However, the finance; government and public administration; health science; and law, public safety, and security clusters experienced an increase in enrollment.

**Figure 2. Enrollment comparison of secondary CTE concentrators in CTE programs, by career cluster areas, for program years 2008–09 and 2009–10**



**Career cluster areas<sup>b</sup> and enrollment**

<sup>a</sup> See Appendix C, table C-1, for each state's definition of secondary CTE concentrator.

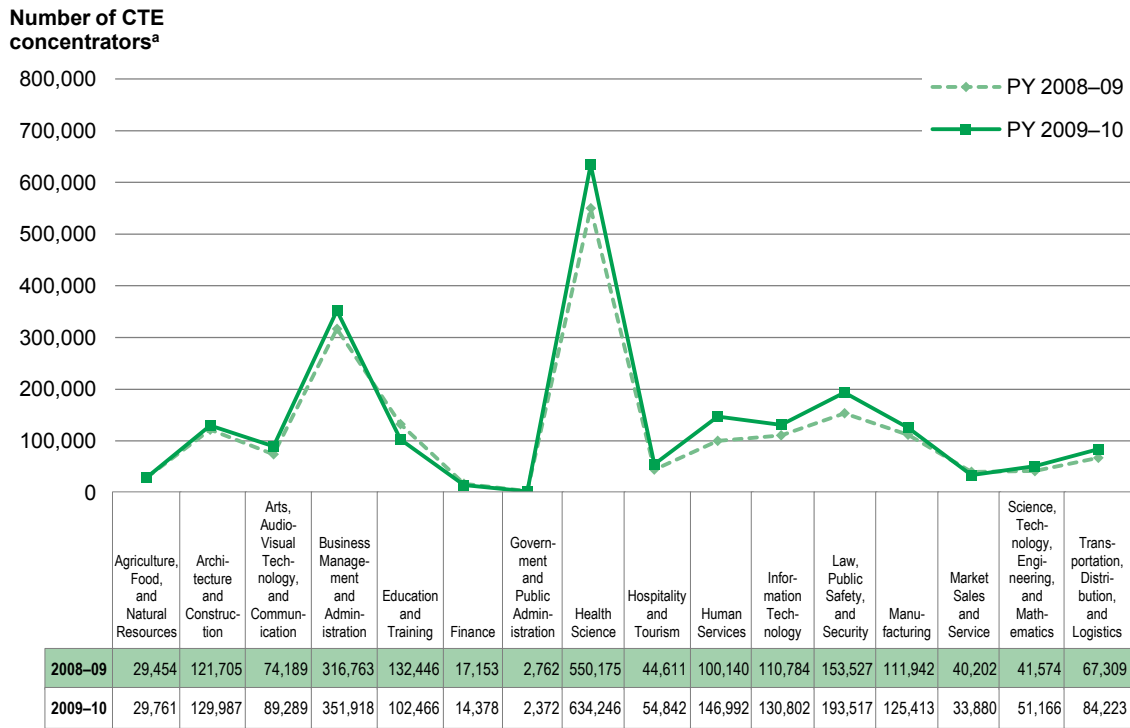
<sup>b</sup> Based on the National Career Clusters Framework (<http://www.careertech.org/career-clusters/g glance/clusters.html>). Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require.

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 U.S. 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 2009–10. 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 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 2009–10 (OMB Number 1830-0569).

Figure 3 illustrates the changes in participation of CTE concentrators from PY 2008–09 to PY 2009–10 at the postsecondary level. States reported higher enrollments of CTE concentrators at the postsecondary level in PY 2009–10 compared to last year (PY 2008–09), with increases in 12 of the postsecondary clusters. However, the education and training; finance; government and public administration; and market sales and service clusters experienced a decrease in enrollment.

**Figure 3. Enrollment comparison of postsecondary CTE concentrators in CTE programs, by career cluster areas, for program years 2008–09 and 2009–10**



**Career cluster areas<sup>b</sup> and enrollment**

<sup>a</sup> See Appendix C, table C-1, for each state's definition of postsecondary CTE concentrator.

<sup>b</sup> 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.

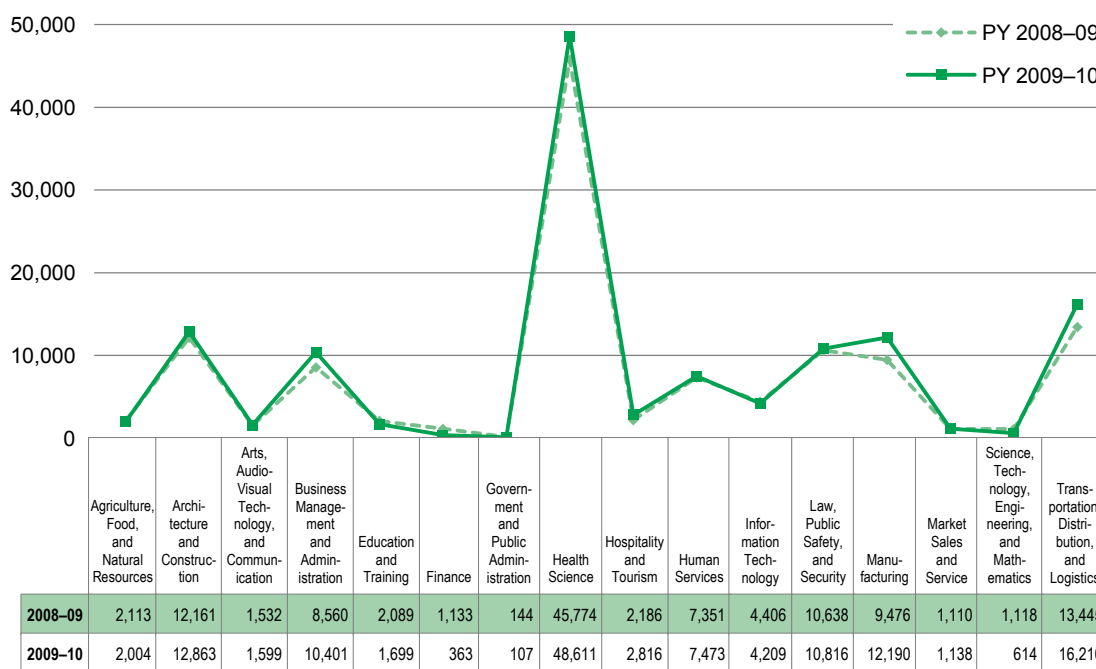
Notes: CTE means career and technical education. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. PY means program year. The 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data and information under *Perkins IV* for PY 2009–10. 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 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 2009–10 (OMB Number 1830-0569).

Figure 4 illustrates the changes in adult CTE concentrator enrollment in CTE programs for PY 2008–09 and PY 2009–10. States reported higher enrollments of CTE concentrators at the adult level in PY 2009–10 compared to last year (PY 2008–09), with increases in 10 of the adult clusters. However, the agriculture, food, and natural resources; education and training; finance; government and public administration; information technology; and science, technology, engineering, and mathematics clusters experienced a decreased enrollment. Enrollment in the health science cluster continues to excel in comparison to other program areas.

**Figure 4. Enrollment comparison of adult CTE concentrators in CTE programs, by career cluster areas, for program years 2008–09 and 2009–10**

**Number of CTE concentrators<sup>a</sup>**



**Career cluster areas<sup>b</sup> and enrollment**

<sup>a</sup> See Appendix C, table C-1, for each state's definition of CTE concentrator. Florida, Louisiana, Missouri, Ohio, Oklahoma, 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.

<sup>b</sup> 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 U.S. 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 2009–10. 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 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 2009–10 (OMB Number 1830-0569).

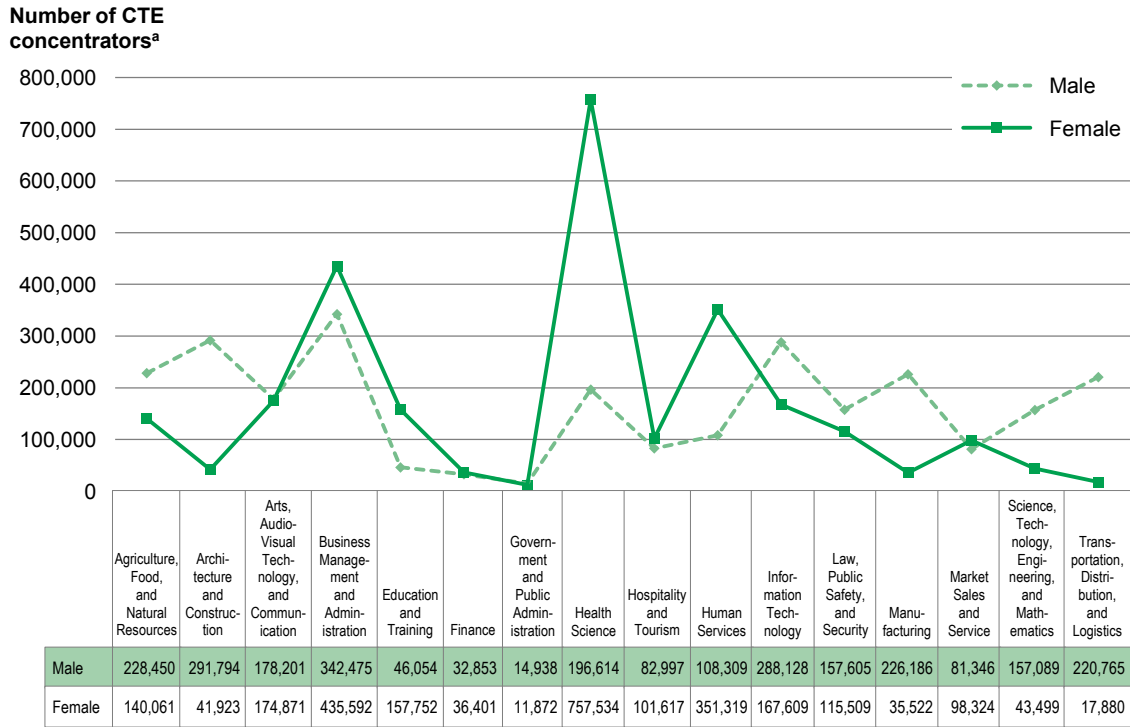
Figure 5 illustrates the enrollment of female and male CTE concentrators in CTE programs for PY 2009–10, by career cluster areas and gender. The highest female enrollment was in the health science cluster, followed by the business management and administration cluster, and the human services cluster. The highest male enrollment was in the business management and administration cluster, followed by the architecture and construction cluster, and the information technology cluster. As in previous years, 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 2008–09 and PY 2009–10. Four secondary CTE cluster areas experienced an increase in enrollment from PY 2008–09 to PY 2009–10. The largest enrollment increases at the secondary level were reported in the government and public administration cluster (28.99 percent), and the law, public safety and security cluster (12.74 percent) as compared to the previous program year. However, 12 of the 16 secondary clusters experienced a decrease in enrollment, as compared to the previous program year.

Twelve postsecondary CTE clusters experienced an increase in enrollment from PY 2008–09 to PY 2009–10. The largest enrollment increases at the postsecondary level were in the human services cluster (46.79 percent) and the law, public safety, and security cluster (26.05 percent). As evidenced by the data reported in table 6, postsecondary enrollment in the education and training cluster experienced the largest decline over the two programs years (22.64 percent); whereas the finance; market sales and service; and government and public administration clusters experienced declines of 16.18 percent, 15.73 percent, and 14.12 percent, respectively.

Ten adult CTE clusters experienced increased enrollment in PY 2009–10, as compared to the previous program year. The largest increases in enrollment for the adult program were reported in the hospitality and tourism cluster (28.82 percent) and the manufacturing cluster (28.64 percent). Six adult clusters reported declines in enrollment. The largest declines were in finance (67.96 percent); science, technology, engineering, and mathematics (45.08 percent); and government and public administration (25.69 percent).

**Figure 5. Enrollment of CTE concentrators in CTE programs, by gender and career cluster areas, for program year 2009–10**



**Career cluster areas<sup>b</sup> and enrollment**

<sup>a</sup> See Appendix C, table C-1, for each state’s definition of CTE concentrator.

<sup>b</sup> 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 U.S. 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 2009–10. 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 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 2009–10 (OMB Number 1830-0569).

**Table 6. Enrollment comparison of CTE concentrators in CTE programs, by career cluster areas, for program years 2008–09 and 2009–10**

Career cluster areas <sup>b</sup>	Secondary CTE concentrators <sup>a</sup>			Postsecondary CTE concentrators <sup>a</sup>			Adult CTE concentrators <sup>a</sup>		
	PY 2008–09	PY 2009–10	Percentage difference	PY 2008–09	PY 2009–10	Percentage difference	PY 2008–09	PY 2009–10	Percentage difference
Agriculture, food, and natural resources	365,487	336,746	<b>-7.86%</b>	29,454	29,761	1.04%	2,113	2,004	<b>-5.16%</b>
Architecture and construction	206,618	190,867	<b>-7.62%</b>	121,705	129,987	6.80%	12,161	12,863	5.77%
Arts, audio-visual technology, and communication	272,921	262,184	<b>-3.93%</b>	74,189	89,289	20.35%	1,532	1,599	4.37%
Business management and administration	512,304	415,748	<b>-18.85%</b>	316,763	351,918	11.10%	8,560	10,401	21.51%
Education and training	101,344	99,641	<b>-1.68%</b>	132,446	102,466	<b>-22.64%</b>	2,089	1,699	<b>-18.67%</b>
Finance	49,359	54,513	10.44%	17,153	14,378	<b>-16.18%</b>	1,133	363	<b>-67.96%</b>
Government and public administration	18,863	24,331	28.99%	2,762	2,372	<b>-14.12%</b>	144	107	<b>-25.69%</b>
Health science	260,430	271,291	4.17%	550,175	634,246	15.28%	45,774	48,611	6.20%
Hospitality and tourism	128,769	126,956	<b>-1.41%</b>	44,611	54,842	22.93%	2,186	2,816	28.82%
Human services	358,968	305,163	<b>-14.99%</b>	100,140	146,992	46.79%	7,351	7,473	1.66%
Information technology	325,238	320,726	<b>-1.39%</b>	110,784	130,802	18.07%	4,406	4,209	<b>-4.47%</b>
Law, public safety, and security	61,011	68,781	12.74%	153,527	193,517	26.05%	10,638	10,816	1.67%
Manufacturing	153,761	124,105	<b>-19.29%</b>	111,942	125,413	12.03%	9,476	12,190	28.64%
Market sales and service	160,637	144,652	<b>-9.95%</b>	40,202	33,880	<b>-15.73%</b>	1,110	1,138	2.52%
Science, technology, engineering, and mathematics	154,985	148,808	<b>-3.99%</b>	41,574	51,166	23.07%	1,118	614	<b>-45.08%</b>
Transportation, distribution, and logistics	162,772	138,212	<b>-15.09%</b>	67,309	84,223	25.13%	13,445	16,210	20.57%
<b>TOTAL</b>	<b>3,293,467</b>	<b>3,032,724</b>	<b>†</b>	<b>1,914,736</b>	<b>2,175,252</b>	<b>†</b>	<b>123,236</b>	<b>133,113</b>	<b>†</b>
<b>Percent Difference</b>	<b>†</b>	<b>†</b>	<b>-7.92%</b>	<b>†</b>	<b>†</b>	<b>13.61%</b>	<b>†</b>	<b>†</b>	<b>8.01%</b>

† No data applicable to the cell.

<sup>a</sup> 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 2009–10. Florida, Louisiana, Missouri, Ohio, Oklahoma, 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.

<sup>b</sup> 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. All negative percentages (shown in bold font) indicate a decrease from PY 2008–09 to PY 2009–10 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.

Notes continued on next page.

**Table 6. Enrollment comparison of CTE concentrators in CTE programs, by career cluster areas, for program years 2008–09 and 2009–10 (continued)**

The 50 U.S. 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 2009–10. 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 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 2009–10 (OMB Number 1830-0569).

Finally, states reported in PY 2009–10 that 901,154 participants at the secondary level and 266,426 participants at the postsecondary level were enrolled in tech prep programs funded under Title II of *Perkins IV* as indicated in table 7.<sup>63</sup> Comparisons to tech prep enrollment in pre-2008–09 reports to Congress are not possible because 26 states<sup>64</sup> used the provision under Sec. 202(a) of *Perkins IV* that allows them 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.

<sup>63</sup> 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.

<sup>64</sup> See Appendix A, table A-2. Each state with a zero in the column entitled “Total Title II funds remaining after Title I consolidation” chose to consolidate all *Perkins IV*, Title II funds. Additionally, Alabama consolidated a portion of its *Perkins IV*, Title II, funds with its *Perkins IV*, Title I funds.

**Table 7. Enrollment in tech prep programs funded under Title II of *Perkins IV*, by disaggregated student categories, for program year 2009–10**

Tech prep <sup>a</sup> student characteristics	Disaggregated student category	Secondary		Postsecondary <sup>b</sup>	
		Number of students	Percent- age of students	Number of students	Percent- age of students
Gender <sup>c</sup>	Male	488,960	54.26%	126,717	47.56%
	Female	412,194	45.74%	139,709	52.44%
<b>Total</b>		<b>901,154</b>	<b>100.00%</b>	<b>266,426</b>	<b>100.00%</b>
Race/Ethnicity 1977 standards <sup>d</sup>	American Indian or Alaska Native	10,838	1.21%	1,111	0.43%
	Asian or Pacific Islander	13,136	1.46%	3,675	1.44%
	Black (not Hispanic)	62,553	6.96%	24,796	9.69%
	Hispanic	127,641	14.20%	32,078	12.54%
	White	265,973	29.60%	64,746	25.31%
	Unknown	4,384	0.49%	3,617	1.41%
Race/Ethnicity 1997 standards <sup>d</sup>	American Indian or Alaska Native	2,316	0.26%	1,388	0.54%
	Asian	32,121	3.57%	12,335	4.82%
	Black or African American	40,240	4.48%	10,449	4.09%
	Hispanic/Latino	45,484	5.06%	31,214	12.20%
	Native Hawaiian or Other Pacific Islander	10,248	1.14%	615	0.24%
	White	271,981	30.26%	69,284	27.09%
	Two or More Races	11,778	1.31%	468	0.18%
Unknown	NA <sup>e</sup>	†	10,641	4.16%	
<b>Total (unduplicated count)</b>		<b>898,693</b>	<b>100.00%</b>	<b>255,776</b>	<b>100.00%</b>
Special populations and other student categories	Individuals with disabilities ( <i>ADA</i> <sup>f</sup> )	NA <sup>g</sup>	†	8,899	4.59%
	Individuals with disabilities ( <i>ESEA/IDEA</i> )	97,013	13.48%	NA <sup>h</sup>	†
	Economically disadvantaged students	324,222	45.04%	95,422	49.17%
	Single parents	4,571	0.64%	20,484	10.55%
	Displaced homemakers	87	0.01%	10,149	5.23%
	Limited English proficient	28,778	4.00%	7,545	3.89%
	Migrant students	8,605	1.20%	NA <sup>i</sup>	†
Students in nontraditional programs	256,504	35.64%	51,579	26.58%	
<b>Total (duplicated count)</b>		<b>719,780</b>	<b>100.00%</b>	<b>194,078</b>	<b>100.00%</b>

† No data applicable to the cell.

NA Data not applicable.

<sup>a</sup> 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 (i) 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 (ii) integrates academic with career and technical education.

<sup>b</sup> The totals in the postsecondary column include postsecondary- and adult-level tech prep concentrators. Florida, Louisiana, Missouri, Ohio, Oklahoma, 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..

<sup>c</sup> 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) students in figure 1 because a few states did not submit disaggregated data on CTE students for one or more categories.

<sup>d</sup> 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 2009–10 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.

<sup>e</sup> Secondary Education reports are based on the 1997 Race/Ethnicity categories. The 1997 Race/Ethnicity classification system does not contain an “unknown” category.

Notes continued on next page.



**Table 7. Enrollment in tech prep programs funded under Title II of *Perkins IV*, by disaggregated student categories, for program year 2009–10 (continued)**

<sup>f</sup> 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.

<sup>g</sup> 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.

<sup>h</sup> *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.”

<sup>i</sup> 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: *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 U.S. 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 2009–10. 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. See Appendix A, table A-2, for the states with tech prep programs. In table A-2, each state without a zero in the column entitled “Total Title II funds remaining after Title I consolidation” have tech prep programs.

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 2009–10 (OMB Number 1830-0569).

## B. States' Progress in Meeting Their PY 2009–10 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 states<sup>65</sup> were required to report to the Department for PY 2009–10. State reports of data for adult CTE programs were optional. 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 2009–10. 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, generally states define a CTE concentrator as a student who has completed three or more CTE courses at the secondary level or at least 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 neither personally identifiable nor statistically unreliable as required by Sec. 113(c) of *Perkins IV*.

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<sup>65</sup> 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 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 CTE.

## Secondary

In PY 2009–10, secondary career and technical education concentrator enrollment was 7.9 percent lower under Title I of *Perkins IV*, compared to PY 2008–09 (table 6).

Twelve of 54 or 22 percent of the 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 2009–10 (table 8). During PY 2009–10, 39 of 54 states that reported data met or exceeded their performance levels for secondary technical skill attainment, school completion, student graduation rates, and nontraditional participation (table 8). Figure 6 provides the number of states that met or exceeded their secondary performance levels for the *Perkins IV* Sec. 113(b) core indicators for CTE students. Finally, 47 of the 51 states that reported general and CTE graduation rates,<sup>66</sup> or 94 percent of states, reported an 80 percent or higher secondary school graduation rate for CTE students (table 9).

Forty-eight percent or 26 of 54 states that reported data met their performance levels by at least 90 percent<sup>67</sup> for all of their secondary core indicators in PY 2009–10 (table 8). Figure 7 provides the total number of states that met their performance levels by at least 90 percent for the *Perkins IV* Sec. 113(b) core indicators for secondary CTE students. The other fifty-two percent or 28 states failed to meet one or more of their secondary 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*. The range of core indicators missed by states was from zero to five indicators of the eight secondary core indicators.

Table 8 identifies those states that met or exceeded their secondary performance levels and those states that met their secondary performance levels by at least 90 percent. 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.”

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<sup>66</sup> Only the 50 U.S. 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 U.S. states, the District of Columbia, and the Commonwealth of Puerto Rico are the 52 states reporting data on statewide graduation rates.

<sup>67</sup> 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 core 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 that met by at least 90 percent, or met or exceeded their secondary performance levels for the Perkins IV Sec. 113(b) core indicators, for program year 2009–10**

States <sup>a</sup>	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		M	E	M	E	M	E	M	7	8
Alaska	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	6	7
Arizona	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Arkansas			E	M			E	M	E	M		M	E	M	E	M	5	6
California	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Colorado	E	M		M		M	E	M	E	M	E	M		M		M	4	8
Connecticut	E	M	E	M	E	M	E	M	E	M	E	M		M	E	M	7	8
Delaware	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
District of Columbia					E	M		M	E	M	E	M	E	M		M	4	6
Florida	E	M	E	M	E	M	E	M	E	M		M	E	M	E	M	7	8
Georgia	E	M		M		M	E	M	E	M	E	M					4	6
Guam		M		M	NP	NP	E	M	E	M			E	M	E	M	4	6
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	E	M		M	6	8
Indiana	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Iowa		M		M	E	M	E	M	E	M	E	M	E	M	E	M	6	8
Kansas	E	M	E	M	E	M		M	E	M	E	M	E	M	E	M	7	8
Kentucky	E	M	E	M			E	M	E	M		M	E	M		M	5	7
Louisiana	E	M	E	M	E	M	E	M	E	M	NP	NP		M			5	6
Maine		M				M		M	E	M	E	M	E	M	E	M	4	7
Maryland	E	M	E	M	E	M		M	E	M					E	M	5	6
Massachusetts	E	M	E	M	E	M	E	M	E	M		M	E	M	E	M	7	8
Michigan	E	M	E	M	E	M	E	M	E	M		M	E	M			6	7
Minnesota	E	M			E	M	E	M	E	M			E	M		M	5	6
Mississippi	E	M	E	M								M	E	M	E	M	4	5
Missouri					E	M		M	E	M		M					2	4
Montana		M			E	M	E	M	E	M	E	M	E	M		M	5	7
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	E	M	8	8
New Hampshire							E	M	E	M	E	M	E	M		M	4	5
New Jersey	E	M		M		M	E	M	E	M	E	M	E	M	E	M	6	8
New Mexico		M	E	M		M		M		M	E	M	E	M	E	M	4	8
New York	E	M	E	M	E	M	E	M	E	M			E	M	E	M	7	7
North Carolina	E	M			E	M	E	M	E	M		M	E	M	E	M	6	7
North Dakota		M	E	M	E	M	E	M	E	M	E	M		M		M	5	8

See notes at end of table.

**Table 8. States that met by at least 90 percent, or met or exceeded their secondary performance levels for the Perkins IV Sec. 113(b) core indicators, for program year 2009–10 (continued)**

States <sup>a</sup>	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	E	M	NP	NP	E	M					5	5
Oregon	E	M		M	E	M	E	M	E	M		M			E	M	5	7
Pennsylvania					E	M	E	M	E	M		M				M	3	5
Puerto Rico					E	M	E	M	E	M			E	M	E	M	5	5
Republic of Palau <sup>b</sup>	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	E	M	E	M	E	M	E	M	8	8
South Carolina	E	M	E	M	E	M	E	M	E	M	E	M		M			6	7
South Dakota		M		M	E	M	E	M	E	M	E	M	E	M	E	M	6	8
Tennessee	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Texas	E	M		M			E	M	E	M		M	E	M	E	M	5	7
United States							E	M	E	M	NP	NP					2	2
Virgin Islands <sup>c</sup>																		
Utah	E	M		M		M	E	M	E	M				M			3	6
Vermont	E	M					E	M	E	M		M	E	M		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			NP	NP	E	M					E	M	E	M	4	4
West Virginia					E	M	E	M	E	M	E	M		M	E	M	5	6
Wisconsin		M		M	E	M	E	M	E	M		M		M	E	M	4	8
Wyoming		M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	7	8
<b>Number of states that met or exceeded the performance level by indicator</b>	<b>37</b>		<b>31</b>		<b>39</b>		<b>47</b>		<b>49</b>		<b>30</b>		<b>39</b>		<b>35</b>		<b>†</b>	
<b>Number of states that met the 90 percent threshold by indicator</b>	<b>46</b>		<b>41</b>		<b>45</b>		<b>53</b>		<b>51</b>		<b>45</b>		<b>47</b>		<b>45</b>		<b>†</b>	

† No data applicable to the cell.

E State met or exceeded the performance level.

M State met at least 90 percent of the performance level.

NP Data not provided.

Blank space means that the state did not meet the performance level.

<sup>a</sup> 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.

<sup>b</sup> The Republic of Palau does not have a fully approved state plan under *Perkins IV* for PY 2009–10; therefore, it did not report enrollment data for PY 2009–10.

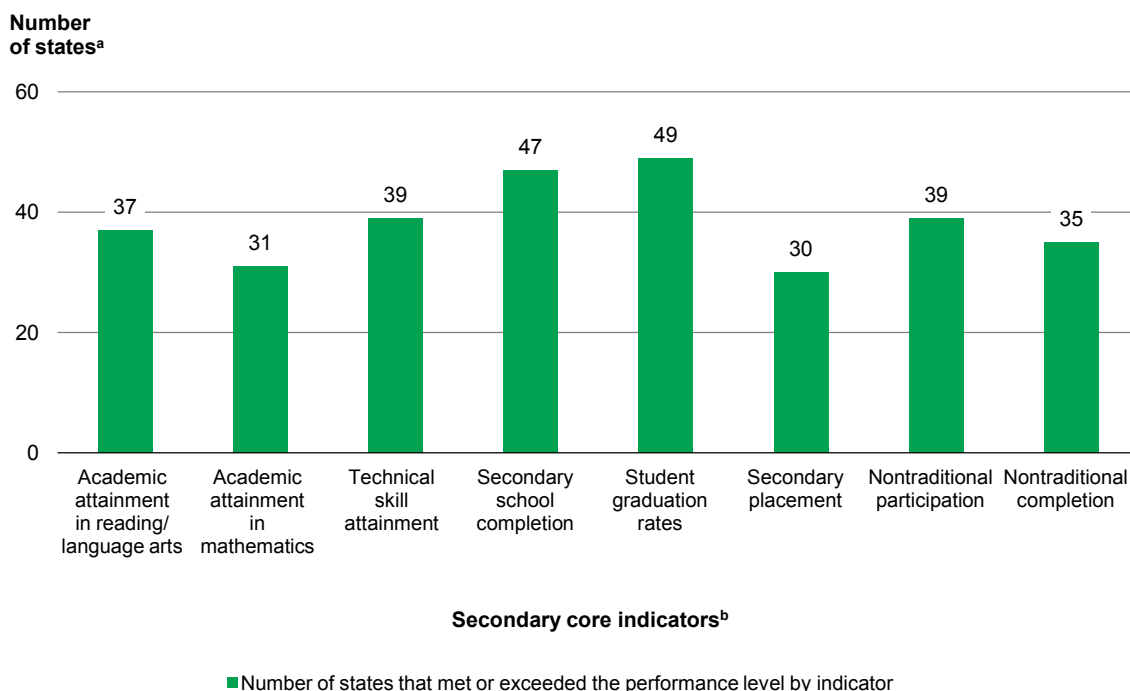
<sup>c</sup> The United States Virgin Islands received its allotted *Perkins IV* funds consolidated with funds allotted under other formula grant programs and used some of the funds in the consolidated grant for *Perkins IV*, Title I, purposes.

Notes: The core indicators of performance are as specified in Sec. 113(b)(2)(A) of *Perkins IV*. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. The 50 U.S. 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 and information under *Perkins IV* for PY 2009–10. 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 2009–10 (OMB Number 1830-0569).

Figure 6 presents the total number of states out of 53 states that met or exceeded their agreed-upon secondary performance levels, by indicator, for PY 2009-10. The four most frequently met secondary core indicators were (1) student graduation rates, with 49 states (including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands); (2) secondary school completion, with 47 states (including Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands); (3) technical skill attainment, with 39 states (including the District of Columbia and the Commonwealth of Puerto Rico); and (4) nontraditional participation, with 39 states (including the District of Columbia, Guam, and the Commonwealth of Puerto Rico).

**Figure 6. Number of states that met or exceeded the secondary performance levels, for each Perkins IV Sec. 113(b) core indicator, for program year 2009–10**



<sup>a</sup> 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.

<sup>b</sup> 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 U.S. 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 2009–10. 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—31 states; (3) technical skill attainment—39 states (including the District of Columbia and the Commonwealth of Puerto Rico); (4) secondary school completion—47 states (including Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands); (5) student graduation rates—49 states (including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands); (6) secondary placement—30 states (including the District of Columbia); (7) nontraditional participation—39 states (including the District of Columbia, Guam, and the Commonwealth of Puerto Rico); and (8) nontraditional completion—35 states (including Guam and the Commonwealth of Puerto Rico) (table 8).

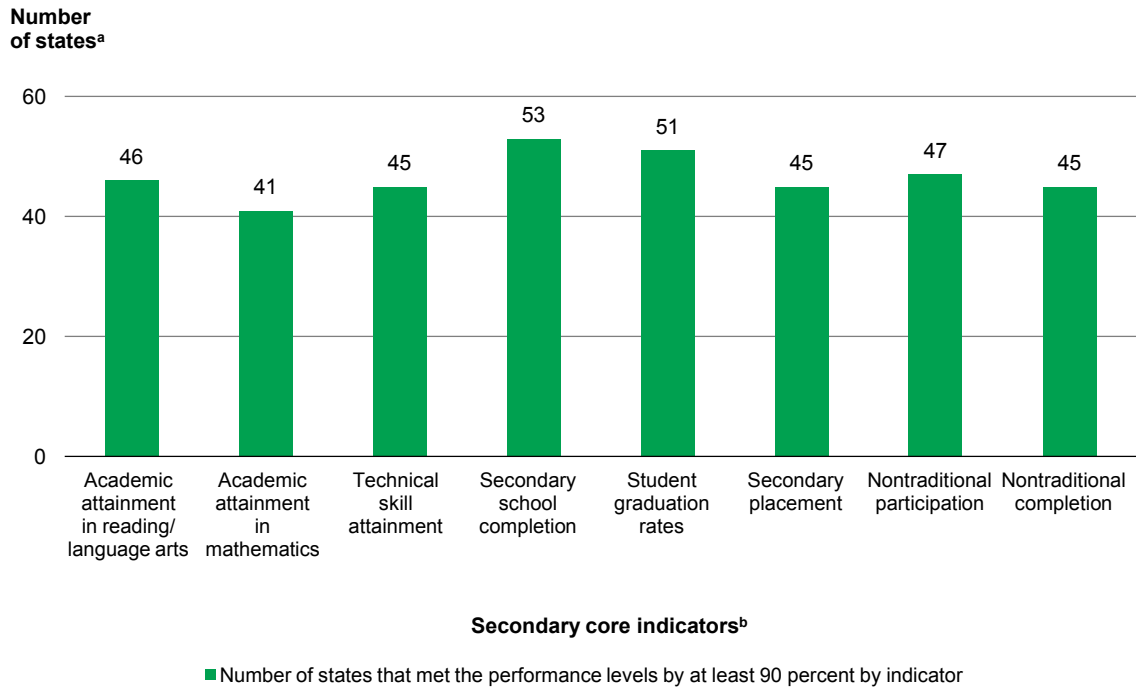
Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2009–10 (OMB Number 1830-0569).

Figure 7 presents the total number of states out of 53 states that met their secondary performance levels by at least 90 percent, by indicator, for PY 2009–10. The secondary core indicators most frequently met by at least 90 percent were (1) secondary school completion, with 53 states (including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands); (2) student graduation rates, with 51 states (including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands); and (3) nontraditional participation, with 47 states (including the District of Columbia, Guam, and the Commonwealth of Puerto Rico).

Table 9 and Figure 8 provide comparisons of graduation rates for all students and CTE students, by state, for PY 2009–10. As evidenced by the data, 92 percent, or 48 of 52 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands), 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 that met the secondary performance levels by at least 90 percent, for each *Perkins IV* Sec. 113(b) core indicator, for program year 2009–10**



<sup>a</sup> 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.

<sup>b</sup> 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 U.S. 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 2009–10. 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—46 states (including Guam); (2) academic attainment in mathematics—41 states (including Guam); (3) technical skill attainment—45 states (including the District of Columbia and the Commonwealth of Puerto Rico); (4) secondary school completion—53 states (including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands); (5) student graduation rates—51 states (including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands); (6) secondary placement—45 states (including the District of Columbia); (7) nontraditional participation—47 states (including the District of Columbia, Guam, and the Commonwealth of Puerto Rico); and (8) nontraditional completion—45 states (including the District of Columbia, Guam, and the Commonwealth of Puerto Rico) (table 8).

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 2009–10 (OMB Number 1830-0569).

**Table 9. Percentage and comparison of graduation rates for all students and CTE concentrators, by state, for program year 2009–10**

<b>State<sup>a</sup></b>	<b>State graduation rate for all students</b>	<b>State graduation rate for CTE concentrators<sup>b</sup></b>	<b>Difference between CTE concentrators and all students graduation rates</b>
Alabama	87	84	-3
Alaska	67	92	25
Arizona	76	99	23
Arkansas	83	92	9
California	79	90	11
Colorado	75	84	9
Connecticut	92	92	0
Delaware	85	97	12
District of Columbia	75	100	25
Florida	76	94	18
Georgia	79	92	13
Hawaii	80	98	18
Idaho	91	99	8
Illinois	87	95	8
Indiana	82	91	9
Iowa	87	94	7
Kansas	90	100	10
Kentucky	84	97	13
Louisiana	67	88	21
Maine	80	100	20
Maryland	85	99	14
Massachusetts	82	88	6
Michigan	75	94	19
Minnesota	92	97	5
Mississippi	87	50	-37
Missouri	85	96	11
Montana	81	96	15
Nebraska	89	98	9
Nevada	71	74	3
New Hampshire	90	93	3
New Jersey	94	100	6
New Mexico	66	83	17
New York	75	84	9
North Carolina	72	90	18
North Dakota	88	94	6
Ohio	83	99	16
Oklahoma	79	NP	†
Oregon	85	97	12
Pennsylvania	90	98	8
Puerto Rico	93	99	6

See notes at end of table.

**Table 9. Percentage and comparison of graduation rates for all students and CTE concentrators, by state, for program year 2009–10 (continued)**

State <sup>a</sup>	State graduation rate for all students	State graduation rate for CTE concentrators <sup>b</sup>	Difference between CTE concentrators and all students graduation rates
Rhode Island	75	90	15
South Carolina	74	96	22
South Dakota	89	97	8
Tennessee	82	91	9
Texas	81	94	13
United States Virgin Islands	63	93	30
Utah	88	89	1
Vermont	86	93	7
Virginia	81	99	18
Washington	79	42	-37
West Virginia	84	96	12
Wisconsin	89	95	6
Wyoming	81	94	13

† No data applicable to the cell.

NP Data not provided.

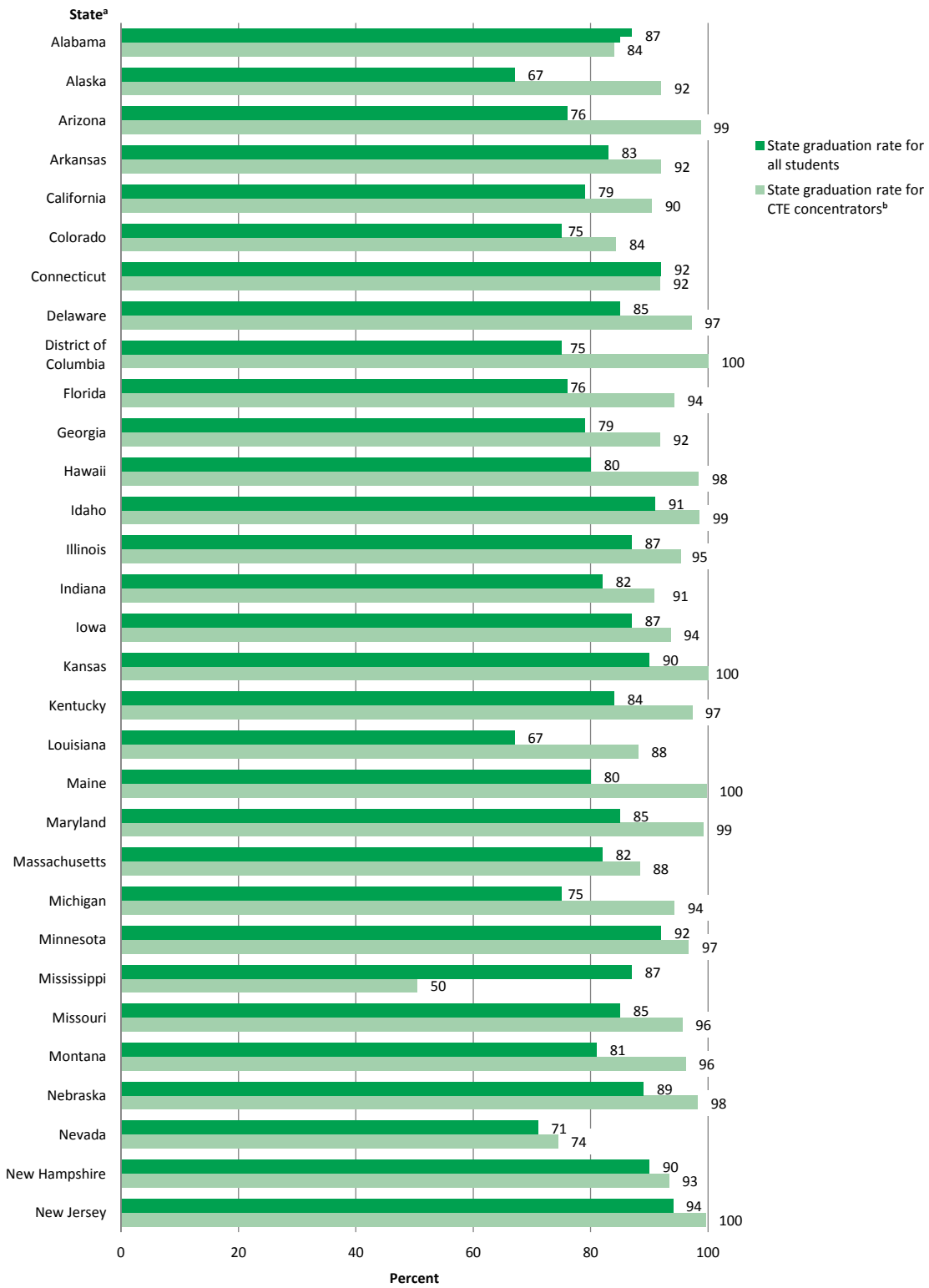
<sup>a</sup> The term "state" in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of 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.

<sup>b</sup> See Appendix C, table C-1, for each state's definition of CTE concentrator.

Notes: CTE means career and technical education. Data represent the actual school year 2009–10 and the Consolidated State Performance Report school year 2009–10. Oklahoma did not provide data for the CTE graduation rate. The 50 U.S. 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 53 states providing data regarding statewide graduation rates, therefore, comprise the 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands.

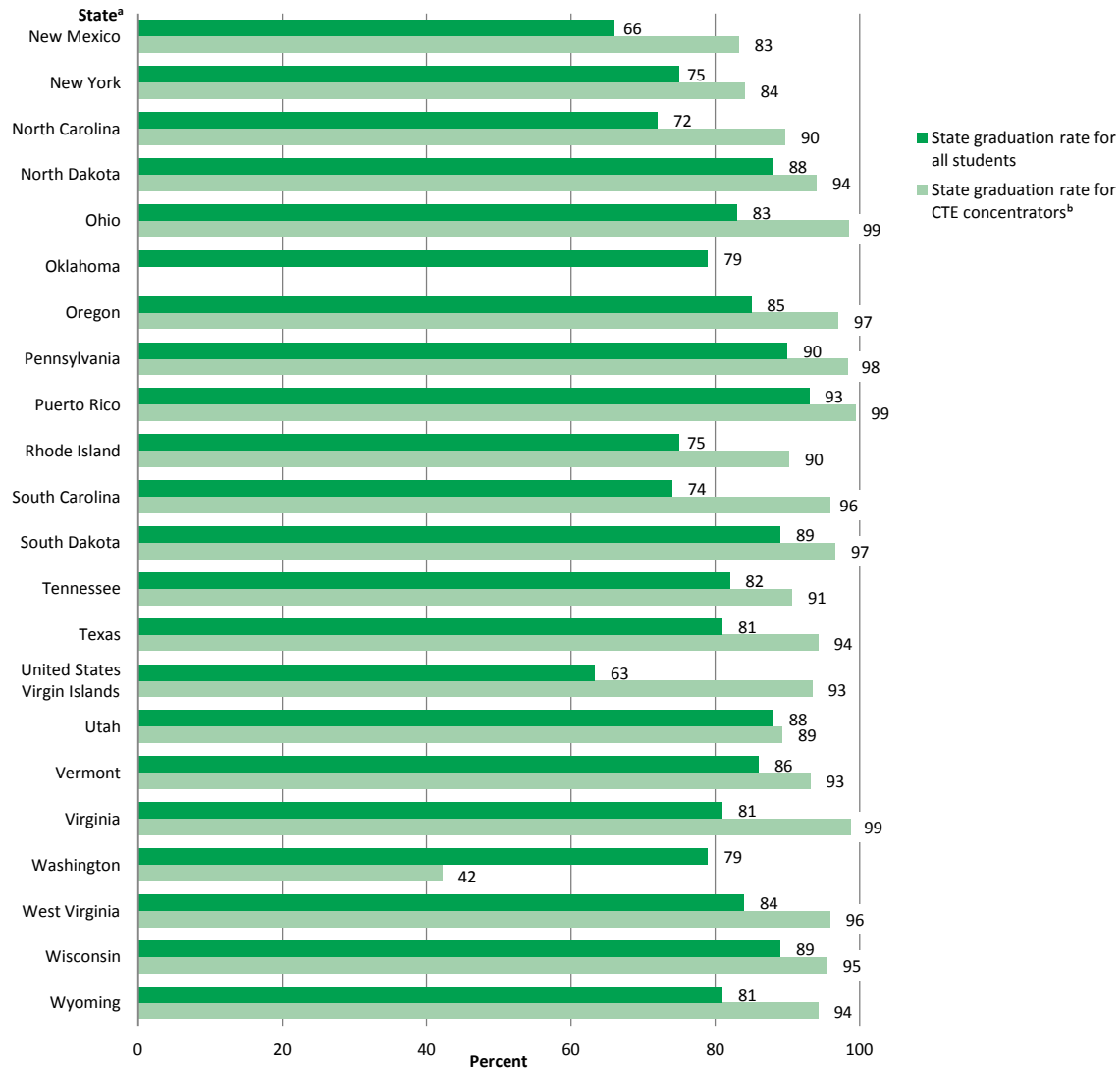
Sources: U.S. Department of Education, Consolidated State Performance Report for PY 2009–10, and Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2009–10 (OMB Number 1830-0569).

**Figure 8. Comparison of graduation rates for all students and CTE concentrators, by state, for program year 2009–10**



See notes at end of figure.

**Figure 8. Comparison of graduation rates for all students and CTE concentrators, by state, for program year 2009–10 (continued)**



<sup>a</sup> 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.

<sup>b</sup> See Appendix C, table C-1 for each state's definition of CTE concentrator.

Notes: CTE means career and technical education. Oklahoma did not provide data for the CTE graduation rate. Data represent the actual school year 2009–10 and the Consolidated State Performance Report, for school year 2009–10. The 50 U.S. 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 53 states providing data regarding statewide graduation rates, therefore, comprise the 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands. (Also see table 9.)

Sources: U.S. Department of Education, Consolidated State Performance Report for PY 2009–10, 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 2009–10 (OMB Number 1830-0569).

## Postsecondary

Postsecondary career and technical education concentrator enrollment experienced a 13.6 percent increase under Title I of *Perkins IV* in PY 2009–10, when compared to PY 2008–09 (table 6).

Ten of 54 or 19 percent of the states that reported data met or exceeded all of their performance levels for the required *Perkins IV* Sec. 113(b) postsecondary core indicators in PY 2009–10 (table 10). In terms of state performance: (1) 89 percent, or 48 of 54 states, met or exceeded their postsecondary performance levels for technical skill attainment; (2) 85 percent, or 45 of 53 states, met or exceeded their postsecondary performance levels for student retention or transfer; and (3) 66 percent, or 35 of 53 states, met or exceeded their performance levels for nontraditional participation.

Thirty-nine states met all their postsecondary performance levels by at least 90 percent, and the other states that missed the 90 percent threshold for one or more indicators 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). Four states failed to meet one postsecondary performance level by 90 percent, seven states failed to meet two performance levels by 90 percent, and four states failed to meet three or four performance levels by 90 percent.

Table 10 identifies those states that met or exceeded their performance levels and those states that met 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 that met by at least 90 percent, or met or exceeded their postsecondary performance levels for the Perkins IV Sec. 113(b) core indicators, for program year 2009–10**

States <sup>a</sup>	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		M	E	M			E	M	E	M	4	5
Alaska	E	M				M	E	M					2	3
Arizona	E	M		M	E	M	E	M	E	M	E	M	5	6
Arkansas	E	M		M	E	M	E	M	E	M	E	M	5	6
California	E	M		M	E	M		M	E	M	E	M	4	6
Colorado	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Connecticut	E	M	E	M	E	M	E	M		M		M	4	6
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		M		M	E	M	3	6
Georgia		M		M	E	M	E	M	E	M		M	3	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		M	E	M		M	E	M		M	3	6
Illinois	E	M	E	M	E	M	E	M		M		M	4	6
Indiana	E	M		M		M	E	M	E	M	E	M	4	6
Iowa	E	M				M		M					1	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					E	M	E	M	3	4
Maine	E	M	E	M	E	M		M		M		M	3	6
Maryland	E	M	E	M	E	M	E	M		M			4	5
Massachusetts	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Michigan	E	M			E	M	E	M		M	E	M	4	5
Minnesota	E	M		M	E	M	E	M	E	M	E	M	5	6
Mississippi	E	M		M	E	M	E	M	E	M	E	M	5	6
Missouri	E	M		M	E	M	E	M	E	M	E	M	5	6
Montana	E	M	E	M	E	M		M	E	M		M	4	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	6	6
New Hampshire	E	M		M	E	M		M	E	M	E	M	4	6
New Jersey	E	M	E	M	E	M		M	E	M	E	M	5	6
New Mexico	E	M		M	E	M		M	E	M	E	M	4	6
New York	E	M	E	M	E	M		M	E	M		M	4	6
North Carolina		M		M	E	M		M		M		M	1	6
North Dakota		M	E	M	E	M	E	M		M	E	M	4	6
Ohio	E	M	E	M	E	M		M	E	M	E	M	5	6
Oklahoma	E	M	E	M	E	M		M		M	E	M	4	6

See notes at end of table.

**Table 10. States that met by at least 90 percent, or met or exceeded their postsecondary performance levels for the Perkins IV Sec. 113(b) core indicators, for program year 2009–10 (continued)**

States <sup>a</sup>	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
Oregon	E	M	E	M	E	M		M	E	M	E	M	5	6
Pennsylvania	E	M	E	M	E	M		M	E	M		M	4	6
Puerto Rico	E	M		M	E	M	E	M	E	M	E	M	5	6
Republic of Palau <sup>b</sup>	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Rhode Island	E	M			E	M							2	2
South Carolina	E	M	E	M	E	M	E	M	E	M	E	M	6	6
South Dakota	E	M	E	M					E	M	E	M	4	4
Tennessee	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Texas	E	M		M	E	M		M		M		M	2	6
United States	E	M	E	M									2	2
Virgin Islands <sup>c</sup>														
Utah	E	M	E	M	E	M			E	M		M	4	5
Vermont	E	M	E	M	E	M		M					3	4
Virginia	E	M		M	E	M		M		M		M	2	6
Washington		M		M						M		M	0	4
West Virginia	E	M	E	M	E	M		M		M		M	3	6
Wisconsin	E	M		M	E	M	E	M	E	M	E	M	5	6
Wyoming					E	M	E	M	E	M	E	M	4	4
<b>Number of states that met or exceeded the performance level by indicator</b>	<b>48</b>		<b>30</b>		<b>45</b>		<b>28</b>		<b>35</b>		<b>33</b>		†	
<b>Number of states that met the 90 percent threshold by indicator</b>		<b>52</b>		<b>49</b>		<b>49</b>		<b>47</b>		<b>48</b>		<b>47</b>		†

† No data applicable to the cell.

E State met or exceeded the performance level.

M State met at least 90 percent of the performance level.

NP Data not provided.

Blank space means that the state did not meet the performance level.

<sup>a</sup> 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.

<sup>b</sup> The Republic of Palau does not have a fully approved state plan under *Perkins IV* for PY 2009–10; therefore, it did not report enrollment data for PY 2009–10.

<sup>c</sup> 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.

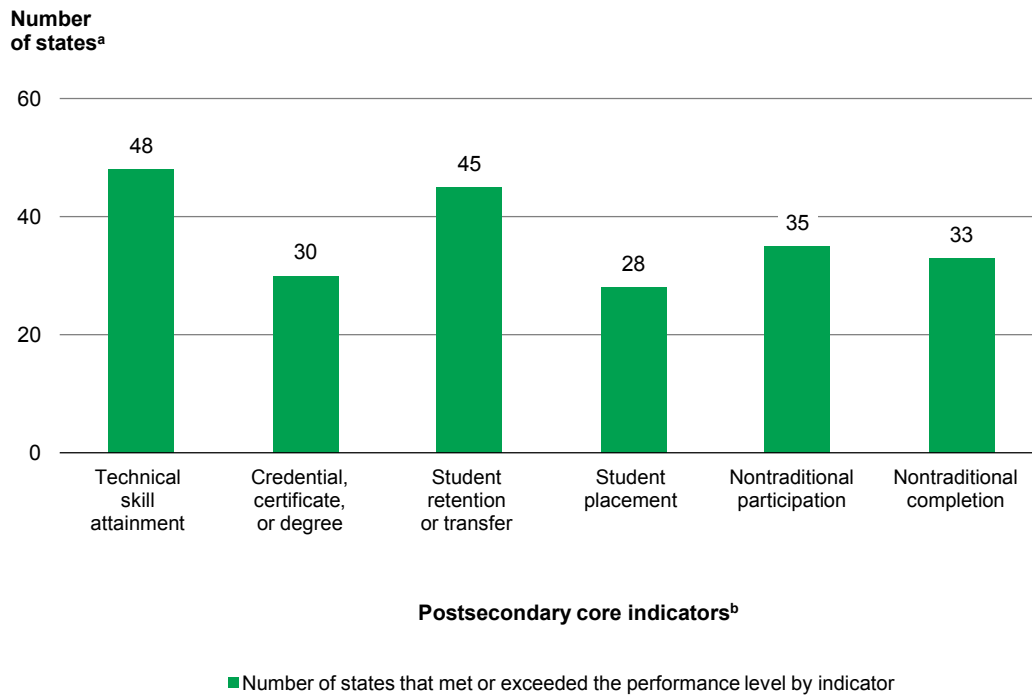
Notes: The core indicators of performance as specified in Sec. 113(b)(2)(B) of *Perkins IV*. *Perkins IV* means the *Carl D. Perkins Career and Technical Education Act of 2006*. This table does not include performance data from all states because the Republic of Palau did not have a fully approved state plan for program year 2009–10. The 50 U.S. 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 2009–10. 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 2009–10 (OMB Number 1830-0569).



Figure 9 presents the total number of states out of 53 states that met or exceeded their postsecondary performance levels, by indicator, for PY 2009–10. The three most frequently met postsecondary core indicators were (1) technical skill attainment, with 48 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands); (2) student retention or transfer, with 45 states (including the District of Columbia and the Commonwealth of Puerto Rico); and (3) nontraditional participation, with 35 states (including the District of Columbia, Guam, and the Commonwealth of Puerto Rico).

**Figure 9. Number of states that met or exceeded the postsecondary performance levels, for each *Perkins IV* Sec. 113(b) core indicator, for program year 2009–10**



<sup>a</sup> 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.

<sup>b</sup> 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 U.S. 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 2009–10. 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 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.

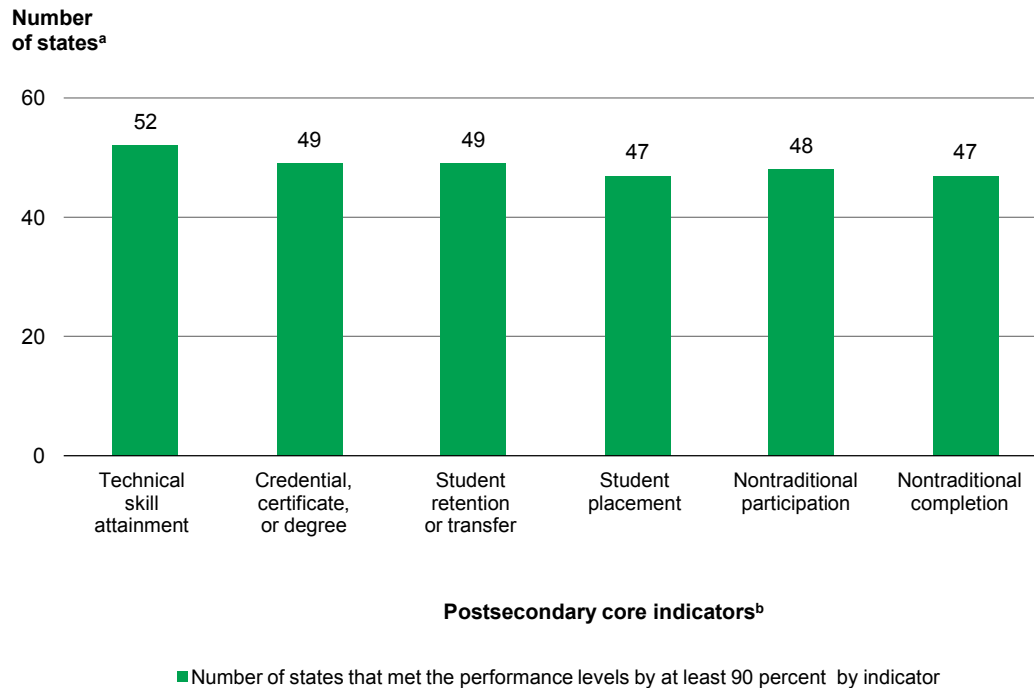
The number of states that met or exceeded their postsecondary performance levels are as follows: (1) technical skill attainment—48 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands); (2) credential, certificate, or degree—30 states (including the District of Columbia, Guam, and the United States Virgin Islands); (3) student retention or transfer—45 states (including the District of Columbia and the Commonwealth of Puerto Rico); (4) student placement—28 states (including the District of Columbia, Guam, and the Commonwealth of Puerto Rico); (5) nontraditional participation—35 states (including the District of Columbia, Guam, and the Commonwealth of Puerto Rico); and (6) nontraditional completion—33 states (including the District of Columbia, Guam, and the Commonwealth of Puerto Rico) (table 10).

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 2009–10 (OMB Number 1830-0569).

Figure 10 presents the total number of states out of 53 states that met their postsecondary performance levels by at least 90 percent, by indicator, for PY 2009–10. The postsecondary core indicators most frequently met by at least 90 percent were (1) technical skill attainment, with 52 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands); (2) student retention and transfer, with 49 states (including

the District of Columbia and the Commonwealth of Puerto Rico); and (3) credential, certificate, or degree, with 49 states (including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands).

**Figure 10. Number of states that met the postsecondary performance levels by at least 90 percent, for each *Perkins IV* Sec. 113(b) core indicator, for program year 2009–10**



<sup>a</sup> 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.

<sup>b</sup> 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 U.S. 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 2009–10. 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 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—52 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands); (2) credential, certificate or degree—49 states (including the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands); (3) student retention or transfer—49 states (including the District of Columbia and the Commonwealth of Puerto Rico); (4) student placement—47 states (including the District of Columbia, Guam, and the Commonwealth of Puerto Rico); (5) nontraditional participation—48 states (including the District of Columbia, Guam, and the Commonwealth of Puerto Rico); and (6) nontraditional completion—47 states (including the District of Columbia, Guam, and the Commonwealth of Puerto Rico) (table 10).

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 2009–10 (OMB Number 1830-0569).

## Tech Prep

All 27 of the states<sup>68</sup> that elected to offer tech prep programs during PY 2009–10 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) 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 2009–10, the third PY of *Perkins IV*, is the second year states are required to report on all of the tech prep indicators of performance under Sec. 203(e) of *Perkins IV*. See Appendix A, table A-2, for the states with tech prep programs. In table A-2, each state without a zero in the column entitled “Total Title II funds remaining after Title I consolidation” have tech prep programs.

<sup>68</sup> See Appendix A, table A-2, for the states with tech prep programs. In table A-2, each state without a zero in the column entitled “Total Title II funds remaining after Title I consolidation” have tech prep programs.

## 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. Improvements are likely due to four 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 also ensures that states will hold CTE students to the same academic standards as all students.<sup>69</sup>

Second, the Department issued nonregulatory guidance<sup>70</sup> 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. Third, the Department has supported states' efforts by offering national and customized technical assistance to help them implement nonregulatory guidance.

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 Next Step Working Groups (NSWGs), states have formed workgroups

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<sup>69</sup> Sec. 122(c)(7)(C) of *Perkins IV* requires each state to 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.

<sup>70</sup> On March 17, 2007, the Office of Vocational and Adult Education issued nonregulatory 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. (See Appendix B for excerpts from the March 13, 2007, nonregulatory guidance.)

to develop products that include checklists to assess the validity and reliability of the various measurement approaches for the core indicators<sup>71</sup> 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 2009–10, 12 states either (1) changed one or various measurement definitions, or (2) modified their pre-existing definitions (Illinois, Massachusetts, Nevada, New Jersey, New Hampshire, North Carolina, Oregon, Rhode Island, South Carolina, Utah, Vermont, and Washington). Differences in student definitions (i.e., of CTE participants<sup>72</sup> and CTE concentrators<sup>73</sup>) 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*<sup>74</sup> 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, in PY 2009–10, 18 states<sup>75</sup> continued to use measures of technical skill attainment, such as grade point average (GPA) or CTE program completion, to assess secondary technical skill attainment (see Appendix D, figure D-1). Similarly, 22 states<sup>76</sup> continued to use measures of technical skill attainment, such as GPA or CTE program completion, to assess postsecondary technical skill attainment (see Appendix D, figure D-2). States reported using these other measures for a variety of reasons, including: the lack of resources (i.e., funding and/or

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<sup>71</sup> 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.

<sup>72</sup> Although the definitions of CTE participants vary among states, generally states define CTE participants as students who have completed one or more CTE courses at the secondary level or one or more credits at the postsecondary level (see Appendix C, table C-2, for each state's definition of CTE participants).

<sup>73</sup> See Appendix C, table C-1, for each state's definition of CTE concentrators.

<sup>74</sup> See Sec. 113(b)(2)(A)(ii) and Sec. 113(b)(2)(B)(i) of *Perkins IV*.

<sup>75</sup> The 18 states are Arizona, California, Colorado, Florida, Maine, Maryland, Massachusetts, Minnesota, Nevada, New Jersey, New Mexico, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and the United States Virgin Islands.

<sup>76</sup> The 22 states are Alaska, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Illinois, Maine, Maryland, Massachusetts, Michigan, Nevada, New Jersey, New Mexico, North Carolina, Oregon, Pennsylvania, Rhode Island, South Dakota, Washington, and Wisconsin.

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. 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 GPA as a creditable alternative for those industries lacking an assessment. Also, in those instances where no alternative to measuring a technical skill attainment exists, some states are requesting approval of the Department to change their measures.

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## Conclusion

States<sup>77</sup> have made progress<sup>78</sup> 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) 2009–10. 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 2009–10.<sup>79</sup> 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.

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<sup>77</sup> 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.

<sup>78</sup> 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.

<sup>79</sup> 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.

- The 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 2009–10, states reported the following 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 2009–10 than in the previous program year.** Enrollment figures for PY 2009–10 reflect a 1 percent increase from the previous year.<sup>80</sup> The 2009–10 rate of CTE student participation is within 4 percent of the highest enrollment (PY 2006–07) in the past eight years (PYs 2001–02 through 2009–10) of *Perkins III*<sup>81</sup> and *Perkins IV* implementation (figure 1).
- **Ninety-two percent, or 47 of the 51 states<sup>82</sup> that reported complete 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 (table 9).**<sup>83</sup>
- **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) information technology (table 5).**
- **Secondary career and technical education student enrollment decreased by approximately 2 percent in PY 2009–10, when compared to PY 2008–09 (table 3).**
- **Postsecondary career and technical education student enrollment increased 5 percent in PY 2009–10, when compared to PY 2008–09 (table 3).**<sup>84</sup>

<sup>80</sup> States report data based on their definitions of CTE participant and CTE concentrator. See Appendix C, table C-2, for each state's definition of CTE participant and table C-1 for each state's definition of CTE concentrator.

<sup>81</sup> The *Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)*.

<sup>82</sup> Only the 50 U.S. 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). For the purpose of the analysis, 51 states reporting statewide graduation rates and CTE graduation rates, therefore, include 49 states, the District of Columbia, and the Commonwealth of Puerto Rico. The state of Oklahoma did not report CTE graduation rates for PY 2009–10.

<sup>83</sup> 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.

<sup>84</sup> 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.

- **Adult<sup>85</sup> career and technical education student enrollment increased in excess of 11 percent in PY 2009–10, when compared to PY 2008–09<sup>86</sup> (table 4).**
- **Ninety-one percent, or 49 of 54 states<sup>87</sup> that reported data on their *Perkins* Sec. 113(b) core indicators of performance, reported that they met or exceeded their performance levels for secondary student graduation rates (table 8).**
- **Eighty-seven percent, or 47 of 54 states that reported on secondary school completion, met or exceeded their performance levels (table 8).**
- **Seventy-two percent, or 39 of 54 states that reported data on secondary technical skill attainment and nontraditional participation, met or exceeded their performance levels (table 8).**
- **Forty-eight percent, or 26 of 54 states, met or exceeded all of their secondary performance levels by at least 90 percent (table 8).**
- **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).**
- **Eighty-nine percent, or 48 of the 54 states that reported data on postsecondary technical skill attainment, met or exceeded their performance levels (table 10).**
- **Eighty-three percent, or 45 of the 54 states that reported data on postsecondary student retention or transfer, met or exceeded their performance levels (table 10).**
- **Sixty-five percent, or 35 of the 54 states that reported postsecondary nontraditional participation, met or exceeded their performance levels (table 10).**
- **Seventy-two percent, or 39 of 54 states, met or exceeded all of their postsecondary performance levels by at least 90 percent (table 10).**

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<sup>85</sup> Florida, Louisiana, Missouri, Ohio, Oklahoma, 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.

<sup>86</sup> For PY 2008–09, the adult career and technical education student enrollment was 157,523.

<sup>87</sup> The 50 U.S. 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 2009–10. 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 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico, and the outlying area of Guam, although the state of Oklahoma did not report CTE graduation rates for PY 2009–10.

Considerable work lies ahead for the Department in assisting states to effectively use their *Perkins* accountability data, in addition to ensuring that the data submitted by states and local recipients are valid, reliable, and complete. To this end, the Department will continue to host Data Quality Institutes (DQIs) and quarterly Next Steps Work Group (NSWG) conference calls, offering opportunities for more states to receive customized technical assistance. Some of the future topics identified for continued discussion include: (1) the alignment of annual *Perkins* Consolidated Annual Report (CAR) reporting with the *Elementary and Secondary Education Act (ESEA)* annual reporting through the Education Data Exchange Network (EDEN), (2) state and local education agency performance negotiations, (3) disaggregating core indicator results for analysis, and (4) tech prep reporting and monitoring protocols.

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 (1) undertaken increased training efforts targeted to improving data on specific indicators; and (2) 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 the Department will continue to pursue opportunities for enhancing its guidance and technical assistance to the states.

# Appendixes

## Appendix A Allotment of *Carl D. Perkins Career and Technical Education Act of 2006*, Title I and Title II Funds, for Program Year 2009–10 Corresponding to Federal Fiscal Year 2009 Funds

Appendix A provides information regarding the allotments<sup>88</sup> of *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*, Title I and Title II, funds to each state<sup>89</sup> for program year (PY) 2009–10, which corresponds to funds appropriated for federal fiscal year (FY) 2009 funds. Table A-1 provides the PY 2009–10 funding allotment information (corresponding to FY 2009 funds) for each state related to *Perkins IV*, Title I, career and technical education (CTE) assistance to the states. Table A-2 provides the PY 2009–10 funding allotment information (corresponding to FY 2009 funds) for each state related to *Perkins IV*, Title II, tech prep education.<sup>90</sup>

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<sup>88</sup> 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.

<sup>89</sup> 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.

<sup>90</sup> 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 (i) 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 (ii) integrates academic and career and technical education.

Table A-1 provides the following funding information for PY 2009–10 (corresponding to FY 2009 funds) for each state related to *Perkins IV*, Title I, for CTE assistance: (1) total dollar amount allotted to 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 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) of *Perkins IV*.
- 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.<sup>91</sup> 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 for PY 2009–10 (corresponding to FY 2009 funds) 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

<sup>91</sup> 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>

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 of the total Title II allotment a state used for administration; (5) percentage of the total Title II allotment used for state administration (6) dollar amount distributed by a state to consortia; and (7) distribution method.

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.<sup>92</sup>

In some instances, states have decided to consolidate<sup>93</sup> 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 *Perkins IV*.

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<sup>92</sup> See the Office of Vocational and Adult Education (OVAE) program memo at <http://cte.ed.gov/perkinsimplementation/nrg.cfm>

<sup>93</sup> 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, Title I, funds, by states, for program year 2009–10 corresponding to federal fiscal year 2009 funds**

States <sup>a</sup>	State Title I allotment	Title II funds consolidated with Title I funds	Total Title I and Title II consolidated <sup>b</sup>	Amount distributed by reserve to eligible recipient <sup>c</sup>	Amount distributed to eligible recipient <sup>c</sup>	Secondary percentage share	Postsecondary percentage share
Alabama <sup>d</sup>	19,217,606	1,394,293	20,611,899	1,752,011	17,520,114	70.00%	30.00%
Alaska	4,214,921	0	4,214,921	358,268	3,582,683	85.00%	15.00%
American Samoa <sup>e,i</sup>	347,509	NA	NA	NA	NA	NA	NA
Arizona	25,047,298	0	25,047,298	818,590	21,290,204	85.00%	15.00%
Arkansas	11,989,737	1,186,047	13,175,784	600,000	11,199,417	75.00%	25.00%
California	128,360,005	0	128,360,005	0	109,106,004	40.09%	59.91%
Colorado	15,782,973	1,393,615	17,176,588	1,480,914	14,809,142	42.00%	58.00%
Commonwealth of the Northern Mariana Islands <sup>f,i</sup>	347,509	NA	NA	NA	NA	NA	NA
Connecticut	10,020,303	868,931	10,889,234	925,585	9,255,849	78.40%	21.60%
Delaware	4,803,968	0	4,803,968	0	4,143,374	85.00%	15.00%
District of Columbia	4,214,921	134,677	4,349,598	0	3,717,360	80.70%	19.30%
Florida	60,428,537	4,815,873	65,244,410	2,872,902	57,972,233	53.05%	46.95%
Georgia	38,592,850	3,074,414	41,667,264	3,541,718	35,417,174	50.00%	50.00%
Guam <sup>i</sup>	655,304	0	655,304	0	557,009	25.00%	75.00%
Hawaii	5,709,941	411,510	6,121,451	78,049	5,203,233	50.00%	50.00%
Idaho	6,499,494	623,977	7,123,471	410,077	6,054,950	60.60%	39.40%
Illinois	44,837,143	0	44,837,143	0	38,111,572	60.00%	40.00%
Indiana	25,818,445	0	25,818,445	0	22,741,677	63.58%	36.42%
Iowa	12,103,307	0	12,103,307	150,000	10,287,812	49.86%	50.14%
Kansas	10,961,229	1,065,569	12,026,798	1,022,278	10,222,778	50.00%	50.00%
Kentucky	17,905,647	1,862,269	19,767,916	1,344,218	16,802,728	53.00%	47.00%
Louisiana	21,041,943	2,188,457	23,230,400	1,974,584	19,745,840	50.40%	49.60%
Maine	5,709,941	525,512	6,235,453	530,014	5,300,136	51.60%	48.40%
Maryland	16,440,022	1,540,547	17,980,569	698,701	15,437,539	65.00%	35.00%
Massachusetts	18,687,903	0	18,687,903	300,000	16,445,355	70.55%	29.45%
Michigan	40,835,345	0	40,835,345	517,000	34,710,043	60.00%	40.00%
Minnesota	17,697,927	1,735,278	19,433,205	1,651,822	16,518,224	42.00%	58.00%
Mississippi	13,363,550	0	13,363,550	0	11,359,007	53.00%	47.00%
Missouri	23,405,180	0	23,405,180	1,989,440	19,894,403	74.80%	25.20%
Montana	5,363,650	0	5,363,650	455,910	4,559,103	68.50%	31.50%
Nebraska	7,053,557	708,988	7,762,545	650,000	6,598,163	55.00%	45.00%
Nevada	8,031,665	527,487	8,559,152	691,152	7,275,279	64.17%	35.83%
New Hampshire	5,709,941	0	5,709,941	194,138	4,853,450	80.32%	19.68%
New Jersey	24,078,336	2,187,235	26,265,571	1,674,430	22,325,736	58.38%	41.62%
New Mexico	8,858,892	0	8,858,892	753,005	7,530,059	55.00%	45.00%
New York	57,403,836	0	57,403,836	0	50,263,453	52.00%	48.00%
North Carolina	35,752,471	0	35,752,471	0	30,389,601	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, Title I, funds, by states, for program year 2009–10 corresponding to federal fiscal year 2009 funds (continued)**

States <sup>a</sup>	State Title I allotment	Title II funds consolidated with Title I funds	Total Title I and Title II consolidated <sup>b</sup>	Amount distributed by reserve to eligible recipient <sup>c</sup>	Amount distributed to eligible recipient <sup>c</sup>	Secondary percentage share	Postsecondary percentage share
Ohio	45,028,414	0	45,028,414	0	38,292,378	79.00%	21.00%
Oklahoma	15,094,180	0	15,094,180	1,283,005	12,830,053	85.60%	14.40%
Oregon	14,063,250	1290703	15353953	1305086	13,050,861	50.00%	50.00%
Pennsylvania	44,795,856	0	44,795,856	0	38,076,477	70.00%	30.00%
Puerto Rico	18,458,484	0	18,458,484	0	15,689,712	87.00%	13.00%
Republic of Palau <sup>g,i</sup>	158,862	NA	NA	NA	NA	NA	NA
Rhode Island	5,709,941	338,543	6,048,485	519,199	5,191,994	78.80%	21.20%
South Carolina	19,078,798	1,730,085	20,808,883	1,776,108	17,761,080	73.00%	27.00%
South Dakota	4,294,134	0	4,294,134	361,844	3,618,436	52.50%	47.50%
Tennessee	23,882,364	2,231,641	26,114,005	2,219,690	22,196,904	84.50%	15.50%
Texas	92,532,081	0	92,532,081	7,505,659	78,652,269	70.32%	29.68%
United States Virgin Islands <sup>h</sup>	605,536	NA	NA	NA	NA	NA	NA
Utah	12,925,301	1,195,557	14,120,858	400,000	12,002,729	59.67%	40.33%
Vermont	4,214,921	237,187	4,452,108	60,000	3,756,898	75.27%	24.73%
Virginia	25,292,041	0	25,292,041	0	21,498,235	85.00%	15.00%
Washington	21,617,410	0	21,617,410	1,837,480	18,374,799	44.00%	56.00%
West Virginia	8,428,617	0	8,428,617	0	7,164,324	71.15%	28.85%
Wisconsin	21,594,496	0	21,594,496	1,009,543	18,355,321	45.00%	55.00%
Wyoming	4,214,921	233,729	4,448,650	0	3,781,352	60.00%	40.00%
<b>Total</b>	<b>1,143,497,334</b>	<b>33,815,275</b>	<b>1,175,853,194</b>	<b>46,095,195</b>	<b>1,005,322,275</b>	<b>†</b>	<b>†</b>
<b>Average Share</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>61.09%</b>	<b>38.91%</b>

† No data applicable to the cell.

NA Data not applicable.

<sup>a</sup> 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.

<sup>b</sup> 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."

<sup>c</sup> 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*.

<sup>d</sup> Alabama consolidated a portion of its Title II funds with its Title I funds under *Perkins IV*.

<sup>e</sup> American Samoa consolidated its *Perkins IV*, Title I, allotments with funds under other formula programs and used some of these funds for allowable career and technical education purposes.

<sup>f</sup> 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.

<sup>g</sup> The Republic of Palau received its allotment for PY 2009–10 in September 2010 because a single, multi-year allotment was made in PY 2007–08, that provided funding for PY 2007–08, 2008–09, and 2009–10.

<sup>h</sup> 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.

<sup>i</sup> 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: *Perkins IV* is the *Carl D. Perkins Career and Technical Education Act of 2006*. 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, Title II, funds, by states, for program year 2009–10 corresponding to federal fiscal year 2009 funds**

States <sup>a</sup>	State Title II allotment (\$) <sup>b</sup>	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 <sup>c</sup>
Alabama	1,994,293	1,394,293	600,000	30,000	5.00%	570,000	—
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	1,186,047	0	0	0.00%	0	—
California	11,251,825	0	11,251,825	900,146	8.00%	10,351,679	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	4,815,873	0	0	0.00%	0	—
Georgia	3,074,414	3,074,414	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	4,049,330	125,000	3.09%	3,924,330	Formula
Indiana	2,463,651	0	2,463,651	123,182	5.00%	2,340,469	—
Iowa	1,244,304	0	1,244,304	62,215	5.00%	1,182,089	Formula
Kansas	1,065,569	1,065,569	0	0	0.00%	0	—
Kentucky	1,862,269	1,862,269	0	0	0.00%	0	—
Louisiana	2,188,457	2,188,457	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	1,648,213	125,000	7.58%	1,523,213	—
Michigan	3,641,767	0	3,641,767	254,924	7.00%	3,386,843	Formula
Minnesota	1,735,278	1,735,278	0	0	0.00%	0	—
Mississippi	1,389,869	0	1,389,869	0	0.00%	1,389,869	Competitive
Missouri	2,177,836	0	2,177,836	128,118	5.88%	2,049,718	Formula
Montana	428,023	0	428,023	25,682	6.00%	402,341	Competitive
Nebraska	708,988	708,988	0	0	0.00%	0	—
Nevada	527,487	527,487	0	0	0.00%	0	—
New Hampshire	376,159	0	376,159	18,808	5.00%	357,351	Formula
New Jersey	2,187,235	2,187,235	0	0	0.00%	0	—
New Mexico	833,848	0	833,848	41,692	5.00%	792,156	Competitive
New York	5,242,848	0	5,242,848	145,340	2.77%	5,097,508	Competitive
North Carolina	2,993,352	0	2,993,352	269,401	9.00%	2,723,951	Competitive
North Dakota	313,151	313,151	0	0	0.00%	0	—
Ohio	4,446,194	0	4,446,194	391,265	8.80%	4,054,929	—
Oklahoma	1,569,862	0	1,569,862	75,000	4.78%	1,494,862	Competitive

See notes at end of table.

**Table A-2. Allotment of Perkins IV, Title II, funds, by states, for program year 2009–10 corresponding to federal fiscal year 2009 funds (continued)**

States <sup>a</sup>	State Title II allotment (\$) <sup>b</sup>	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 <sup>c</sup>
Oregon	1,290,703	1,290,703	0	0	0.00%	0	—
Pennsylvania	4,235,353	0	4,235,353	350,000	8.26%	3,885,353	Competitive
Puerto Rico	1,919,766	0	1,919,766	95,988	5.00%	1,823,778	Formula
Republic of Palau <sup>d</sup>	NA	NA	NA	NA	NA	NA	—
Rhode Island	338,543	338,543	0	0	0.00%	0	—
South Carolina	1,730,085	1,730,085	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	8,391,458	419,572	5.00%	7,971,886	Formula
United States Virgin Islands <sup>e</sup>	54,653	NA	NA	NA	NA	NA	NA
Utah	1,195,557	1,195,557	0	0	0.00%	0	—
Vermont	237,188	237,187	0	0	0.00%	0	—
Virginia	2,417,795	0	2,417,795	69,985	2.89%	2,347,810	Formula
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	2,105,227	105,261	5.00%	1,999,966	Formula
Wyoming	233,729	233,729	0	0	0.00%	0	—
<b>Total</b>	<b>102,923,000</b>	<b>33,815,275</b>	<b>69,053,071</b>	<b>3,971,238</b>	<b>†</b>	<b>65,081,833</b>	<b>†</b>
<b>Average</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>5.75%</b>	<b>†</b>	<b>†</b>

— Data not available.

† No data applicable to the cell.

NA Data not applicable.

<sup>a</sup> 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.

<sup>b</sup> 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."

<sup>c</sup> 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 or the state did not identify whether or not they awarded funds to eligible recipients under a formula or competitive process.

<sup>d</sup> 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*.

<sup>e</sup> 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: *Perkins IV* is the *Carl D. Perkins Career and Technical Education Act of 2006*. 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 Indicators and States' 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* core 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 core 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* core indicators on March 13, 2007. Excerpts from the nonregulatory guidance are included in this appendix. To see the guidance in its entirety, visit <http://www2.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.pdf>.

## 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.

### 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.

## Appendix C

### States’<sup>94</sup> Definitions of Career and Technical Education (CTE) Concentrator<sup>95</sup> 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<sup>96</sup> or participant.<sup>97</sup> 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

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<sup>94</sup> 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.

<sup>95</sup> 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.

<sup>96</sup> See Appendix C, table C-1, for each state’s definition of CTE concentrators.

<sup>97</sup> Although the definitions of CTE participants vary among states, generally states define CTE participants as students who have completed one or more CTE courses at the secondary level or one or more credits at the postsecondary level (see Appendix C, table C-2, for each state’s definition of CTE participants). Unless otherwise indicated, the data in this report are for CTE concentrators.

compare state data<sup>98</sup> 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 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 definitions<sup>99</sup> 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

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<sup>98</sup> 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.

<sup>99</sup> 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>.

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) 2009–10 for each of the 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and Guam.<sup>100</sup> 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.

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<sup>100</sup> 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 of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2009–10**

State <sup>c</sup>	Definitions of career and technical education <sup>a</sup> (CTE) concentrator <sup>b</sup> in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
<b>Alabama</b>	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.
<b>Alaska</b>	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.
<b>Arizona</b>	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, <sup>d</sup> 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.
<b>Arkansas</b>	A secondary student who enrolled in a minimum of three units of credit, including the core-required courses, in a CTE program of study. <sup>d</sup>	A student who declared intent, enrolled in a CTE program of study, <sup>e</sup> 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 of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

State <sup>c</sup>	Definitions of career and technical education <sup>a</sup> (CTE) concentrator <sup>b</sup> in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
<b>California</b>	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.
<b>Colorado</b>	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.
<b>Connecticut</b>	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 <sup>d</sup> leading to an occupational degree or certificate and completed at least 15 semester hours of course work.
<b>Delaware</b>	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.
<b>District of Columbia</b>	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 <sup>e</sup> requiring less than 12 credits.

**Table C-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

State <sup>c</sup>	Definitions of career and technical education <sup>a</sup> (CTE) concentrator <sup>b</sup> in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
<b>Florida</b>	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.
<b>Georgia</b>	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.
<b>Guam</b>	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.
<b>Hawaii</b>	A secondary grade 12 student who completed the requirements for her or his selected state-certified CTE program of study. <sup>d</sup> A program of study <sup>d</sup> 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.
<b>Idaho</b>	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.
<b>Illinois</b>	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.



**Table C-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

State <sup>c</sup>	Definitions of career and technical education <sup>a</sup> (CTE) concentrator <sup>b</sup> in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
<b>Indiana</b>	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.
<b>Iowa</b>	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.
<b>Kansas</b>	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.
<b>Kentucky</b>	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 <sup>e</sup> and is enrolled in at least the thirteenth credit-hour course in the program of study leading to a certificate, diploma, or associate degree.
<b>Louisiana</b>	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.

**Table C-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

State <sup>c</sup>	Definitions of career and technical education <sup>a</sup> (CTE) concentrator <sup>b</sup> in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
<b>Maine</b>	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.
<b>Maryland</b>	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.
<b>Massachusetts</b>	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.
<b>Michigan</b>	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.
<b>Minnesota</b>	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.

**Table C-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

State <sup>c</sup>	Definitions of career and technical education <sup>a</sup> (CTE) concentrator <sup>b</sup> in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
<b>Mississippi</b>	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.
<b>Missouri</b>	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.
<b>Montana</b>	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.
<b>Nebraska</b>	A secondary student who earned three or more credits in a single CTE program of study <sup>d</sup> 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.
<b>Nevada</b>	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.

**Table C-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

State <sup>c</sup>	Definitions of career and technical education <sup>a</sup> (CTE) concentrator <sup>b</sup> in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
<b>New Hampshire</b>	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.
<b>New Jersey</b>	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.
<b>New Mexico</b>	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.
<b>New York</b>	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.
<b>North Carolina</b>	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 <sup>d</sup> that terminates in the award of a degree, certificate, credential, or diploma.

**Table C-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

State <sup>c</sup>	Definitions of career and technical education <sup>a</sup> (CTE) concentrator <sup>b</sup> in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
<b>North Dakota</b>	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.
<b>Ohio</b>	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.
<b>Oklahoma</b>	A secondary student who enrolled in three or more credits* in a single CTE pathway.  <small>*A secondary credit is the secondary instructional time required to earn a standard Carnegie Unit (CU) for high school credit in Oklahoma.</small>	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.
<b>Oregon</b>	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.	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.
<b>Pennsylvania</b>	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.	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.

**Table C-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

State <sup>c</sup>	Definitions of career and technical education <sup>a</sup> (CTE) concentrator <sup>b</sup> in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
<b>Puerto Rico</b>	A secondary student who earned two or more credits in a CTE program area.	A postsecondary student who declared a major in a CTE program of study <sup>d</sup> 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.
<b>Republic of Palau</b>	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> .
<b>Rhode Island</b>	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.
<b>South Carolina</b>	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.
<b>South Dakota</b>	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.

**Table C-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

State <sup>c</sup>	Definitions of career and technical education <sup>a</sup> (CTE) concentrator <sup>b</sup> in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
<b>Tennessee</b>	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 <sup>e</sup> that terminates in an industry-recognized associate degree or other award.
<b>Texas</b>	A secondary student who earned three or more credits in two or more CTE courses in a CTE program of study. <sup>d</sup>	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.
<b>United States Virgin Islands</b>	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.
<b>Utah</b>	A secondary student, reporting as a senior, who completed at least one-half the credits in a single CTE program of study, <sup>d</sup> 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.

**Table C-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

State <sup>c</sup>	Definitions of career and technical education <sup>a</sup> (CTE) concentrator <sup>b</sup> in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
<b>Vermont</b>	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.
<b>Virginia</b>	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.
<b>Washington</b>	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.
<b>West Virginia</b>	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.
<b>Wisconsin</b>	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.



**Table C-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

State <sup>c</sup>	Definitions of career and technical education <sup>a</sup> (CTE) concentrator <sup>b</sup> in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (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.

<sup>a</sup> 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.”

<sup>b</sup> 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.

<sup>c</sup> 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. The 50 U.S. 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 2009–10. 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.

<sup>d</sup> 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.

Note: CTE means career and technical education.

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 of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2009–10**

Definitions of career and technical education <sup>a</sup> (CTE) participant <sup>b</sup> in CTE programs at the secondary and postsecondary levels		
State <sup>c</sup>	Secondary (S)	Postsecondary (PS)
<b>Alabama</b>	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.
<b>Alaska</b>	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.
<b>Arizona</b>	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.
<b>Arkansas</b>	Students who enroll in one unit of credit in CTE.	Students who have earned one or more credits in any CTE program area.
<b>California</b>	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, <sup>d</sup> 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.
<b>Colorado</b>	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 <sup>e</sup> code) within the reporting year.
<b>Connecticut</b>	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).
<b>Delaware</b>	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.
<b>District of Columbia</b>	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.

See notes at end of table.

**Table C-2. States' definitions of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

<b>Definitions of career and technical education<sup>a</sup> (CTE) participant<sup>b</sup> in CTE programs at the secondary and postsecondary levels</b>		
<b>State<sup>c</sup></b>	<b>Secondary (S)</b>	<b>Postsecondary (PS)</b>
<b>Florida</b>	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.
<b>Georgia</b>	A student who has earned one or more credits in any CTE program area.	Students having taken at least one CTE course.
<b>Guam</b>	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.
<b>Hawaii</b>	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.
<b>Idaho</b>	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.)
<b>Illinois</b>	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.
<b>Indiana</b>	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.
<b>Iowa</b>	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.
<b>Kansas</b>	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.
<b>Kentucky</b>	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.
<b>Louisiana</b>	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.
<b>Maine</b>	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.

**Table C-2. States' definitions of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

Definitions of career and technical education <sup>a</sup> (CTE) participant <sup>b</sup> in CTE programs at the secondary and postsecondary levels		
State <sup>c</sup>	Secondary (S)	Postsecondary (PS)
<b>Maryland</b>	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.
<b>Massachusetts</b>	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.
<b>Michigan</b>	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.
<b>Minnesota</b>	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.
<b>Mississippi</b>	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.
<b>Missouri</b>	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.
<b>Montana</b>	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.

**Table C-2. States' definitions of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

<b>Definitions of career and technical education<sup>a</sup> (CTE) participant<sup>b</sup> in CTE programs at the secondary and postsecondary levels</b>		
<b>State<sup>c</sup></b>	<b>Secondary (S)</b>	<b>Postsecondary (PS)</b>
<b>Nebraska</b>	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.
<b>Nevada</b>	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.
<b>New Hampshire</b>	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.
<b>New Jersey</b>	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.
<b>New Mexico</b>	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.
<b>New York</b>	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.
<b>North Carolina</b>	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.
<b>North Dakota</b>	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.
<b>Ohio</b>	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.
<b>Oklahoma</b>	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.
<b>Oregon</b>	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.
<b>Pennsylvania</b>	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.

**Table C-2. States' definitions of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

Definitions of career and technical education <sup>a</sup> (CTE) participant <sup>b</sup> in CTE programs at the secondary and postsecondary levels		
State <sup>c</sup>	Secondary (S)	Postsecondary (PS)
<b>Puerto Rico</b>	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.
<b>Republic of Palau</b>	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> .
<b>Rhode Island</b>	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.
<b>South Carolina</b>	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.
<b>South Dakota</b>	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.
<b>Tennessee</b>	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.
<b>Texas</b>	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.
<b>United States Virgin Islands</b>	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.
<b>Utah</b>	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.
<b>Vermont</b>	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.
<b>Virginia</b>	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.
<b>Washington</b>	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.

**Table C-2. States' definitions of CTE participant in CTE programs at the secondary and postsecondary levels for program year 2009–10 (continued)**

Definitions of career and technical education <sup>a</sup> (CTE) participant <sup>b</sup> in CTE programs at the secondary and postsecondary levels		
State <sup>c</sup>	Secondary (S)	Postsecondary (PS)
<b>West Virginia</b>	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.
<b>Wisconsin</b>	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.
<b>Wyoming</b>	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.

<sup>a</sup> 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.”

<sup>b</sup> 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.

<sup>c</sup> 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 U.S. 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. The 50 U.S. 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 2009–10. 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.

<sup>d</sup> 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.

<sup>e</sup> CIP means “classification of instructional program.”

Note: CTE means career and technical education.

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.

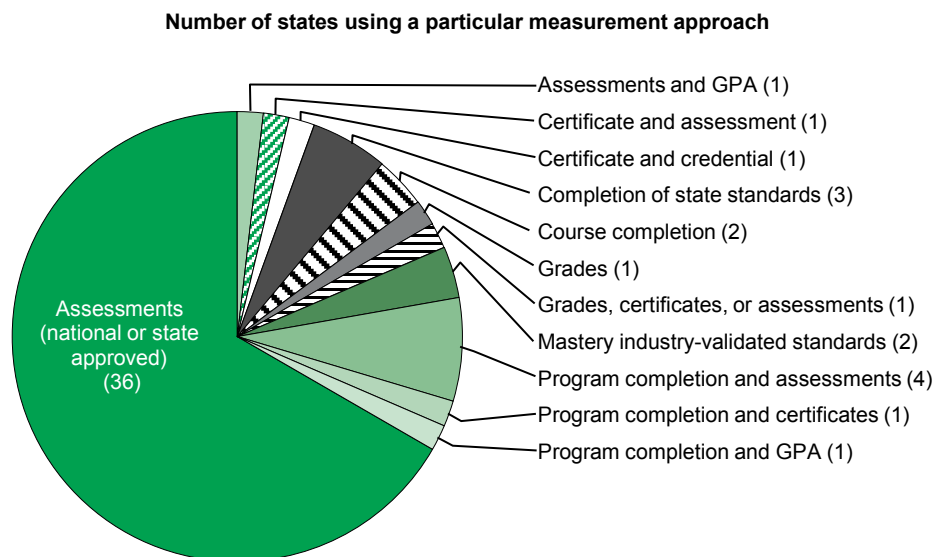
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## Appendix D

### 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

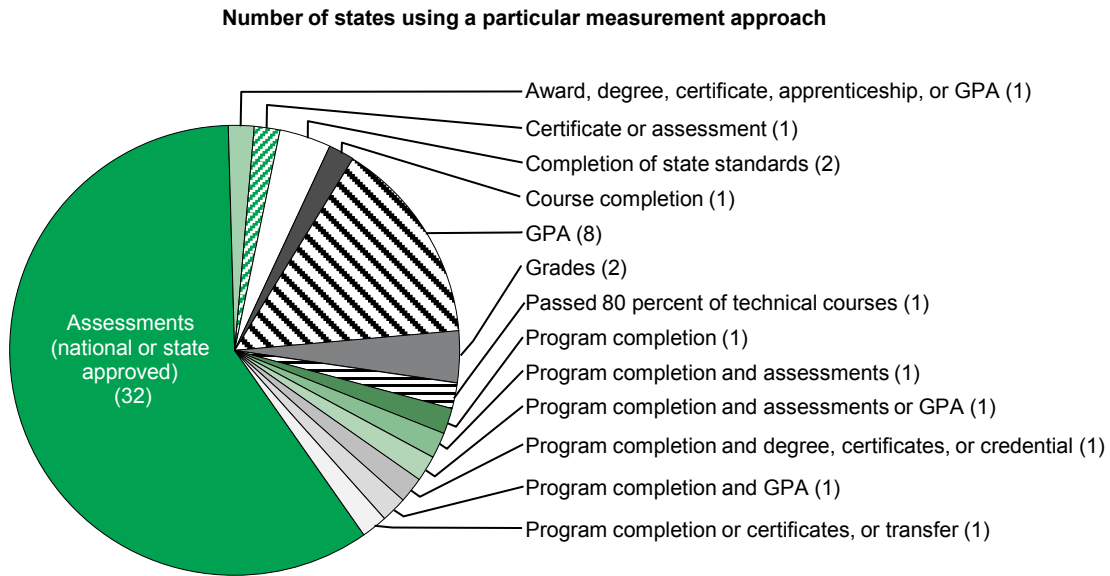
**Figure D-1. Measurement approaches used by states for secondary technical skill attainment for program year 2009–10**



Notes: 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. The total for the states in this figure is 54 and includes the 50 U.S. 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 U.S. 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 2009–10**



Notes: 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. The total for the states in this figure is 54 and includes the 50 U.S. 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 U.S. 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 State<sup>101</sup> Performance Profiles, Program Year 2009–10

Appendix E provides state profiles containing performance data<sup>102</sup> 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) 2009–10. 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 2009–10.<sup>103</sup>

For PY 2009–10, the third PY of *Perkins IV*, each state operating under the second 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,<sup>104</sup> and special populations and other

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<sup>101</sup> 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.

<sup>102</sup> 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.

<sup>103</sup> 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 in this report are for CTE concentrators.

<sup>104</sup> 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 2009–10 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.

student categories. If the state did not consolidate all of its *Perkins IV*, Title II, tech prep<sup>105</sup> funds, it also must report disaggregated data for its tech prep students.

Each special population or other student 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.

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, Missouri, Ohio, Oklahoma, 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.

In summary, Appendix E profiles include the student data related to all of the *Perkins IV* Sec. 113(b) core indicators at the secondary, postsecondary, and adult<sup>106</sup> 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.

## Further Clarification to the State Profiles

In accordance with the requirements of *Perkins IV*, the Department negotiates annual performance levels on each of the core indicators with each state. Each state identifies its performance levels for the *Perkins IV* Sec. 113(b) core indicators in its state plan submitted under Sec. 122 of *Perkins IV*. Levels of performance for each of the core indicators of

<sup>105</sup> 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 (i) 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 (ii) integrates academic with career and technical education.

<sup>106</sup> When reporting on adult-level programs, each of the six states used its definition of CTE concentrator at the adult and/or postsecondary level.

performance must be expressed in a percentage or numerical form, so that they are objective, quantifiable, and measurable. Further, the performance levels must be set such that the state is required to continually make progress toward improving the performance of career and technical education students (see Sec. 113(b)(3)(A)(i) of *Perkins IV*).

The Department annually provides instructions to states regarding the submission of their data through instructions for the *Consolidated Annual Report (CAR) for The Carl D. Perkins Career and Technical Education Act of 2006*. The instructions contain specific reporting requirements for each state's CAR submission. State directors submitted their state CAR reports electronically to the Department and attested to the accuracy and completeness of their data using an electronic personal identification number (PIN).

Since the data in the state tables in this appendix are state-specific, additional information related to the state tables may be found for each state in the CAR narratives at: <http://cte.ed.gov/accountability/reports/carnarratives.cfm>. Additional clarification regarding aspects of the state data in the state tables may be provided by the state. Contact information for each state is available through the state profiles at: <http://cte.ed.gov/stategrants/stateprofiles.cfm>

## 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
<b>Measurement definitions</b>	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, 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.	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 (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.
<b>PY 2009–10 Performance levels</b>	86.00%	77.00%	55.00%	84.00%	90.00%	92.00%	17.25%	12.00%
<b>PY 2009–10 Results</b>	93.80%	92.74%	87.14%	88.78%	83.93%	93.42%	22.62%	16.19%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	54.58%	53.76%	77.45%	83.59%	78.32%	87.08%	14.99%	11.24%
Economically disadvantaged students	91.38%	90.28%	84.25%	86.17%	80.99%	91.05%	23.79%	17.19%
Single parents	90.39%	90.79%	82.64%	78.31%	71.24%	94.74%	28.98%	11.76%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	NP	NP	NP	NP	64.91%	94.37%	14.91%	NP
Migrant students	91.67%	91.80%	80.10%	73.02%	59.74%	94.74%	18.10%	12.96%
Students in nontraditional programs	93.59%	91.46%	NP	86.21%	NP	92.82%	NP	NP
<b>Tech prep</b>	93.35%	92.58%	84.07%	86.50%	81.60%	92.54%	11.79%	11.79%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	92.41%	91.00%	84.56%	87.73%	82.01%	93.27%	<10.00%	<10.00%
Female	>95.00%	94.57%	90.02%	89.90%	86.02%	93.62%	82.62%	67.90%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	90.67%	94.74%	92.22%	88.75%	77.17%	>95.00%	15.60%	16.67%
Asian or Pacific Islander	>95.00%	93.98%	92.53%	84.32%	80.45%	>95.00%	23.59%	18.76%
Black (not Hispanic)	91.78%	91.62%	81.17%	89.11%	85.30%	90.87%	24.38%	17.59%
Hispanic	94.81%	92.78%	89.19%	81.49%	76.52%	93.07%	15.93%	10.99%
White (not Hispanic)	94.91%	93.36%	90.49%	89.00%	83.51%	94.63%	22.13%	15.81%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NE	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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**

<b>Core indicators</b>	<b>Technical skill attainment</b>	<b>Credential, certificate, or degree</b>	<b>Student retention or transfer</b>	<b>Student placement</b>	<b>Nontraditional participation</b>	<b>Nontraditional completion</b>
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	78.00%	52.00%	69.00%	82.22%	12.00%	11.50%
<b>PY 2009–10 Results</b>	84.13%	51.51%	73.66%	69.85%	17.00%	13.32%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	21.68%	20.00%	81.58%	51.43%	22.69%	12.90%
Economically disadvantaged students	80.37%	53.49%	81.49%	93.09%	19.79%	17.91%
Single parents	>95.00%	24.38%	77.78%	27.50%	62.50%	<10.00%
Displaced homemakers	>95.00%	22.91%	78.02%	35.90%	27.78%	<10.00%
Limited English proficient students	80.75%	76.00%	<10.00%	77.78%	28.57%	<10.00%
Students in nontraditional programs	85.55%	56.90%	73.54%	>95.00%	NP	NP
<b>Tech prep</b>	>95.00%	16.45%	46.03%	42.94%	18.21%	<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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	82.59%	46.41%	67.19%	59.02%	18.91%	14.96%
Female	85.38%	55.43%	78.49%	76.12%	15.76%	11.99%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	88.74%	53.25%	80.39%	58.73%	19.83%	22.37%
Asian or Pacific Islander	87.28%	53.39%	68.54%	55.17%	34.93%	12.73%
Black (not Hispanic)	79.54%	43.34%	72.80%	60.28%	18.50%	14.18%
Hispanic	85.41%	57.51%	72.22%	54.74%	19.39%	29.91%
White (not Hispanic)	86.01%	54.45%	73.45%	76.86%	19.61%	14.46%
Race and/or ethnicity unknown	82.70%	54.55%	51.73%	44.09%	<10.00%	<10.00%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma or a certificate of achievement (i.e. other state-recognized equivalent including recognized alternative standards for individuals with disabilities).	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 unduplicated CTE concentrators who leave secondary school in the reporting year and were placed in postsecondary education, or advanced training, or in military service, or employment in the first and second quarter following the program year in which they left secondary education.	Percentage of CTE participants from the underrepresented gender group who participated in a program that leads to employment in a nontraditional field during the reporting year.	Percentage of CTE concentrators from the underrepresented gender group who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	77.18%	69.09%	66.50%	91.67%	55.58%	87.57%	37.18%	29.53%
<b>PY 2009–10 Results</b>	88.42%	71.43%	89.58%	>95.00%	92.00%	83.51%	38.57%	24.51%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	44.23%	35.29%	80.77%	>95.00%	65.33%	69.16%	31.26%	21.82%
Economically disadvantaged students	81.63%	67.37%	90.62%	>95.00%	86.17%	76.79%	39.50%	24.24%
Single parents	50.00%	50.00%	66.67%	>95.00%	>95.00%	66.67%	23.08%	<10.00%
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	56.41%	27.78%	>95.00%	>95.00%	79.63%	54.02%	43.05%	26.09%
Migrant students	85.71%	82.86%	89.47%	>95.00%	88.37%	78.63%	34.56%	21.62%
Students in nontraditional programs	91.23%	70.30%	94.37%	>95.00%	93.43%	82.68%	NP	NP
<b>Tech prep</b>	93.80%	76.64%	92.12%	>95.00%	>95.00%	90.23%	36.87%	23.60%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	86.95%	74.71%	86.72%	>95.00%	89.06%	82.26%	41.59%	18.05%
Female	90.00%	67.86%	94.56%	>95.00%	>95.00%	85.40%	33.79%	34.48%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	74.75%	61.46%	91.94%	>95.00%	88.79%	70.45%	37.02%	20.65%
Asian	81.36%	56.14%	>95.00%	>95.00%	>95.00%	85.94%	44.95%	26.98%
Black or African American	86.67%	73.33%	75.00%	94.44%	89.47%	75.86%	47.02%	17.65%
Hispanic or Latino	85.11%	53.19%	88.89%	>95.00%	89.09%	80.95%	39.83%	23.26%
Native Hawaiian or Other Pacific Islander	54.55%	36.36%	>95.00%	>95.00%	72.22%	70.00%	40.36%	18.18%
White	92.29%	76.67%	88.06%	>95.00%	93.38%	86.12%	37.35%	25.60%
Two or more races	92.50%	75.00%	>95.00%	>95.00%	88.00%	82.05%	41.50%	20.93%

\* 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
<b>Measurement definitions</b>	Percentage of 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 during the reporting year completed a program that leads to employment in nontraditional fields as evidenced by receipt of an industry-recognized credential, a certificate or degree; program must be at least six credit hours.
<b>PY 2009–10 Performance levels</b>	67.25%	30.00%	54.00%	75.06%	38.61%	25.93%
<b>PY 2009–10 Results</b>	82.82%	25.75%	51.84%	77.07%	14.22%	<10.00%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	82.61%	30.30%	53.85%	57.69%	25.00%	<10.00%
Economically disadvantaged students	79.72%	27.19%	51.28%	67.65%	18.25%	<10.00%
Single parents	78.95%	18.52%	59.65%	70.18%	16.22%	<10.00%
Displaced homemakers	>95.00%	19.75%	43.75%	75.00%	22.22%	<10.00%
Limited English proficient students	50.00%	20.45%	>95.00%	50.00%	50.00%	<10.00%
Students in nontraditional programs	76.80%	<10.00%	49.24%	79.05%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable  
*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
<b>Gender</b>						
Male	78.03%	22.41%	49.42%	76.26%	19.55%	<10.00%
Female	86.34%	28.01%	53.53%	77.63%	10.77%	<10.00%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	84.12%	30.30%	54.21%	77.29%	14.68%	<10.00%
Asian	74.58%	18.52%	37.66%	80.52%	10.00%	<10.00%
Black or African American	62.71%	19.75%	51.69%	77.53%	14.41%	<10.00%
Hispanic or Latino	72.73%	20.45%	47.37%	63.16%	18.52%	<10.00%
Native Hawaiian or Other Pacific Islander	58.33%	<10.00%	50.00%	62.50%	<10.00%	<10.00%
White	85.51%	26.09%	51.24%	77.03%	14.54%	<10.00%
Two or more races	81.16%	22.77%	72.13%	77.05%	12.24%	<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.

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
<b>Measurement definitions</b>	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading assessment administered by the state under <i>ESEA</i> and left secondary education in the reporting year.	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 left secondary education in the reporting year.	Percentage of CTE concentrators who completed the state-designated sequence of instruction then took and passed the technical skills assessment and left secondary education in the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma or earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma and left secondary education in the reporting year.	Percentage of CTE concentrators who graduated in the reporting year and were included as graduated in the state's computation of its graduation rate as described in <i>ESEA</i> .	Percentage of CTE concentrators who graduated 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 the concentrator left secondary education (i.e. unduplicated placement status for CTE concentrators and graduated by June 30 will be assessed for placement between Oct. 1 and Dec. 31).	Percentage of CTE participants from underrepresented gender groups enrolled in a program that leads to employment in nontraditional fields in the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed the state-designated sequence of instruction then took and passed the technical skills assessment in a program that leads to employment in nontraditional fields and left secondary education in the reporting year.
<b>PY 2009–10 Performance levels</b>	49.60%	41.00%	66.00%	77.00%	76.50%	53.00%	21.50%	11.00%
<b>PY 2009–10 Results</b>	>95.00%	91.58%	86.49%	>95.00%	>95.00%	75.88%	31.05%	25.34%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	64.42%	46.95%	69.10%	>95.00%	>95.00%	63.16%	23.61%	12.23%
Economically disadvantaged students	>95.00%	93.23%	82.27%	>95.00%	>95.00%	74.84%	30.97%	24.96%
Single parents	93.33%	83.33%	68.42%	>95.00%	>95.00%	62.79%	29.23%	17.65%
Displaced homemakers	NP	NP	NP	NP	NP	PNO	NP	NP
Limited English proficient students	91.65%	87.14%	72.29%	94.75%	94.75%	66.40%	27.55%	17.92%
Migrant students	>95.00%	>95.00%	NE	>95.00%	>95.00%	63.64%	NP	NE
Students in nontraditional programs	>95.00%	92.27%	87.72%	>95.00%	>95.00%	74.92%	NP	NP
<b>Tech prep</b>	>95.00%	92.05%	87.43%	>95.00%	>95.00%	76.24%	31.86%	26.66%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	94.18%	90.71%	86.58%	>95.00%	>95.00%	74.80%	10.52%	10.38%
Female	>95.00%	92.51%	86.39%	>95.00%	>95.00%	77.06%	54.10%	38.93%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	86.98%	79.38%	77.08%	>95.00%	>95.00%	60.34%	31.94%	18.07%
Asian or Pacific Islander	>95.00%	>95.00%	92.35%	>95.00%	>95.00%	84.20%	36.13%	29.27%
Black (not Hispanic)	93.71%	89.05%	83.96%	>95.00%	>95.00%	77.92%	33.90%	32.53%
Hispanic	94.14%	90.45%	81.97%	>95.00%	>95.00%	71.57%	29.42%	23.43%
White (not Hispanic)	>95.00%	94.31%	91.84%	>95.00%	>95.00%	80.77%	31.51%	27.42%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	PNO	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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-year 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 (i.e., unduplicated placement status for CTE concentrators who graduated by June 30 will be assessed between Oct. 1 and Dec. 31).	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.
<b>PY 2009–10 Performance levels</b>	67.50%	40.00%	46.00%	35.00%	21.00%	16.00%
<b>PY 2009–10 Results</b>	92.73%	38.68%	67.13%	47.33%	27.32%	20.56%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	>95.00%	48.50%	71.73%	36.12%	34.18%	31.17%
Economically disadvantaged students	79.06%	42.10%	73.02%	42.74%	28.29%	19.11%
Single parents	12.60%	33.91%	64.41%	20.52%	37.39%	<10.00%
Displaced homemakers	>95.00%	33.33%	75.00%	53.33%	49.32%	20.00%
Limited English proficient students	91.18%	37.93%	66.46%	32.84%	44.49%	33.33%
Students in nontraditional programs	93.93%	40.02%	68.83%	40.74%	NP	NP
<b>Tech prep</b>	89.04%	37.26%	76.55%	43.60%	25.70%	18.58%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable  
*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
<b>Gender</b>						
Male	87.39%	34.31%	65.25%	47.32%	30.30%	24.14%
Female	>95.00%	43.09%	68.78%	47.34%	24.79%	17.57%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	>95.00%	31.96%	66.42%	42.28%	28.47%	23.58%
Asian	>95.00%	42.23%	69.07%	39.58%	27.33%	24.68%
Black or African American	88.51%	38.78%	69.46%	44.16%	31.15%	18.70%
Hispanic or Latino	87.41%	39.73%	67.31%	49.70%	27.50%	20.00%
Native Hawaiian or Other Pacific Islander	75.00%	14.29%	60.00%	28.57%	36.25%	50.00%
White	94.92%	39.89%	66.89%	49.02%	26.66%	18.62%
Two or more races	>95.00%	>95.00%	>95.00%	50.00%	40.00%	<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.

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
<b>Measurement definitions</b>	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 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 or receive a General Education Development (GED) 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 successfully completed the program of study and graduated from high school and who were employed, enrolled in postsecondary, 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 nontraditional gender concentrators who successfully complete programs of study designated nontraditional and graduate for high school during the reporting year.
<b>PY 2009–10 Performance levels</b>	59.69%	46.90%	62.50%	92.20%	86.75%	94.86%	24.96%	19.94%
<b>PY 2009–10 Results</b>	52.14%	62.14%	49.27%	93.17%	92.01%	93.89%	25.31%	27.11%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	10.59%	31.93%	22.17%	90.64%	90.13%	85.06%	16.85%	18.93%
Economically disadvantaged students	40.31%	51.81%	40.79%	91.17%	89.96%	90.55%	25.47%	29.19%
Single parents	NE	NE	NE	NE	NE	NE	NE	NE
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	12.25%	40.00%	18.04%	86.92%	86.92%	92.36%	17.31%	23.28%
Migrant students	12.82%	37.50%	25.00%	87.50%	85.00%	78.57%	29.06%	23.81%
Students in nontraditional programs	57.44%	61.70%	49.86%	94.80%	93.74%	92.75%	NP	NP
<b>Tech prep</b>	NE	NE	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	46.16%	65.41%	46.20%	91.53%	90.15%	>95.00%	<10.00%	<10.00%
Female	58.02%	59.06%	51.76%	94.83%	93.90%	92.71%	59.61%	50.73%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	63.49%	67.80%	64.15%	90.62%	89.06%	91.67%	31.13%	22.50%
Asian	63.64%	75.78%	50.91%	94.57%	93.80%	>95.00%	25.66%	27.87%
Black or African American	25.05%	30.86%	30.83%	91.46%	90.90%	90.60%	24.88%	28.39%
Hispanic or Latino	45.89%	59.29%	36.72%	90.04%	90.04%	93.42%	22.73%	28.65%
Native Hawaiian or Other Pacific Islander	54.05%	75.68%	52.94%	94.87%	94.87%	>95.00%	24.50%	20.83%
White	60.63%	71.67%	55.44%	93.96%	92.53%	94.76%	25.53%	26.65%
Two or more races	60.64%	68.18%	50.00%	92.39%	90.22%	92.77%	29.68%	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.

# Arkansas

## Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	Percentage of CTE concentrators who passed technical skill assessments.	Percentage of CTE concentrators who received an industry-recognized credential, certificate or 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.
<b>PY 2009–10 Performance levels</b>	58.78%	74.00%	41.67%	68.00%	23.93%	14.63%
<b>PY 2009–10 Results</b>	74.63%	70.00%	83.86%	68.03%	26.20%	25.87%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	70.02%	63.48%	88.57%	61.24%	35.06%	34.81%
Economically disadvantaged students	72.48%	67.02%	36.44%	67.26%	30.38%	29.86%
Single parents	71.38%	63.60%	87.39%	68.74%	37.73%	38.67%
Displaced homemakers	72.53%	65.44%	84.92%	55.15%	39.71%	40.62%
Limited English proficient students	71.20%	62.12%	81.70%	62.12%	32.72%	32.63%
Students in nontraditional programs	74.28%	65.34%	84.77%	65.98%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	73.62%	72.37%	80.34%	66.59%	12.93%	12.65%
Female	75.18%	67.89%	85.68%	69.32%	39.35%	39.16%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	81.65%	62.50%	78.81%	56.25%	26.47%	25.23%
Asian	76.67%	63.33%	80.15%	58.33%	32.47%	31.45%
Black or African American	62.20%	58.62%	81.48%	64.22%	27.91%	27.84%
Hispanic or Latino	71.75%	59.51%	81.91%	57.67%	25.05%	23.62%
Native Hawaiian or Other Pacific Islander	64.00%	NE	>95.00%	NE	31.25%	30.77%
White	77.83%	73.27%	83.39%	69.66%	25.71%	25.35%
Two or more races	76.67%	NE	>95.00%	NE	25.35%	26.23%

\* 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.

## 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
<b>Measurement definitions</b>	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 Exam (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 as described in <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.
<b>PY 2009–10 Performance levels</b>	33.40%	23.00%	58.22%	87.56%	83.40%	80.56%	25.00%	18.50%
<b>PY 2009–10 Results</b>	52.86%	55.19%	87.18%	90.41%	90.41%	92.21%	39.25%	30.71%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	26.16%	28.12%	79.90%	77.98%	77.98%	51.93%	33.31%	23.83%
Economically disadvantaged students	41.08%	41.52%	83.09%	84.07%	84.07%	88.47%	39.61%	29.82%
Single parents	52.61%	57.10%	83.28%	88.71%	88.71%	90.57%	32.97%	22.27%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	28.42%	36.00%	82.89%	83.31%	83.31%	83.58%	38.22%	29.93%
Migrant students	39.60%	45.67%	84.57%	89.54%	89.54%	87.93%	36.36%	26.23%
Students in nontraditional programs	55.03%	54.98%	87.14%	90.70%	90.70%	34.02%	NP	NP
<b>Tech prep</b>	53.71%	56.59%	87.72%	90.71%	90.71%	92.49%	37.29%	29.81%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	51.13%	58.78%	86.06%	89.63%	89.63%	92.16%	21.63%	16.66%
Female	54.83%	51.07%	88.52%	91.31%	91.31%	92.27%	63.70%	50.52%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	52.08%	54.46%	83.43%	93.65%	93.65%	93.27%	39.84%	30.80%
Asian	64.59%	75.18%	87.30%	92.23%	92.23%	93.82%	41.18%	35.04%
Black or African American	44.65%	40.61%	85.16%	83.88%	83.88%	90.85%	42.34%	32.52%
Hispanic or Latino	40.56%	43.22%	89.91%	87.69%	87.69%	90.54%	39.89%	30.33%
Native Hawaiian or Other Pacific Islander	57.75%	63.45%	92.55%	90.71%	90.71%	92.42%	42.04%	37.24%
White	67.56%	67.72%	91.08%	94.54%	94.54%	93.83%	36.93%	29.46%
Two or more races	56.65%	59.35%	80.42%	94.92%	94.92%	93.59%	39.19%	32.61%

\* 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
<b>Measurement definitions</b>	Percentage of students enrolled in Student Accountability Model (SAM) priority A-C courses who have earned a GPA of 2.0 or above in those SAM A-C 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.
<b>PY 2009–10 Performance levels</b>	88.37%	81.65%	85.54%	81.80%	20.29%	21.99%
<b>PY 2009–10 Results</b>	88.89%	81.59%	85.72%	80.68%	22.00%	25.94%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	85.38%	89.54%	91.80%	63.54%	23.32%	25.49%
Economically disadvantaged students	88.98%	85.87%	89.67%	76.83%	23.31%	25.98%
Single parents	88.22%	84.35%	88.96%	79.69%	22.15%	23.28%
Displaced homemakers	90.70%	84.47%	88.91%	71.50%	19.85%	21.67%
Limited English proficient students	89.46%	88.51%	89.20%	71.01%	19.98%	24.14%
Students in nontraditional programs	87.13%	85.95%	88.20%	78.19%	NP	NP
<b>Tech prep</b>	87.69%	85.11%	86.82%	81.74%	20.15%	23.20%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	88.86%	76.40%	84.16%	82.70%	17.36%	26.35%
Female	88.92%	85.81%	87.28%	79.04%	26.30%	25.63%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	86.63%	76.96%	>95.00%	76.49%	24.38%	29.21%
Asian	90.79%	89.09%	>95.00%	78.44%	25.72%	29.85%
Black or African American	83.66%	79.40%	>95.00%	74.03%	25.81%	29.07%
Hispanic or Latino	87.61%	77.63%	>95.00%	83.73%	19.48%	24.31%
Native Hawaiian or Other Pacific Islander	87.57%	79.22%	>95.00%	79.02%	23.62%	24.26%
White	90.01%	81.88%	>95.00%	80.97%	21.49%	24.54%
Two or more races	NP	NE	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.

## 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
<b>Measurement definitions</b>	Percentage of CTE concentrators and completers 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, have met locally-defined requirements for a high school diploma.	Percentage of CTE concentrators and completers 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, 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 and completers 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 previous year CTE completers placed in advanced postsecondary education or training, military service, or employment six months (CTE students who completed by June 30, 2007 would be surveyed beginning Dec. 1, 2007) after leaving secondary education during the reporting year.	Percentage of CTE participants from underrepresented gender groups enrolled in nontraditional programs.	Percentage of CTE completers from underrepresented gender groups in nontraditional programs.
<b>PY 2009–10 Performance levels</b>	90.00%	74.00%	61.00%	79.00%	59.50%	91.30%	50.60%	44.50%
<b>PY 2009–10 Results</b>	93.34%	71.48%	55.43%	84.13%	84.32%	>95.00%	47.60%	42.78%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	62.45%	26.73%	51.65%	69.68%	65.91%	91.35%	50.54%	42.75%
Economically disadvantaged students	86.52%	52.50%	54.04%	77.14%	74.42%	94.09%	47.33%	42.60%
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	69.70%	34.05%	56.05%	76.56%	70.34%	94.01%	47.16%	42.90%
Migrant students	62.22%	35.56%	41.31%	74.44%	74.59%	93.33%	50.92%	48.60%
Students in nontraditional programs	92.78%	72.71%	48.62%	84.21%	85.46%	>95.00%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	91.11%	72.72%	56.94%	82.73%	81.92%	>95.00%	66.83%	54.73%
Female	>95.00%	70.15%	53.71%	85.70%	86.94%	>95.00%	20.27%	24.23%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	87.76%	63.76%	54.67%	76.28%	70.65%	>95.00%	45.83%	44.98%
Asian or Pacific Islander	94.16%	77.70%	53.95%	86.97%	88.53%	>95.00%	48.18%	46.79%
Black (not Hispanic)	88.01%	50.93%	58.98%	80.28%	79.16%	>95.00%	48.19%	43.31%
Hispanic	88.03%	52.06%	54.83%	81.22%	74.56%	94.48%	45.46%	40.60%
White (not Hispanic)	>95.00%	79.19%	55.45%	85.45%	88.19%	>95.00%	48.34%	43.28%
Race and/or ethnicity unknown	NE	NE	NE	NE	NE	>95.00%	>95.00%	NE
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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 previous year CTE completers 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 all enrolled 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 completers from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	57.00%	57.00%	58.00%	95.50%	15.50%	12.40%
<b>PY 2009–10 Results</b>	59.73%	59.73%	79.97%	>95.00%	17.26%	14.06%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	49.46%	49.46%	89.64%	87.83%	20.88%	16.77%
Economically disadvantaged students	65.22%	65.22%	84.90%	>95.00%	17.73%	14.91%
Single parents	25.45%	25.45%	88.89%	88.48%	14.29%	<10.00%
Displaced homemakers	<10.00%	<10.00%	65.79%	89.04%	22.22%	13.54%
Limited English proficient students	48.52%	48.52%	84.00%	94.87%	16.29%	15.70%
Students in nontraditional programs	51.06%	51.06%	>95.00%	>95.00%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	54.61%	54.61%	72.11%	>95.00%	11.58%	12.55%
Female	65.41%	65.41%	88.25%	94.83%	22.67%	15.44%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	47.80%	47.80%	81.41%	>95.00%	19.58%	18.55%
Asian or Pacific Islander	60.76%	60.76%	85.69%	90.72%	19.74%	16.57%
Black (not Hispanic)	56.85%	56.85%	84.06%	94.96%	21.99%	16.06%
Hispanic	61.02%	61.02%	78.51%	>95.00%	14.96%	12.07%
White (not Hispanic)	60.08%	60.08%	79.82%	>95.00%	17.24%	14.05%
Race and/or ethnicity unknown	57.64%	57.64%	71.41%	>95.00%	15.59%	<10.00%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of 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> .	Percentage of concentrators 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 student concentrators meeting assessment goal on the CTE assessment tests.	Percentage of 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 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 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.
<b>PY 2009–10 Performance levels</b>	81.00%	80.00%	44.00%	70.05%	70.00%	58.78%	39.00%	35.00%
<b>PY 2009–10 Results</b>	90.32%	86.47%	44.05%	91.80%	91.80%	80.23%	38.49%	35.20%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	67.70%	58.81%	28.10%	88.89%	88.89%	67.74%	13.62%	20.41%
Economically disadvantaged students	77.30%	68.02%	29.78%	80.58%	80.58%	74.27%	36.00%	70.28%
Single parents	64.71%	58.82%	39.47%	90.48%	90.48%	55.44%	<10.00%	<10.00%
Displaced homemakers	NP	NP	33.33%	NP	NP	NP	NE	NP
Limited English proficient students	50.94%	45.00%	20.54%	71.18%	71.18%	>95.00%	<10.00%	<10.00%
Migrant students	NP	NP	17.39%	NP	NP	NP	NP	NP
Students in nontraditional programs	50.38%	50.39%	29.69%	35.20%	NP	NP	NP	NP
<b>Tech prep</b>	90.07%	91.11%	44.05%	57.56%	NP	NP	14.24%	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	89.78%	90.39%	37.80%	91.51%	91.51%	79.77%	28.57%	39.98%
Female	90.93%	82.01%	51.18%	92.15%	92.15%	80.78%	51.27%	30.00%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	90.00%	90.00%	46.15%	91.43%	91.43%	>95.00%	37.58%	46.88%
Asian or Pacific Islander	93.92%	92.62%	45.78%	>95.00%	>95.00%	84.40%	40.30%	37.23%
Black (not Hispanic)	79.82%	64.12%	30.50%	82.06%	82.06%	79.73%	77.05%	35.59%
Hispanic	75.25%	67.18%	28.05%	89.84%	89.84%	72.09%	80.74%	36.90%
White (not Hispanic)	94.70%	93.67%	49.73%	94.54%	94.54%	81.82%	75.84%	34.64%
Race and/or ethnicity unknown	NE	NE	21.98%	NE	NE	NE	NE	NE
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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 nontraditional participants in all programs that have been defined as occupations where one gender comprises less than 25 percent of employment.	Percentage of nontraditional CTE graduates in all programs that have been defined as occupations where one gender comprises less than 25 percent of employment.
<b>PY 2009–10 Performance levels</b>	91.66%	25.00%	65.22%	70.08%	33.06%	25.25%
<b>PY 2009–10 Results</b>	92.55%	34.94%	79.92%	70.47%	32.33%	23.56%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	18.40%	39.61%	87.09%	65.57%	19.26%	17.49%
Economically disadvantaged students	94.78%	51.34%	87.36%	67.83%	20.09%	17.39%
Single parents	93.41%	40.09%	87.53%	75.82%	11.89%	12.09%
Displaced homemakers	>95.00%	48.44%	87.16%	51.61%	15.62%	<10.00%
Limited English proficient students	>95.00%	38.33%	87.17%	65.22%	26.67%	21.74%
Students in nontraditional programs	91.29%	<10.00%	86.80%	69.96%	NP	NP
<b>Tech prep</b>	85.39%	33.09%	85.52%	83.15%	29.00%	22.47%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	90.77%	26.80%	77.67%	67.01%	60.96%	57.52%
Female	93.59%	42.51%	82.30%	72.49%	<10.00%	<10.00%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	>95.00%	16.67%	69.57%	66.67%	50.00%	66.67%
Asian	92.38%	47.51%	83.84%	52.38%	32.58%	26.67%
Black or African American	85.41%	29.70%	81.52%	77.58%	29.70%	22.78%
Hispanic or Latino	90.55%	29.06%	82.65%	69.29%	33.41%	23.36%
Native Hawaiian or Other Pacific Islander	>95.00%	22.22%	>95.00%	>95.00%	66.67%	>95.00%
White	93.93%	34.17%	78.29%	71.37%	33.58%	24.00%
Two or more races	94.29%	33.02%	83.33%	68.57%	37.74%	28.57%

\* 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
<b>Measurement definitions</b>	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading 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 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 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 (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 pathway that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	68.00%	50.00%	72.00%	70.00%	84.00%	52.00%	36.50%	16.00%
<b>PY 2009–10 Results</b>	74.78%	64.32%	92.51%	90.84%	>95.00%	58.15%	36.91%	26.47%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	22.18%	18.43%	85.97%	82.34%	87.27%	33.60%	36.43%	22.45%
Economically disadvantaged students	63.16%	53.03%	93.95%	91.70%	>95.00%	50.41%	36.45%	24.77%
Single parents	66.67%	55.56%	>95.00%	>95.00%	>95.00%	28.57%	NE	18.18%
Displaced homemakers	57.14%	42.86%	>95.00%	71.43%	71.43%	50.00%	NE	25.00%
Limited English proficient students	14.29%	19.05%	86.49%	83.78%	94.59%	NE	41.57%	24.14%
Migrant students	NE	NE	NE	NE	NE	NE	33.33%	NE
Students in nontraditional programs	74.00%	62.85%	94.06%	91.78%	>95.00%	60.14%	NP	NP
<b>Tech prep</b>	79.37%	69.54%	>95.00%	>95.00%	>95.00%	63.69%	31.10%	28.12%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	72.65%	67.50%	92.89%	90.95%	>95.00%	52.75%	40.17%	21.76%
Female	77.03%	60.94%	92.10%	90.73%	>95.00%	64.25%	32.82%	31.88%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	80.00%	80.00%	>95.00%	>95.00%	>95.00%	62.50%	38.71%	25.00%
Asian or Pacific Islander	87.10%	87.10%	91.04%	91.04%	>95.00%	76.56%	43.91%	35.56%
Black (not Hispanic)	62.27%	47.69%	91.07%	89.16%	>95.00%	56.28%	38.62%	24.80%
Hispanic	66.52%	59.91%	>95.00%	94.32%	>95.00%	51.90%	37.23%	20.93%
White (not Hispanic)	80.59%	71.13%	92.66%	91.17%	>95.00%	59.26%	35.48%	27.61%
Race and/or ethnicity unknown	NE	NE	NE	NE	NE	NE	NE	NE
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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 (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between June 30, 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.
<b>PY 2009–10 Performance levels</b>	72.00%	42.75%	32.00%	77.00%	18.75%	17.75%
<b>PY 2009–10 Results</b>	94.08%	73.97%	75.11%	82.73%	12.82%	11.34%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	>95.00%	83.33%	53.33%	>95.00%	14.81%	10.00%
Economically disadvantaged students	86.10%	74.35%	72.59%	88.98%	<10.00%	<10.00%
Single parents	>95.00%	92.11%	87.50%	>95.00%	<10.00%	<10.00%
Displaced homemakers	>95.00%	75.00%	90.00%	66.67%	18.60%	<10.00%
Limited English proficient students	>95.00%	74.51%	75.00%	65.79%	14.04%	<10.00%
Students in nontraditional programs	84.44%	64.84%	70.13%	78.00%	NP	NP
<b>Tech prep</b>	92.59%	66.14%	72.04%	85.42%	17.92%	<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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	>95.00%	76.52%	79.65%	84.68%	13.78%	13.77%
Female	90.91%	72.09%	71.21%	81.24%	11.85%	<10.00%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	<10.00%	55.56%	50.00%	75.00%	<10.00%	<10.00%
Asian or Pacific Islander	>95.00%	63.64%	73.08%	55.00%	28.81%	42.86%
Black (not Hispanic)	>95.00%	65.59%	69.86%	82.26%	15.97%	13.59%
Hispanic	90.91%	62.96%	71.43%	88.89%	15.25%	12.50%
White (not Hispanic)	94.34%	76.97%	77.03%	83.98%	11.77%	<10.00%
Race and/or ethnicity unknown	75.00%	70.27%	68.42%	75.68%	15.52%	31.25%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of CTE concentrators who scored proficient or advanced in reading and language arts on the District of Columbia Comprehensive Assessment System (DC-CAS).	Percentage of CTE concentrators who scored proficient or advanced in mathematics on the DC-CAS.	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 grade 12 CTE concentrators who received a high school diploma, General Education Development (GED), or certificate of Individualized Education Program completion.	Percentage of CTE concentrators who were counted as graduated in the state's graduation rate computation for the reporting year.	Percentage of grade 12 CTE concentrators who were reported placed in postsecondary education or advanced training, military service, or employment, in the second quarter following graduation.	Percentage of CTE participants in programs preparing students for occupations that are identified as nontraditional (i.e., that reflect a labor market gender imbalance of 75/25 or greater) who were members of the underrepresented gender.	Percentage of grade 12 CTE concentrators in programs preparing students for occupations that are identified as nontraditional who were members of the underrepresented gender.
<b>PY 2009–10 Performance levels</b>	65.00%	64.00%	82.50%	95.50%	75.00%	87.50%	36.50%	41.00%
<b>PY 2009–10 Results</b>	52.33%	42.49%	91.70%	93.71%	>95.00%	>95.00%	42.28%	40.32%
<b>Special populations</b>								
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%	89.80%	87.76%	>95.00%	>95.00%	35.71%	46.15%
Economically disadvantaged students	48.00%	35.20%	91.45%	92.75%	>95.00%	>95.00%	43.36%	41.52%
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	33.33%	33.33%	>95.00%	94.44%	>95.00%	>95.00%	31.10%	26.67%
Migrant students	NE	NE	NE	NE	NE	NE	NE	NE
Students in nontraditional programs	56.52%	47.83%	94.12%	93.14%	>95.00%	>95.00%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	46.67%	36.67%	90.20%	91.83%	>95.00%	>95.00%	<10.00%	<10.00%
Female	57.28%	47.57%	92.88%	>95.00%	>95.00%	>95.00%	83.59%	83.76%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	NE	NE	NE	NE	NE	NE	<10.00%	NE
Asian or Pacific Islander	>95.00%	>95.00%	>95.00%	>95.00%	>95.00%	>95.00%	43.75%	20.00%
Black (not Hispanic)	51.67%	41.11%	91.72%	94.06%	>95.00%	>95.00%	43.39%	41.03%
Hispanic	44.44%	44.44%	90.62%	84.38%	>95.00%	>95.00%	36.41%	41.67%
White (not Hispanic)	>95.00%	>95.00%	88.89%	94.44%	>95.00%	>95.00%	<10.00%	<10.00%
Race and/or ethnicity unknown	NE	NE	NE	NE	NE	NE	NE	NE
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	Percentage of CTE concentrators who passed industry-based technical skill assessments. Proxy Measure: Percentage 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 or a certificate or degree.	Percentage of second-year or higher CTE concentrators who remained enrolled or transferred to another postsecondary institution.	Percentage of CTE concentrators who were reported placed in employment, military service, or a registered apprenticeship, in the second quarter following graduation.	Percentage of CTE participants in programs preparing students for occupations that are identified as "nontraditional" (i.e., that reflect a labor market gender imbalance of 75/25 or greater) who were members of the underrepresented gender.	Percentage of CTE concentrators in programs preparing students for occupations that are identified as "nontraditional" who were members of the underrepresented gender.
<b>PY 2009–10 Performance levels</b>	51.25%	74.00%	43.00%	95.50%	25.75%	26.00%
<b>PY 2009–10 Results</b>	55.18%	78.34%	57.20%	>95.00%	36.40%	32.61%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	66.67%	75.00%	66.67%	NE	57.14%	>95.00%
Economically disadvantaged students	53.08%	78.81%	56.01%	>95.00%	33.50%	30.37%
Single parents	48.39%	66.67%	50.00%	>95.00%	50.00%	>95.00%
Displaced homemakers	50.00%	80.00%	>95.00%	>95.00%	50.00%	>95.00%
Limited English proficient students	45.60%	82.69%	81.92%	>95.00%	35.48%	37.50%
Students in nontraditional programs	51.18%	77.42%	67.42%	>95.00%	NP	NP
<b>Tech prep</b>	55.29%	85.00%	57.32%	>95.00%	28.67%	41.67%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	53.91%	77.78%	56.07%	>95.00%	20.58%	58.54%
Female	55.95%	78.76%	57.90%	>95.00%	40.92%	25.17%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	>95.00%	>95.00%	75.00%	NE	<10.00%	<10.00%
Asian or Pacific Islander	62.50%	72.22%	55.81%	>95.00%	28.57%	40.00%
Black (not Hispanic)	54.08%	78.11%	56.55%	>95.00%	39.82%	31.25%
Hispanic	56.36%	80.56%	48.00%	>95.00%	40.21%	37.50%
White (not Hispanic)	66.67%	79.17%	51.56%	>95.00%	24.50%	38.89%
Race and/or ethnicity unknown	45.33%	80.77%	56.67%	NE	37.50%	<10.00%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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**

<b>Core indicators</b>	<b>Academic attainment: Reading/ language arts</b>	<b>Academic attainment: Mathematics</b>	<b>Technical skill attainment</b>	<b>School completion</b>	<b>Student graduation rates</b>	<b>Placement</b>	<b>Nontraditional participation</b>	<b>Nontraditional completion</b>
<b>Measurement definitions</b>	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 senior CTE concentrators who earned an industry-certified credential through a third party assessment, or successfully passed a state-approved end-of-course or end-of program assessment as demonstrated by an Occupational Completion Point.	Percentage of senior CTE concentrators who attained a standard high school diploma, General Education Development (GED) credential or adult high school diploma, or a proficiency credential, certificate or degree, in conjunction with a 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 as described in <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 senior CTE concentrators in programs identified as nontraditional for their gender who attained a standard high school diploma, GED credential or adult high school diploma, or a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.
<b>PY 2009–10 Performance levels</b>	58.00%	56.00%	73.00%	86.50%	72.00%	85.50%	16.00%	88.50%
<b>PY 2009–10 Results</b>	62.17%	85.56%	88.25%	>95.00%	94.23%	80.16%	16.44%	>95.00%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	30.01%	54.70%	85.55%	77.78%	77.90%	70.22%	11.82%	84.35%
Economically disadvantaged students	51.48%	78.84%	88.75%	93.17%	91.54%	75.51%	16.16%	>95.00%
Single parents	38.76%	72.13%	94.93%	90.21%	86.43%	68.18%	10.96%	>95.00%
Displaced homemakers	NP	NP	NP	NP	NP	NE	NP	NP
Limited English proficient students	<10.00%	44.77%	88.39%	70.59%	66.98%	69.02%	13.81%	92.31%
Migrant students	40.33%	79.56%	84.05%	92.43%	87.77%	70.27%	12.04%	>95.00%
Students in nontraditional programs	67.09%	88.93%	93.05%	NP	>95.00%	82.54%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	63.95%	88.28%	86.92%	94.86%	93.24%	79.27%	14.78%	>95.00%
Female	60.41%	82.88%	89.37%	>95.00%	>95.00%	81.03%	18.32%	>95.00%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	60.55%	88.68%	86.67%	93.22%	93.16%	75.26%	16.99%	>95.00%
Asian or Pacific Islander	67.61%	94.15%	89.43%	>95.00%	>95.00%	83.64%	21.44%	>95.00%
Black (not Hispanic)	45.00%	73.00%	87.55%	93.16%	92.59%	75.00%	16.68%	94.66%
Hispanic	56.08%	82.97%	90.68%	94.41%	92.86%	80.21%	17.71%	>95.00%
White (not Hispanic)	70.10%	90.27%	87.53%	>95.00%	>95.00%	81.67%	15.38%	>95.00%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	76.77%	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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 previous reporting year.	Percentage of CTE concentrators from the prior year who received a credential, degree or certificate who were placed in postsecondary education, employment or military service in the second quarter (Oct.-Dec.) after leaving postsecondary education.	Percentage of CTE participants from underrepresented gender groups in college credit programs that lead to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, certificate, or degree in college credit programs identified as nontraditional for their gender.
<b>PY 2009–10 Performance levels</b>	40.00%	37.00%	75.00%	87.00%	14.00%	22.50%
<b>PY 2009–10 Results</b>	42.64%	47.62%	70.61%	86.34%	13.83%	32.41%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	39.85%	44.26%	70.14%	78.08%	15.50%	29.29%
Economically disadvantaged students	39.81%	46.81%	76.40%	86.86%	12.96%	29.47%
Single parents	49.38%	69.66%	85.15%	84.56%	<10.00%	40.00%
Displaced homemakers	47.86%	70.08%	87.37%	88.39%	<10.00%	38.46%
Limited English proficient students	40.34%	47.03%	71.94%	85.61%	13.52%	28.87%
Students in nontraditional programs	46.33%	55.24%	69.75%	84.46%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	41.95%	45.93%	67.15%	86.99%	23.76%	25.90%
Female	43.10%	48.84%	72.74%	85.90%	<10.00%	43.88%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	41.05%	45.64%	68.25%	83.33%	19.21%	31.03%
Asian or Pacific Islander	43.09%	48.15%	72.16%	79.17%	19.55%	35.42%
Black (not Hispanic)	36.02%	40.15%	69.55%	87.02%	12.45%	23.63%
Hispanic	42.65%	48.64%	72.47%	87.33%	14.47%	29.90%
White (not Hispanic)	44.77%	49.51%	70.34%	86.32%	13.55%	35.19%
Race and/or ethnicity unknown	40.60%	48.05%	70.66%	86.86%	16.35%	35.42%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of CTE concentrators who achieved at least one occupational completion point in a vocational certificate (PSAV) program or earned an industry-certified credential through a third party assessment.	Percentage of CTE concentrators who received an industry-recognized credential or a certificate during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year.	Percentage of CTE concentrators from the prior year who received a credential, degree or certificate who were placed in postsecondary education, employment or military service in the second quarter (Oct.-Dec.) after leaving postsecondary education.	Percentage of CTE participants from underrepresented gender groups in clock hour programs that lead to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, or a certificate programs identified as nontraditional for their gender.
<b>PY 2009–10 Performance levels</b>	74.00%	54.00%	56.00%	83.00%	9.00%	13.00%
<b>PY 2009–10 Results</b>	80.08%	53.30%	51.12%	76.02%	10.49%	46.32%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	75.42%	34.56%	55.17%	63.61%	10.59%	25.66%
Economically disadvantaged students	80.93%	49.48%	54.71%	73.48%	<10.00%	41.13%
Single parents	85.88%	56.66%	48.42%	75.67%	<10.00%	41.67%
Displaced homemakers	86.91%	58.70%	54.65%	67.42%	<10.00%	40.00%
Limited English proficient students	82.79%	32.53%	42.44%	72.60%	<10.00%	31.34%
Students in nontraditional programs	79.36%	52.31%	55.93%	77.96%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	77.76%	50.68%	50.84%	76.65%	13.38%	45.67%
Female	82.41%	55.93%	51.39%	75.48%	<10.00%	47.50%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	80.51%	50.00%	55.24%	70.91%	12.67%	35.29%
Asian or Pacific Islander	81.56%	54.14%	55.04%	74.52%	13.53%	43.64%
Black (not Hispanic)	77.81%	45.04%	48.44%	74.90%	10.10%	37.22%
Hispanic	80.64%	44.88%	49.00%	74.56%	10.27%	41.08%
White (not Hispanic)	80.94%	60.48%	53.89%	76.95%	10.59%	52.28%
Race and/or ethnicity unknown	79.70%	58.75%	48.06%	74.65%	12.09%	52.94%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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 or a General Education Development (GED), and earned proficient credential, certificate, or degree, in conjunction with 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 participants from underrepresented gender groups who participated in the 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 the nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	88.00%	73.00%	64.00%	86.50%	78.00%	40.89%	40.89%	45.61%
<b>PY 2009–10 Results</b>	89.12%	72.46%	61.59%	94.16%	91.81%	79.47%	18.28%	19.38%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	54.69%	29.16%	NP	66.26%	63.52%	64.04%	14.77%	15.28%
Economically disadvantaged students	84.59%	63.39%	NP	91.72%	89.47%	74.73%	18.96%	21.00%
Single parents	79.10%	59.38%	NP	89.72%	87.27%	81.15%	18.33%	25.93%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	61.51%	47.97%	NP	78.73%	76.89%	27.14%	15.85%	13.21%
Migrant students	74.00%	62.50%	NP	86.79%	86.79%	63.64%	18.86%	19.23%
Students in nontraditional programs	89.04%	73.22%	NP	>95.00%	94.43%	NP	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	86.61%	74.64%	43.75%	93.66%	90.84%	76.71%	14.67%	14.97%
Female	91.48%	70.44%	63.51%	94.63%	92.75%	82.15%	22.06%	23.43%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	NP	NP	NP	NP	NP	84.31%	NP	NP
Asian or Pacific Islander	NP	NP	NP	NP	NP	71.22%	NP	NP
Black (not Hispanic)	NP	NP	NP	NP	NP	76.44%	NP	NP
Hispanic	NP	NP	NP	NP	NP	57.68%	NP	NP
White (not Hispanic)	NP	NP	NP	NP	NP	84.37%	NP	NP
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	76.90%	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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	
<b>Measurement definitions</b>	Percentage of students from the denominator 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.	Percentage of students from the denominator of underrepresented gender for their program.	Percentage of graduates from the denominator of underrepresented gender for their program.	
<b>PY 2009–10 Performance levels</b>	85.09%	48.50%	65.00%	98.07%	17.25%	17.15%	
<b>PY 2009–10 Results</b>	82.14%	44.47%	70.83%	>95.00%	17.78%	15.97%	
<b>Special populations</b>							
Individuals with disabilities ( <i>ADA</i> )	80.80%	44.22%	79.81%	>95.00%	18.57%	14.88%	
Economically disadvantaged students	78.96%	40.33%	75.36%	>95.00%	18.01%	15.34%	
Single parents	78.31%	38.14%	72.45%	>95.00%	17.67%	17.04%	
Displaced homemakers	83.63%	41.14%	75.48%	>95.00%	17.91%	16.47%	
Limited English proficient students	85.14%	47.25%	80.30%	>95.00%	20.55%	18.55%	
Students in nontraditional programs	80.32%	42.16%	68.95%	>95.00%	NP	NP	
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable  
*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
<b>Gender</b>						
Male	82.28%	47.76%	66.81%	>95.00%	17.39%	13.01%
Female	82.05%	42.23%	73.91%	>95.00%	18.02%	18.35%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	80.16%	45.57%	80.56%	>95.00%	21.56%	23.96%
Asian or Pacific Islander	86.00%	50.54%	75.66%	>95.00%	20.43%	15.60%
Black (not Hispanic)	76.29%	41.11%	70.56%	>95.00%	19.40%	18.45%
Hispanic	84.79%	44.53%	67.34%	>95.00%	20.12%	19.35%
White (not Hispanic)	86.63%	47.44%	71.00%	>95.00%	16.08%	13.92%
Race and/or ethnicity unknown	79.94%	35.74%	71.47%	>95.00%	20.22%	18.67%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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 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.	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 (i.e., concentrators who graduated by June 30, 2007 would be assessed between Oct. 1, 2007 and Dec. 31, 2007).	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.
<b>PY 2009–10 Performance levels</b>	72.00%	60.00%	71.56%	63.56%	44.00%	82.22%	14.00%	8.00%
<b>PY 2009–10 Results</b>	68.94%	55.56%	NP	84.08%	90.91%	60.42%	16.13%	18.02%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	84.21%	75.00%	NP	94.29%	>95.00%	NP	<10.00%	<10.00%
Economically disadvantaged students	86.36%	40.00%	NP	69.23%	88.46%	NP	20.32%	32.14%
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	77.40%	63.11%	NP	85.92%	90.32%	NP	13.91%	15.97%
Migrant students	69.05%	70.27%	NP	83.93%	84.62%	NP	16.36%	17.86%
Students in nontraditional programs	64.90%	NP	NP	88.61%	90.36%	NP	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	64.79%	52.34%	NP	84.62%	89.47%	53.33%	<10.00%	<10.00%
Female	72.85%	59.00%	NP	83.43%	92.70%	66.67%	45.04%	38.81%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	NP	NP	NP	NP	NP	NE	NP	NP
Asian	84.04%	74.14%	NP	92.38%	94.68%	NE	17.95%	20.59%
Black or African American	>95.00%	NP	NP	>95.00%	>95.00%	<10.00%	NP	NP
Hispanic or Latino	NP	NP	NP	NP	NP	NE	50.00%	NP
Native Hawaiian or Other Pacific Islander	61.78%	47.86%	NP	80.54%	88.61%	62.37%	15.36%	16.44%
White	66.67%	66.67%	NP	80.00%	>95.00%	>95.00%	33.33%	33.33%
Two or more races	50.00%	50.00%	NP	88.89%	>95.00%	NE	11.11%	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
<b>Measurement definitions</b>	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, certificate, or 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 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 (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 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.
<b>PY 2009–10 Performance levels</b>	80.00%	32.90%	52.89%	81.00%	10.50%	9.00%
<b>PY 2009–10 Results</b>	66.67%	86.13%	33.33%	84.06%	23.98%	17.45%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP
Economically disadvantaged students	NP	94.74%	NP	NP	22.98%	<10.00%
Single parents	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	62.50%	NP	NP	29.72%	<10.00%
Limited English proficient students	NP	>95.00%	NP	NP	33.21%	<10.00%
Students in nontraditional programs	40.00%	78.79%	NP	NP	NP	NP
<b>Tech prep</b>	NP	PNO	NP	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	50.00%	82.35%	14.29%	>95.00%	31.87%	26.79%
Female	68.97%	88.57%	41.67%	79.17%	17.77%	11.83%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	NP	NE	NE	NP	33.33%	NE
Asian or Pacific Islander	72.41%	85.98%	28.12%	84.38%	23.82%	17.73%
Black (not Hispanic)	NP	NE	33.33%	>95.00%	13.33%	NE
Hispanic	NP	50.00%	NE	NP	28.57%	<10.00%
White (not Hispanic)	33.33%	>95.00%	NE	NP	32.00%	20.00%
Race and/or ethnicity unknown	NP	>95.00%	<10.00%	50.00%	19.05%	<10.00%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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.

**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
<b>Measurement definitions</b>	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, earned a General Education Development (GED) credential as a state-recognized equivalent, or earned 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 during the reporting year and responded to the placement survey 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 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.
<b>PY 2009–10 Performance levels</b>	45.00%	26.00%	26.00%	90.00%	75.75%	82.10%	28.75%	29.00%
<b>PY 2009–10 Results</b>	77.63%	40.18%	55.00%	91.89%	>95.00%	>95.00%	29.66%	33.02%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	22.33%	<10.00%	>95.00%	94.56%	>95.00%	>95.00%	21.99%	24.24%
Economically disadvantaged students	69.35%	31.88%	80.00%	40.48%	>95.00%	>95.00%	25.77%	29.05%
Single parents	66.67%	<10.00%	NE	>95.00%	>95.00%	NE	50.00%	80.00%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	29.90%	10.42%	NE	87.61%	>95.00%	>95.00%	21.56%	31.11%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	80.23%	39.46%	64.29%	33.02%	>95.00%	NE	NP	NP
<b>Tech prep</b>	77.63%	40.18%	55.00%	91.89%	>95.00%	>95.00%	29.66%	33.02%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	70.97%	38.49%	50.00%	90.45%	>95.00%	>95.00%	27.49%	34.28%
Female	85.46%	42.17%	58.33%	93.61%	>95.00%	>95.00%	33.33%	31.05%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	83.33%	16.67%	NE	>95.00%	>95.00%	>95.00%	15.38%	33.33%
Asian	82.51%	48.17%	58.33%	94.42%	>95.00%	>95.00%	31.66%	35.70%
Black or African American	78.79%	33.33%	NE	82.93%	>95.00%	>95.00%	38.46%	42.11%
Hispanic or Latino	69.64%	30.36%	NE	87.88%	>95.00%	>95.00%	26.97%	30.77%
Native Hawaiian or Other Pacific Islander	68.29%	25.37%	66.67%	90.36%	>95.00%	>95.00%	25.53%	29.27%
White	81.36%	43.49%	25.00%	87.83%	>95.00%	>95.00%	30.66%	28.29%
Two or more races	76.31%	41.11%	>95.00%	91.38%	>95.00%	>95.00%	31.98%	37.50%

\* 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.

## Hawaii

## Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	Percentage of concentrators who have a cumulative GPA greater than or equal to 2.00 in CTE courses and who have stopped program participation in the year reported.	Percentage of concentrators who received a degree or certificate in a CTE program and who have stopped program participation in the year reported.	Percentage of concentrators in the year reported who have not completed a program and who continue postsecondary enrollment or who have transferred to a baccalaureate degree program.	Percentage of concentrators in the year reported (previous Perkins year) who have stopped program participation and who are placed or retained in employment, military service, or an apprenticeship program within Unemployment Insurance (UI) quarter following program completion.	Percentage of participants from underrepresented groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	90.05%	44.50%	55.50%	50.50%	16.00%	15.10%
<b>PY 2009–10 Results</b>	91.23%	49.86%	74.60%	66.95%	17.28%	15.46%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	83.33%	51.67%	69.54%	53.95%	28.24%	38.03%
Economically disadvantaged students	91.71%	46.04%	71.46%	65.19%	19.72%	20.18%
Single parents	88.46%	41.35%	68.18%	70.83%	12.44%	11.94%
Displaced homemakers	79.17%	50.00%	78.85%	56.00%	14.06%	<10.00%
Limited English proficient students	>95.00%	61.03%	76.21%	33.61%	16.76%	16.28%
Students in nontraditional programs	89.77%	47.66%	72.50%	64.26%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	89.30%	50.52%	74.94%	69.49%	18.46%	17.30%
Female	93.18%	49.19%	74.25%	64.75%	16.00%	13.64%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	>95.00%	35.71%	68.00%	60.00%	<10.00%	16.67%
Asian	93.38%	55.61%	76.77%	71.35%	15.45%	12.83%
Black or African American	84.85%	42.42%	76.92%	54.55%	25.32%	14.29%
Hispanic or Latino	88.24%	35.29%	72.73%	57.14%	22.48%	21.74%
Native Hawaiian or Other Pacific Islander	87.66%	49.11%	74.17%	64.03%	18.06%	17.11%
White	93.96%	40.58%	71.62%	60.36%	18.85%	18.39%
Two or more races	89.87%	39.89%	73.66%	68.25%	17.72%	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.

**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
<b>Measurement definitions</b>	Percentage of CTE concentrators who are seniors and scored proficient or above on the Idaho Standards Achievement Tests-10 (ISAT 10) in reading, or achieved proficiency through a state-approved alternative route to graduation.	Percentage of CTE concentrators who are seniors and scored proficient or above on the ISAT 10 in mathematics, or achieved proficiency through a state-approved alternative route to graduation.	Percentage of CTE concentrators who passed a state-approved technical skill assessment 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 achieved a positive placement or transition in the second quarter after leaving high school.	Percentage of CTE participants who enroll in a state-approved CTE program that is nontraditional to their gender.	Percentage of students who are CTE concentrators in programs nontraditional to their gender.
<b>PY 2009–10 Performance levels</b>	85.00%	80.00%	69.60%	87.13%	90.74%	93.13%	19.84%	20.90%
<b>PY 2009–10 Results</b>	>95.00%	93.73%	71.76%	>95.00%	>95.00%	93.92%	37.34%	32.73%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	83.44%	75.84%	69.81%	94.60%	>95.00%	90.31%	40.91%	37.54%
Economically disadvantaged students	94.21%	92.01%	67.27%	>95.00%	>95.00%	92.86%	43.07%	40.94%
Single parents	>95.00%	89.41%	51.61%	88.66%	>95.00%	92.16%	36.07%	39.06%
Displaced homemakers	NP	NP	NP	NP	NP	NE	NP	NP
Limited English proficient students	79.46%	75.53%	64.58%	94.51%	>95.00%	90.91%	40.59%	41.07%
Migrant students	91.30%	80.77%	80.00%	>95.00%	>95.00%	90.91%	44.44%	58.06%
Students in nontraditional programs	>95.00%	93.63%	70.39%	>95.00%	>95.00%	93.57%	NP	NP
<b>Tech prep</b>	NP	NP	NP	NP	NP	NE	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>								
Male	>95.00%	93.56%	68.90%	>95.00%	>95.00%	92.70%	45.78%	36.79%
Female	>95.00%	93.92%	74.65%	>95.00%	>95.00%	>95.00%	26.21%	27.61%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	>95.00%	90.22%	70.97%	90.43%	>95.00%	>95.00%	40.61%	51.55%
Asian	92.96%	>95.00%	77.27%	>95.00%	>95.00%	94.55%	42.99%	47.22%
Black or African American	87.88%	87.88%	71.43%	>95.00%	>95.00%	89.74%	44.26%	36.84%
Hispanic or Latino	90.79%	88.04%	64.97%	>95.00%	>95.00%	92.10%	36.71%	38.64%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	81.82%	>95.00%	>95.00%	>95.00%	44.10%	53.12%
White	>95.00%	94.67%	72.62%	>95.00%	>95.00%	94.06%	37.22%	30.70%
Two or more races	>95.00%	92.86%	75.00%	>95.00%	>95.00%	>95.00%	27.87%	37.14%

\* 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
<b>Measurement definitions</b>	Percentage of CTE concentrators who passed a state approved technical skill assessment during the reporting year.	Percentage of CTE concentrators who earned an industry-based credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original institution, or transferred to another two- or four-year institution, and who were enrolled in the fall of the previous year.	Percentage of CTE concentrators who achieved a positive placement or transition in the second quarter after leaving postsecondary education.	Percentage of CTE participants who enroll in a state-approved CTE program that is nontraditional to their gender.	Percentage of CTE students who are CTE concentrators in programs nontraditional to their gender.
<b>PY 2009–10 Performance levels</b>	73.38%	71.90%	65.00%	94.74%	13.53%	13.61%
<b>PY 2009–10 Results</b>	90.07%	65.58%	67.32%	89.86%	17.87%	13.08%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	82.50%	76.58%	69.23%	92.16%	12.79%	26.39%
Economically disadvantaged students	91.06%	71.19%	68.17%	84.87%	16.17%	15.27%
Single parents	90.14%	57.80%	66.39%	86.30%	<10.00%	29.87%
Displaced homemakers	NE	NE	NE	NE	NE	NE
Limited English proficient students	83.33%	66.67%	62.50%	87.50%	20.37%	50.00%
Students in nontraditional programs	93.22%	72.16%	70.05%	89.72%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	88.11%	67.80%	70.70%	90.87%	20.62%	<10.00%
Female	93.27%	63.12%	63.20%	88.71%	15.37%	18.54%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	90.00%	55.17%	58.62%	>95.00%	12.66%	<10.00%
Asian	90.91%	66.67%	68.00%	73.33%	30.00%	30.00%
Black or African American	66.67%	<10.00%	80.00%	75.00%	14.63%	33.33%
Hispanic or Latino	83.87%	59.60%	65.99%	91.18%	17.36%	<10.00%
Native Hawaiian or Other Pacific Islander	>95.00%	50.00%	50.00%	NE	23.81%	33.33%
White	91.50%	64.41%	67.42%	90.22%	16.28%	12.18%
Two or more races	83.33%	77.78%	50.00%	85.71%	28.89%	66.67%

\* 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
<b>Measurement definitions</b>	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, 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.	Percentage of CTE concentrators who earned a regular secondary school diploma, earned a 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 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.
<b>PY 2009–10 Performance levels</b>	40.36%	40.00%	40.00%	95.00%	95.00%	75.00%	12.10%	20.50%
<b>PY 2009–10 Results</b>	48.21%	42.53%	60.44%	>95.00%	>95.00%	69.35%	28.78%	19.02%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	18.63%	16.03%	25.68%	91.10%	91.10%	66.73%	25.97%	20.38%
Economically disadvantaged students	33.47%	25.29%	51.47%	92.85%	92.85%	60.71%	30.46%	21.84%
Single parents	41.12%	20.56%	50.68%	93.86%	93.86%	62.72%	35.78%	18.52%
Displaced homemakers	16.67%	<10.00%	17.65%	92.86%	92.86%	<10.00%	30.77%	28.57%
Limited English proficient students	16.55%	27.59%	43.58%	93.68%	93.68%	68.24%	26.55%	30.00%
Migrant students	25.00%	25.00%	>95.00%	>95.00%	>95.00%	NP	36.36%	NE
Students in nontraditional programs	45.95%	40.35%	57.80%	>95.00%	>95.00%	72.69%	NP	NP
<b>Tech prep</b>	48.21%	42.53%	60.44%	>95.00%	>95.00%	69.35%	28.78%	19.02%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	46.45%	46.39%	60.16%	>95.00%	>95.00%	70.05%	22.27%	19.77%
Female	50.40%	37.69%	60.80%	>95.00%	>95.00%	68.46%	41.16%	17.87%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	50.00%	44.12%	54.55%	92.86%	92.86%	63.93%	25.28%	30.77%
Asian	58.90%	64.62%	73.80%	>95.00%	>95.00%	68.22%	35.41%	28.24%
Black or African American	25.78%	14.12%	43.58%	89.78%	89.78%	55.06%	33.80%	22.94%
Hispanic or Latino	33.35%	30.27%	51.14%	92.29%	92.29%	60.70%	27.77%	20.72%
Native Hawaiian or Other Pacific Islander	NP	NP	NP	NP	NP	NE	NP	NP
White	54.48%	49.20%	64.98%	>95.00%	>95.00%	73.24%	27.69%	17.05%
Two or more races	46.57%	37.25%	50.18%	>95.00%	>95.00%	75.31%	27.18%	23.53%

\* 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
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	70.21%	52.92%	37.05%	66.98%	20.63%	15.04%
<b>PY 2009–10 Results</b>	79.48%	61.49%	47.74%	69.07%	19.65%	14.71%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	77.60%	54.99%	53.91%	64.51%	19.96%	15.69%
Economically disadvantaged students	79.20%	61.54%	49.62%	70.60%	18.73%	12.93%
Single parents	80.52%	64.11%	43.37%	69.40%	15.72%	12.38%
Displaced homemakers	81.00%	67.50%	45.86%	65.75%	16.25%	<10.00%
Limited English proficient students	78.10%	53.04%	53.55%	48.43%	24.38%	20.28%
Students in nontraditional programs	78.67%	59.05%	<10.00%	68.39%	NP	NP
<b>Tech prep</b>	70.78%	44.70%	63.30%	86.98%	14.15%	11.02%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	74.62%	55.59%	47.36%	61.01%	12.96%	19.84%
Female	82.73%	65.45%	48.01%	75.07%	26.96%	10.98%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	76.00%	59.00%	46.67%	59.66%	19.09%	12.79%
Asian	82.60%	62.33%	48.81%	60.65%	27.00%	22.32%
Black or African American	77.53%	55.11%	47.02%	57.93%	21.84%	17.43%
Hispanic or Latino	75.78%	54.84%	51.16%	69.89%	23.15%	16.71%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	24.43%	19.80%
White	80.05%	63.26%	47.39%	72.70%	17.76%	12.88%
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
<b>Measurement definitions</b>	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, 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.	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 (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.
<b>PY 2009–10 Performance levels</b>	69.00%	67.00%	80.00%	89.25%	90.67%	75.00%	11.25%	13.00%
<b>PY 2009–10 Results</b>	69.37%	68.59%	92.46%	>95.00%	90.75%	84.53%	29.16%	25.30%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	36.41%	26.26%	89.55%	86.74%	79.55%	78.28%	28.12%	23.53%
Economically disadvantaged students	66.05%	66.06%	91.12%	>95.00%	90.35%	82.81%	30.90%	26.66%
Single parents	61.27%	61.32%	>95.00%	>95.00%	88.61%	80.60%	20.10%	15.47%
Displaced homemakers	63.83%	64.11%	>95.00%	>95.00%	90.17%	78.89%	11.60%	<10.00%
Limited English proficient students	44.44%	35.63%	88.89%	>95.00%	88.66%	78.79%	21.28%	23.17%
Migrant students	NE	NE	NE	NE	NE	NE	NE	NE
Students in nontraditional programs	71.73%	72.00%	83.33%	94.77%	90.20%	83.38%	NP	NP
<b>Tech prep</b>	79.70%	76.70%	>95.00%	>95.00%	92.19%	84.81%	16.29%	20.12%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	72.16%	64.19%	87.59%	94.44%	88.77%	83.66%	26.93%	18.91%
Female	66.11%	73.72%	94.78%	>95.00%	93.10%	85.55%	32.55%	36.12%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	61.54%	60.78%	87.50%	>95.00%	89.66%	78.12%	30.23%	13.64%
Asian	74.79%	69.75%	80.00%	94.74%	89.47%	73.79%	31.09%	28.10%
Black or African American	45.64%	51.08%	91.98%	94.47%	89.63%	84.40%	33.67%	25.89%
Hispanic or Latino	55.54%	50.95%	90.74%	93.20%	88.55%	79.09%	30.45%	24.03%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	NE	NE	<10.00%	NE
White	72.85%	71.44%	92.60%	>95.00%	90.98%	84.87%	28.50%	25.21%
Two or more races	59.21%	64.30%	>95.00%	>95.00%	91.28%	84.95%	34.22%	31.06%

\* 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
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	79.50%	27.00%	77.00%	76.00%	22.50%	23.00%
<b>PY 2009–10 Results</b>	91.70%	26.38%	70.53%	85.57%	28.58%	29.16%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	NE	24.32%	67.82%	>95.00%	11.11%	<10.00%
Economically disadvantaged students	NE	17.24%	65.96%	NE	NE	NE
Single parents	NE	32.73%	72.06%	NE	NE	NE
Displaced homemakers	NE	34.29%	81.25%	NE	NE	NE
Limited English proficient students	NE	<10.00%	66.67%	NE	NE	NE
Students in nontraditional programs	85.11%	19.85%	67.46%	76.92%	NP	NP
<b>Tech prep</b>	92.31%	31.73%	71.60%	83.33%	18.94%	21.95%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	88.10%	25.44%	68.99%	84.88%	10.64%	17.81%
Female	92.06%	27.63%	72.49%	86.10%	46.92%	34.35%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	>95.00%	21.43%	69.70%	>95.00%	28.21%	33.33%
Asian	>95.00%	23.53%	72.13%	50.00%	30.16%	<10.00%
Black or African American	86.96%	10.99%	63.08%	65.52%	37.06%	40.00%
Hispanic or Latino	>95.00%	18.38%	69.86%	81.82%	31.54%	28.95%
Native Hawaiian or Other Pacific Islander	NE	28.57%	<10.00%	>95.00%	33.33%	<10.00%
White	92.33%	28.82%	72.09%	87.11%	26.59%	27.95%
Two or more races	75.00%	20.44%	66.11%	77.78%	29.40%	38.57%

\* 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
<b>Measurement definitions</b>	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, 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.	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 (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.
<b>PY 2009–10 Performance levels</b>	79.30%	79.30%	65.78%	92.39%	91.39%	89.11%	29.16%	31.37%
<b>PY 2009–10 Results</b>	76.47%	78.47%	90.12%	93.65%	93.63%	89.20%	44.88%	55.48%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	28.86%	36.06%	81.12%	89.90%	89.90%	79.75%	37.25%	47.52%
Economically disadvantaged students	65.57%	65.29%	86.76%	88.57%	88.57%	80.89%	44.91%	55.79%
Single parents	62.02%	60.63%	87.70%	89.26%	89.26%	82.55%	48.92%	55.43%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	26.17%	40.00%	90.05%	84.25%	84.25%	71.79%	40.52%	43.53%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	80.99%	81.43%	88.79%	>95.00%	>95.00%	90.80%	NP	NP
<b>Tech prep</b>	76.27%	79.51%	90.31%	93.81%	93.81%	89.76%	39.85%	37.11%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	74.16%	80.81%	89.31%	93.11%	93.09%	88.28%	32.37%	42.13%
Female	79.23%	75.66%	91.24%	94.30%	94.28%	90.29%	64.28%	79.26%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	64.13%	60.87%	85.07%	90.72%	90.72%	84.54%	46.45%	69.23%
Asian or Pacific Islander	72.37%	72.49%	91.62%	86.75%	86.75%	82.91%	47.68%	47.83%
Black (not Hispanic)	56.03%	50.68%	90.28%	77.66%	78.21%	68.13%	55.54%	65.91%
Hispanic	62.96%	62.39%	89.13%	88.33%	88.24%	78.64%	41.76%	49.69%
White (not Hispanic)	78.05%	80.57%	90.18%	94.66%	94.65%	90.78%	44.50%	55.58%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NP	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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.

Iowa		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	84.00%	47.50%	74.22%	74.22%	22.77%	40.77%
<b>PY 2009–10 Results</b>	94.33%	33.35%	72.04%	70.36%	15.59%	28.20%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	92.92%	32.18%	72.06%	66.86%	15.31%	32.91%
Economically disadvantaged students	>95.00%	28.81%	72.80%	65.41%	15.74%	22.57%
Single parents	89.39%	21.25%	68.05%	63.58%	21.93%	13.48%
Displaced homemakers	80.00%	19.38%	70.59%	70.51%	24.42%	<10.00%
Limited English proficient students	78.57%	23.85%	77.58%	66.67%	26.20%	23.81%
Students in nontraditional programs	92.02%	28.73%	71.93%	66.26%	NP	NP
<b>Tech prep</b>	>95.00%	10.71%	75.31%	84.54%	<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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	93.45%	30.87%	67.79%	68.96%	13.52%	29.69%
Female	95.00%	35.62%	75.21%	71.53%	16.86%	27.51%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	>95.00%	26.72%	65.10%	57.14%	20.80%	18.37%
Asian or Pacific Islander	86.18%	37.50%	76.19%	57.33%	21.26%	50.00%
Black (not Hispanic)	93.67%	13.46%	65.03%	52.83%	21.69%	17.27%
Hispanic	84.52%	28.53%	68.76%	61.85%	16.40%	18.37%
White (not Hispanic)	>95.00%	35.89%	72.84%	72.41%	14.84%	29.84%
Race and/or ethnicity unknown	NP	29.56%	NP	30.00%	24.32%	40.00%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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.

**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
<b>Measurement definitions</b>	Percentage of CTE concentrators who have met the "meets standard" or above 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 "meets standard" or above 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, 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.	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 (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.
<b>PY 2009–10 Performance levels</b>	76.30%	76.40%	86.78%	95.33%	75.50%	86.78%	43.22%	55.67%
<b>PY 2009–10 Results</b>	88.62%	87.82%	>95.00%	94.92%	>95.00%	90.28%	45.06%	93.87%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	88.09%	84.65%	>95.00%	94.71%	>95.00%	82.57%	38.24%	93.62%
Economically disadvantaged students	79.94%	75.34%	>95.00%	>95.00%	>95.00%	76.20%	42.12%	93.66%
Single parents	82.91%	72.41%	>95.00%	93.08%	>95.00%	92.56%	NP	80.00%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	55.45%	63.46%	>95.00%	>95.00%	>95.00%	69.70%	36.06%	>95.00%
Migrant students	71.43%	82.61%	NP	NP	>95.00%	NP	40.65%	NE
Students in nontraditional programs	93.61%	89.65%	>95.00%	70.33%	>95.00%	>95.00%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	PNO	PNO	NE	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	88.94%	87.41%	>95.00%	94.46%	>95.00%	89.72%	38.63%	>95.00%
Female	88.27%	88.27%	>95.00%	>95.00%	>95.00%	91.04%	53.76%	92.57%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	85.71%	78.50%	>95.00%	>95.00%	NE	89.74%	48.34%	>95.00%
Asian	89.09%	87.96%	>95.00%	>95.00%	>95.00%	81.97%	46.48%	>95.00%
Black or African American	81.25%	67.16%	>95.00%	>95.00%	>95.00%	67.96%	45.58%	>95.00%
Hispanic or Latino	77.36%	75.66%	>95.00%	>95.00%	>95.00%	71.46%	39.65%	>95.00%
Native Hawaiian or Other Pacific Islander	90.91%	91.67%	NE	NE	>95.00%	NE	38.71%	NE
White	90.34%	87.49%	>95.00%	94.28%	>95.00%	93.36%	45.59%	93.05%
Two or more races	84.00%	82.61%	>95.00%	NE	NE	NE	46.31%	>95.00%

\* 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.

## Kansas

## Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	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 post-secondary 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 post-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.
<b>PY 2009–10 Performance levels</b>	65.50%	54.50%	52.50%	70.25%	10.50%	9.25%
<b>PY 2009–10 Results</b>	93.31%	65.02%	61.14%	81.01%	24.79%	10.38%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	78.26%	63.64%	56.04%	77.01%	16.83%	10.57%
Economically disadvantaged students	90.16%	64.24%	66.00%	79.76%	25.54%	<10.00%
Single parents	87.31%	64.66%	65.50%	76.52%	25.12%	<10.00%
Displaced homemakers	>95.00%	81.48%	58.33%	71.43%	26.67%	28.57%
Limited English proficient students	93.65%	51.44%	58.46%	79.20%	19.44%	<10.00%
Students in nontraditional programs	93.28%	61.36%	62.99%	78.92%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	92.54%	58.75%	58.25%	77.77%	24.11%	15.76%
Female	93.69%	70.00%	63.68%	83.82%	25.33%	<10.00%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	87.10%	56.52%	51.47%	78.86%	24.22%	<10.00%
Asian or Pacific Islander	92.68%	67.68%	67.05%	71.54%	29.88%	15.79%
Black (not Hispanic)	85.93%	56.09%	59.36%	70.31%	30.33%	21.30%
Hispanic	89.53%	62.71%	60.00%	77.33%	21.94%	<10.00%
White (not Hispanic)	94.52%	65.86%	61.93%	82.79%	23.94%	<10.00%
Race and/or ethnicity unknown	91.08%	67.13%	55.40%	80.23%	26.43%	18.29%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of senior 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> .	Percentage of senior concentrators 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 senior concentrators who passed the technical assessment tests and left secondary education in the reporting year.	Percentage of senior concentrators who received a high school diploma, a General Education Development (GED) credential, or other state-recognized equivalent during the reporting year.	Percentage of senior concentrators who graduated in the reporting year.	Percentage of concentrators who completed the program and graduated from high school and who entered postsecondary education or advanced training, entered the military, or were employed in the reporting year during the second quarter.	Percentage of nontraditional participants who enrolled in programs leading to employment in the occupations that employ less than 25 percent of one gender in the reporting year.	Percentage of nontraditional concentrators who completed programs leading to employment in occupations that employ less than 25 percent of one gender.
<b>PY 2009–10 Performance levels</b>	33.69%	31.42%	57.00%	91.28%	85.94%	91.12%	32.50%	22.50%
<b>PY 2009–10 Results</b>	61.43%	40.66%	50.14%	>95.00%	>95.00%	85.19%	36.59%	21.54%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	24.66%	21.31%	24.31%	>95.00%	>95.00%	75.31%	38.03%	16.49%
Economically disadvantaged students	53.75%	32.80%	44.91%	>95.00%	>95.00%	82.93%	37.29%	20.34%
Single parents	50.99%	22.70%	46.15%	>95.00%	>95.00%	79.46%	15.10%	11.86%
Displaced homemakers	<10.00%	<10.00%	<10.00%	>95.00%	>95.00%	NE	<10.00%	<10.00%
Limited English proficient students	57.28%	47.06%	20.00%	>95.00%	>95.00%	86.24%	43.82%	36.73%
Migrant students	NP	NP	NP	NP	NP	NE	NP	NP
Students in nontraditional programs	66.10%	44.07%	48.59%	>95.00%	>95.00%	84.50%	NP	NP
<b>Tech prep</b>	NP	NP	NP	NP	NP	NE	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	53.44%	40.98%	42.74%	>95.00%	>95.00%	85.52%	39.63%	21.75%
Female	70.41%	40.31%	58.26%	>95.00%	>95.00%	84.87%	32.99%	21.29%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	57.89%	22.22%	28.57%	>95.00%	95.00%	>95.00%	34.31%	11.11%
Asian or Pacific Islander	67.06%	64.63%	43.90%	>95.00%	>95.00%	76.92%	42.17%	26.47%
Black (not Hispanic)	52.43%	28.55%	33.62%	>95.00%	>95.00%	84.86%	42.29%	21.89%
Hispanic	57.59%	42.31%	47.22%	>95.00%	>95.00%	84.62%	41.17%	18.49%
White (not Hispanic)	62.40%	41.67%	50.67%	>95.00%	>95.00%	85.32%	34.97%	21.74%
Race and/or ethnicity unknown	56.07%	34.05%	56.46%	>95.00%	90.38%	81.95%	37.13%	18.73%
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	Percentage of 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 concentrators who completed the programs and received an industry-recognized credential and concentrators who completed the program and received or was eligible to receive a credential, certificate, or degree in the reporting year.	Percentage of concentrators who are retained in the programs or who transfer to baccalaureate degree programs in the reporting year.	Percentage of concentrators who completed the program and graduated from the institution or was eligible for graduation or degree that entered the military service or apprenticeship programs, was employed or retained in employment, or employed or retained in employment that is high skill, high demand, or high wage occupations or professions in the second quarter.	Percentage of nontraditional 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 nontraditional concentrators who completed a program leading to nontraditional employment in occupations employing less than 25 percent of one gender in the reporting year.
<b>PY 2009–10 Performance levels</b>	70.00%	70.00%	58.00%	59.00%	14.50%	9.50%
<b>PY 2009–10 Results</b>	85.10%	85.10%	94.36%	71.26%	19.36%	12.97%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	76.26%	76.26%	89.70%	66.99%	24.24%	15.49%
Economically disadvantaged students	84.04%	84.04%	93.49%	71.35%	21.02%	13.86%
Single parents	83.65%	83.65%	91.45%	68.64%	25.91%	17.81%
Displaced homemakers	86.67%	86.67%	93.94%	90.00%	17.31%	22.22%
Limited English proficient students	68.75%	68.75%	64.29%	>95.00%	25.00%	25.00%
Students in nontraditional programs	80.56%	80.56%	93.59%	64.04%	NP	NP
<b>Tech prep</b>	NP	NP	NP	NE	<10.00%	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	81.71%	81.71%	94.34%	71.09%	13.71%	14.76%
Female	87.11%	87.11%	94.38%	71.34%	23.56%	11.88%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	78.95%	78.95%	92.59%	66.67%	22.52%	15.79%
Asian or Pacific Islander	92.59%	92.59%	>95.00%	69.57%	26.78%	28.85%
Black (not Hispanic)	85.17%	85.17%	>95.00%	59.20%	21.14%	12.87%
Hispanic	86.42%	86.42%	95.00%	59.26%	23.50%	<10.00%
White (not Hispanic)	84.87%	84.87%	93.95%	71.78%	18.82%	12.73%
Race and/or ethnicity unknown	88.14%	88.14%	>95.00%	72.18%	22.32%	16.02%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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, 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.	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 (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.
<b>PY 2009–10 Performance levels</b>	47.00%	42.00%	59.50%	52.25%	76.00%	89.25%	16.50%	23.50%
<b>PY 2009–10 Results</b>	60.91%	67.38%	85.46%	94.14%	88.07%	NP	15.82%	<10.00%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	<10.00%	16.98%	83.22%	70.68%	57.89%	NP	21.78%	10.68%
Economically disadvantaged students	51.01%	57.54%	84.61%	91.16%	83.31%	NP	16.71%	<10.00%
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	13.87%	43.07%	>95.00%	90.51%	65.12%	NP	18.64%	10.00%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	45.55%	54.18%	NP	91.64%	NP	NP	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	55.90%	69.97%	83.99%	93.08%	85.05%	NP	25.49%	13.01%
Female	65.07%	65.23%	86.56%	>95.00%	90.72%	NP	<10.00%	<10.00%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	55.49%	61.59%	89.66%	94.51%	84.88%	NP	12.93%	10.17%
Asian or Pacific Islander	68.02%	81.53%	93.63%	>95.00%	90.43%	NP	21.28%	15.00%
Black (not Hispanic)	48.72%	52.36%	82.58%	90.99%	83.06%	NP	19.03%	10.91%
Hispanic	58.08%	62.37%	91.98%	>95.00%	85.19%	NP	17.71%	<10.00%
White (not Hispanic)	68.89%	77.06%	86.53%	>95.00%	91.27%	NP	13.06%	<10.00%
Race and/or ethnicity unknown	NE	NE	NE	NE	NE	NP	NE	NE
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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.

## Louisiana

## Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	32.50%	32.50%	82.00%	76.25%	18.00%	14.25%
<b>PY 2009–10 Results</b>	32.76%	29.47%	63.19%	51.11%	21.68%	18.96%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	26.60%	31.28%	64.79%	25.53%	23.96%	15.38%
Economically disadvantaged students	27.93%	25.74%	70.00%	22.90%	17.57%	20.38%
Single parents	36.00%	37.04%	71.93%	33.97%	11.62%	11.01%
Displaced homemakers	61.40%	60.00%	62.96%	77.19%	22.89%	31.75%
Limited English proficient students	10.45%	<10.00%	65.61%	69.23%	32.62%	12.50%
Students in nontraditional programs	19.99%	20.01%	59.04%	33.16%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	33.06%	31.18%	58.70%	47.00%	45.77%	19.30%
Female	32.58%	28.56%	65.22%	54.92%	10.72%	18.71%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	58.73%	<10.00%	63.64%	59.38%	21.56%	24.32%
Asian	41.55%	<10.00%	71.05%	54.35%	54.35%	20.99%
Black or African American	22.63%	24.25%	63.66%	35.12%	20.03%	20.00%
Hispanic or Latino	29.50%	<10.00%	61.52%	44.83%	24.08%	31.31%
Native Hawaiian or Other Pacific Islander	25.00%	<10.00%	>95.00%	NE	28.57%	<10.00%
White	39.91%	31.16%	62.62%	59.25%	21.65%	18.51%
Two or more races	30.00%	<10.00%	46.67%	50.00%	22.96%	14.29%

\* 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.

## Louisiana

## Adult Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	45.00%	42.00%	73.55%	80.75%	10.25%	9.50%
<b>PY 2009–10 Results</b>	68.19%	68.19%	76.08%	56.93%	10.10%	<10.00%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	70.80%	70.80%	79.19%	58.82%	17.07%	17.48%
Economically disadvantaged students	66.48%	66.48%	77.14%	60.19%	10.81%	<10.00%
Single parents	64.89%	64.89%	73.78%	67.64%	<10.00%	<10.00%
Displaced homemakers	64.20%	64.20%	72.73%	67.53%	11.88%	<10.00%
Limited English proficient students	76.67%	76.67%	81.82%	65.62%	12.71%	<10.00%
Students in nontraditional programs	63.24%	63.24%	75.15%	51.41%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	70.33%	70.33%	77.92%	53.30%	<10.00%	<10.00%
Female	66.11%	66.11%	74.52%	60.57%	11.51%	10.08%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	78.08%	78.08%	75.00%	71.83%	12.32%	12.28%
Asian	76.79%	76.79%	78.57%	55.74%	<10.00%	13.51%
Black or African American	64.06%	64.06%	73.72%	53.88%	10.14%	<10.00%
Hispanic or Latino	76.92%	76.92%	78.57%	54.67%	<10.00%	13.04%
Native Hawaiian or Other Pacific Islander	33.33%	33.33%	NE	66.67%	37.50%	>95.00%
White	71.44%	71.44%	77.93%	59.59%	<10.00%	10.62%
Two or more races	71.43%	71.43%	NE	50.00%	15.15%	30.00%

\* 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
<b>Measurement definitions</b>	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 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 school diploma and have 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 as described in <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 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.
<b>PY 2009–10 Performance levels</b>	30.00%	30.00%	90.67%	94.44%	92.01%	89.16%	10.00%	10.82%
<b>PY 2009–10 Results</b>	28.92%	23.72%	87.13%	92.88%	>95.00%	89.41%	21.51%	21.40%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	12.86%	<10.00%	84.40%	88.89%	>95.00%	52.50%	15.48%	15.76%
Economically disadvantaged students	23.54%	18.37%	82.92%	88.17%	>95.00%	75.13%	23.14%	22.53%
Single parents	21.43%	<10.00%	88.89%	85.19%	>95.00%	54.55%	31.51%	30.77%
Displaced homemakers	<10.00%	<10.00%	>95.00%	>95.00%	>95.00%	NE	<10.00%	<10.00%
Limited English proficient students	NE	NE	79.37%	<10.00%	>95.00%	83.33%	23.91%	23.53%
Migrant students	<10.00%	<10.00%	50.00%	>95.00%	>95.00%	NE	33.33%	50.00%
Students in nontraditional programs	36.05%	27.03%	88.10%	>95.00%	>95.00%	65.89%	NP	NP
<b>Tech prep</b>	NP	NP	NP	NP	NP	NE	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	26.34%	23.72%	86.80%	90.36%	>95.00%	88.83%	<10.00%	10.15%
Female	33.23%	23.72%	87.69%	>95.00%	>95.00%	90.26%	53.75%	50.14%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	21.74%	16.67%	82.14%	>95.00%	>95.00%	72.22%	27.42%	21.74%
Asian or Pacific Islander	22.58%	35.48%	90.91%	93.55%	>95.00%	77.78%	26.00%	29.17%
Black (not Hispanic)	23.38%	11.54%	80.00%	73.42%	>95.00%	>95.00%	27.27%	29.41%
Hispanic	27.59%	12.50%	69.44%	81.82%	>95.00%	68.75%	25.00%	29.17%
White (not Hispanic)	29.17%	24.05%	87.48%	93.36%	>95.00%	89.53%	21.28%	21.14%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NE	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	Percentage of CTE concentrators who completed a CTE program and received an industry-recognized credential, a certificate, or a 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 left postsecondary education and received an industry-recognized credential, a certificate, or a degree and did not transfer to another two- or four-year postsecondary institution.	Percentage of CTE concentrators who were enrolled in postsecondary education in the previous academic year and who remained enrolled in their original institution or transferred to another two- or four-year postsecondary institution (in-state and out-of-state) the following academic year and did not receive an industry-recognized credential, a certificate or degree.	Percentage of CTE concentrators who completed their postsecondary CTE program and received an industry-recognized credential, a certificate or a degree who left postsecondary education; did not transfer to another two- or four-year postsecondary institution; and were placed 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).	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.
<b>PY 2009–10 Performance levels</b>	50.00%	47.35%	61.09%	86.26%	21.15%	19.83%
<b>PY 2009–10 Results</b>	>95.00%	57.20%	74.80%	81.28%	20.04%	19.02%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	93.10%	56.63%	72.52%	80.00%	16.45%	26.32%
Economically disadvantaged students	>95.00%	61.88%	76.49%	78.70%	19.34%	18.69%
Single parents	>95.00%	77.84%	78.55%	78.48%	23.64%	16.28%
Displaced homemakers	NE	57.14%	50.00%	86.62%	23.40%	23.81%
Limited English proficient students	>95.00%	23.33%	75.00%	>95.00%	35.24%	20.00%
Students in nontraditional programs	>95.00%	42.82%	71.51%	NP	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	>95.00%	57.70%	73.22%	76.71%	<10.00%	<10.00%
Female	>95.00%	56.71%	76.16%	86.26%	35.33%	29.63%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	>95.00%	34.48%	70.49%	80.00%	20.43%	<10.00%
Asian or Pacific Islander	90.91%	64.86%	76.79%	53.85%	18.57%	20.00%
Black (not Hispanic)	>95.00%	35.71%	76.83%	<10.00%	14.43%	26.67%
Hispanic	>95.00%	57.89%	75.00%	75.00%	28.79%	25.00%
White (not Hispanic)	>95.00%	58.56%	75.07%	82.92%	19.22%	18.53%
Race and/or ethnicity unknown	>95.00%	47.42%	72.13%	77.40%	28.02%	26.51%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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 met state-recognized CTE standards, including assessments aligned to industry standards and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who receive a secondary school diploma, certificate of completion, or General Education Development (GED).	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 completers in postsecondary education, apprenticeship, employment, or military service in the second quarter following graduation.	Percentage of underrepresented CTE participants in nontraditional CTE programs during the reporting year.	Percentage of underrepresented CTE concentrators who complete secondary nontraditional CTE programs and who, in the reporting year, left secondary education.
<b>PY 2009–10 Performance levels</b>	64.22%	65.78%	43.22%	97.00%	98.89%	80.56%	42.13%	30.43%
<b>PY 2009–10 Results</b>	80.67%	86.92%	57.77%	>95.00%	>95.00%	72.29%	34.75%	32.88%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	50.31%	58.94%	55.42%	90.61%	>95.00%	62.84%	35.60%	29.61%
Economically disadvantaged students	70.85%	79.17%	47.46%	94.91%	>95.00%	68.39%	33.34%	29.82%
Single parents	61.54%	84.62%	85.71%	92.31%	92.31%	80.00%	29.41%	30.00%
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	40.24%	69.32%	22.81%	94.82%	>95.00%	64.29%	39.82%	37.97%
Migrant students	NE	NE	NE	NE	NE	NP	NE	NE
Students in nontraditional programs	84.49%	89.97%	40.64%	>95.00%	>95.00%	71.80%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	77.05%	87.60%	55.83%	>95.00%	>95.00%	69.74%	44.23%	39.85%
Female	84.37%	86.23%	59.86%	>95.00%	>95.00%	75.04%	25.12%	25.92%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	79.45%	87.67%	50.00%	>95.00%	>95.00%	68.18%	34.40%	41.67%
Asian or Pacific Islander	88.96%	>95.00%	66.45%	>95.00%	>95.00%	74.52%	41.81%	42.13%
Black (not Hispanic)	73.83%	78.14%	35.26%	>95.00%	>95.00%	69.72%	36.23%	32.22%
Hispanic	77.33%	84.42%	49.06%	>95.00%	>95.00%	73.20%	36.89%	36.67%
White (not Hispanic)	84.40%	91.71%	77.73%	>95.00%	>95.00%	73.56%	32.76%	31.32%
Race and/or ethnicity unknown	NE	NE	NE	NE	NE	NE	NE	NE
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	Percentage of CTE concentrators who met state-recognized CTE standards, including assessments aligned to industry standards and who, in the reporting year, left postsecondary education.	Percentage of CTE concentrators who have received a degree, certificate, or industry credential in the reporting year.	Percentage of CTE concentrators who remained enrolled in postsecondary education based on fall term enrollments, and were enrolled in the previous year and did not complete a CTE program.	Percentage of CTE completers who are employed, in the military, or in an apprenticeship program in the second quarter following completion of the CTE program.	Percentage of underrepresented CTE participants in nontraditional CTE programs during the reporting year.	Percentage of underrepresented CTE concentrators who complete nontraditional CTE programs and who, in the reporting year, left postsecondary education.
<b>PY 2009–10 Performance levels</b>	50.00%	32.33%	39.33%	76.67%	30.54%	29.25%
<b>PY 2009–10 Results</b>	85.70%	37.69%	65.12%	80.47%	28.30%	26.28%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	94.44%	41.69%	67.67%	56.84%	27.20%	23.91%
Economically disadvantaged students	88.81%	44.35%	70.94%	77.60%	28.76%	27.71%
Single parents	94.29%	48.70%	70.41%	83.33%	32.61%	30.83%
Displaced homemakers	NE	NE	NE	25.00%	NE	NE
Limited English proficient students	73.58%	34.63%	69.33%	67.31%	27.33%	28.74%
Students in nontraditional programs	81.00%	34.22%	63.01%	80.30%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	84.86%	32.28%	60.77%	78.49%	26.16%	27.32%
Female	86.06%	40.69%	67.40%	81.47%	29.55%	25.81%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	87.50%	32.86%	64.29%	63.64%	28.85%	29.41%
Asian or Pacific Islander	83.33%	33.04%	66.07%	66.67%	29.59%	26.22%
Black (not Hispanic)	78.85%	30.20%	65.09%	82.69%	31.57%	32.96%
Hispanic	80.00%	29.88%	64.88%	77.27%	28.27%	26.45%
White (not Hispanic)	88.95%	43.17%	65.22%	80.85%	24.79%	22.99%
Race and/or ethnicity unknown	92.59%	34.52%	63.25%	79.26%	31.63%	35.46%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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 were reported during the reporting year as receiving a state-recognized Chapter 74 certificate issued by a school district to a student enrolled in a specific state-approved vocational technical education program, known as a Chapter 74-approved vocational technical education program or another industry-recognized credential issued by a recognized private organization or other state, or federal government department, agency, or board.	Percentage of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma (if offered by the state) or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.	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 in postsecondary education or advanced training including registered apprenticeships, in the military service, or employment 9-12 months after they left secondary education (unduplicated placement status).	Percentage of CTE participants who were enrolled in a CTE program that prepared them for a career that would be nontraditional for their gender during the reporting year.	Percentage of CTE concentrators who completed CTE programs that prepared them for careers that are nontraditional for their gender during the reporting year.
<b>PY 2009–10 Performance levels</b>	47.25%	42.06%	71.51%	90.48%	85.00%	96.57%	11.40%	10.83%
<b>PY 2009–10 Results</b>	64.08%	64.85%	75.17%	94.98%	88.35%	95.00%	20.51%	18.98%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	26.96%	30.77%	74.84%	89.49%	80.94%	91.80%	18.38%	17.30%
Economically disadvantaged students	55.11%	56.04%	72.94%	92.59%	83.20%	93.09%	22.61%	20.89%
Single parents	41.10%	35.14%	70.00%	78.38%	75.61%	86.84%	26.00%	20.75%
Displaced homemakers	NP	NP	NP	NP	NP	PNO	NP	NP
Limited English proficient students	<10.00%	22.61%	50.91%	81.82%	74.30%	92.12%	22.63%	20.39%
Migrant students	NE	NE	NE	NE	NE	NE	<10.00%	NE
Students in nontraditional programs	63.92%	60.16%	69.51%	93.70%	87.59%	94.81%	NP	NP
<b>Tech prep</b>	63.47%	64.34%	75.46%	94.88%	91.47%	>95.00%	20.24%	19.05%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	61.51%	67.71%	75.30%	94.76%	87.34%	94.56%	13.59%	12.47%
Female	67.62%	60.90%	74.99%	>95.00%	89.74%	>95.00%	22.99%	21.37%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	57.89%	57.50%	76.19%	95.00%	85.45%	92.00%	25.83%	27.27%
Asian	52.41%	69.13%	70.10%	>95.00%	89.86%	>95.00%	20.30%	18.70%
Black or African American	51.07%	47.00%	59.00%	92.13%	81.91%	93.07%	22.70%	20.72%
Hispanic or Latino	51.70%	49.71%	67.53%	89.88%	79.65%	92.71%	22.83%	21.54%
Native Hawaiian or Other Pacific Islander	60.00%	40.00%	85.71%	80.00%	90.00%	>95.00%	11.43%	NP
White	68.96%	70.60%	79.00%	>95.00%	91.43%	>95.00%	19.43%	18.10%
Two or more races	68.04%	62.56%	72.39%	>95.00%	86.82%	94.89%	25.74%	23.03%

\* 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
<b>Measurement definitions</b>	Percentage of technical credit courses completed by CTE concentrators during the fall semester of the reporting year.	Percentage of CTE concentrators enrolled in a fall semester who four years after a given fall term (fall to fall of fourth year out) received a degree, a certificate, or an industry-recognized credential.	Percentage of CTE concentrators enrolled in a fall semester who four years after a given fall term (fall to fall of fourth year out) received a degree, a certificate, or an industry-recognized credential; transferred, or were still pursuing their education (i.e. still enrolled).	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 enrolled in a CTE program that prepared them for a career that would be nontraditional for their gender during the reporting year.	Percentage of CTE participants and concentrators enrolled in a given fall term in a CTE program that prepared them for a career that would be nontraditional for their gender who four years after a given fall term (fall to fall of fourth year out) received a degree, a certificate, or an industry-recognized credential.
<b>PY 2009–10 Performance levels</b>	80.37%	52.31%	57.00%	79.00%	16.96%	17.68%
<b>PY 2009–10 Results</b>	82.30%	54.00%	67.02%	83.99%	23.63%	22.03%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	80.55%	53.46%	71.01%	66.79%	26.56%	22.14%
Economically disadvantaged students	80.79%	53.22%	66.16%	71.51%	25.79%	23.36%
Single parents	82.27%	53.92%	58.27%	78.96%	26.61%	23.41%
Displaced homemakers	86.18%	54.70%	66.02%	75.00%	28.02%	23.19%
Limited English proficient students	85.31%	46.44%	58.10%	75.90%	26.80%	24.37%
Students in nontraditional programs	83.48%	58.75%	72.24%	79.69%	NP	NP
<b>Tech prep</b>	79.67%	50.32%	66.83%	72.95%	23.13%	21.67%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	79.97%	48.86%	63.96%	82.48%	14.49%	18.30%
Female	83.93%	56.85%	68.73%	84.67%	29.80%	24.26%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	81.57%	46.34%	56.91%	66.67%	25.41%	26.32%
Asian	82.82%	51.70%	67.04%	68.82%	29.80%	25.10%
Black or African American	80.62%	46.28%	61.74%	86.21%	28.61%	26.77%
Hispanic or Latino	78.82%	42.72%	59.93%	83.46%	28.73%	27.32%
Native Hawaiian or Other Pacific Islander	94.44%	>95.00%	>95.00%	NE	41.67%	NE
White	83.94%	57.28%	68.92%	85.27%	21.72%	20.59%
Two or more races	78.08%	25.00%	50.00%	66.67%	21.95%	30.77%

\* 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
<b>Measurement definitions</b>	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, earned a General Education Development (GED) credential or earned 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 as described in <i>ESEA</i> .	Percentage of grade 11 and grade 12 CTE completers who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the third 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 participants from underrepresented gender groups, who completed a program that leads to employment in nontraditional fields prior to leaving secondary education and who left school in the reporting year.
<b>PY 2009–10 Performance levels</b>	47.50%	45.05%	35.00%	90.00%	80.00%	94.79%	22.50%	66.56%
<b>PY 2009–10 Results</b>	48.22%	47.18%	55.22%	>95.00%	94.29%	93.60%	22.68%	21.08%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	12.53%	12.19%	22.87%	>95.00%	89.25%	83.78%	15.74%	20.55%
Economically disadvantaged students	34.87%	32.50%	46.29%	>95.00%	89.63%	89.46%	25.42%	19.75%
Single parents	34.55%	34.55%	50.00%	>95.00%	94.34%	79.49%	30.67%	<10.00%
Displaced homemakers	NE	NE	NE	>95.00%	NE	NE	>95.00%	NE
Limited English proficient students	<10.00%	16.60%	19.05%	>95.00%	91.26%	88.81%	15.71%	17.14%
Migrant students	27.27%	36.36%	20.00%	>95.00%	90.48%	>95.00%	37.50%	50.00%
Students in nontraditional programs	47.62%	37.71%	33.33%	>95.00%	93.57%	89.95%	NP	NP
<b>Tech prep</b>	48.10%	46.63%	58.74%	>95.00%	>95.00%	94.63%	16.77%	44.38%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	44.43%	51.91%	59.46%	>95.00%	92.78%	93.36%	<10.00%	42.37%
Female	52.42%	41.94%	53.79%	>95.00%	>95.00%	93.85%	72.85%	20.50%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	44.35%	42.26%	54.93%	>95.00%	93.12%	92.80%	21.95%	21.62%
Asian or Pacific Islander	55.62%	63.39%	52.82%	>95.00%	>95.00%	>95.00%	20.98%	19.64%
Black (not Hispanic)	26.41%	17.88%	34.23%	>95.00%	91.87%	92.41%	30.40%	19.17%
Hispanic	34.29%	31.51%	33.04%	>95.00%	91.95%	89.82%	21.87%	23.45%
White (not Hispanic)	51.63%	51.58%	59.97%	>95.00%	94.72%	93.86%	21.43%	21.40%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NE	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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**

<b>Core indicators</b>	<b>Technical skill attainment</b>	<b>Credential, certificate, or degree</b>	<b>Student retention or transfer</b>	<b>Student placement</b>	<b>Nontraditional participation</b>	<b>Nontraditional completion</b>
<b>Measurement definitions</b>	Percentage of CTE concentrators who passed gold standard assessments that were available during the reporting year.	Percentage of CTE concentrators who received an award, certificate, or credential.	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 any time during 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 female CTE participants in programs considered nontraditional for women and of male CTE participants in programs considered nontraditional for men.	Percentage of female CTE concentrators who received an award in a program considered nontraditional for women of male CTE concentrators who received an award in a program considered nontraditional for men.
<b>PY 2009–10 Performance levels</b>	91.00%	33.82%	65.52%	56.44%	24.00%	21.00%
<b>PY 2009–10 Results</b>	91.80%	26.97%	71.43%	71.56%	23.53%	23.37%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	94.18%	38.72%	76.61%	87.72%	45.02%	21.19%
Economically disadvantaged students	90.45%	33.90%	76.29%	86.53%	48.70%	24.20%
Single parents	>95.00%	44.99%	74.58%	88.89%	62.07%	24.87%
Displaced homemakers	94.12%	55.97%	72.28%	89.29%	57.37%	16.05%
Limited English proficient students	73.91%	25.33%	77.18%	86.67%	44.06%	22.19%
Students in nontraditional programs	93.81%	35.27%	72.23%	83.97%	NP	NP
<b>Tech prep</b>	90.29%	22.91%	75.49%	84.67%	31.90%	19.60%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	89.38%	21.15%	70.19%	67.47%	16.30%	16.47%
Female	93.11%	31.67%	72.41%	74.34%	30.00%	28.89%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	91.38%	21.65%	65.67%	68.33%	28.06%	27.87%
Asian	93.62%	31.32%	72.13%	69.84%	27.96%	29.09%
Black or African American	84.50%	18.08%	72.71%	41.28%	29.34%	31.06%
Hispanic or Latino	93.41%	24.97%	68.42%	72.22%	23.06%	24.05%
Native Hawaiian or Other Pacific Islander	>95.00%	26.32%	83.33%	23.08%	26.25%	55.37%
White	92.65%	29.76%	71.17%	73.79%	21.56%	21.38%
Two or more races	87.50%	33.33%	70.11%	68.18%	28.57%	30.09%

\* 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
<b>Measurement definitions</b>	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 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 as described in <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.
<b>PY 2009–10 Performance levels</b>	67.00%	44.00%	88.33%	73.33%	82.00%	88.33%	39.00%	36.00%
<b>PY 2009–10 Results</b>	69.70%	35.28%	89.41%	>95.00%	>95.00%	48.78%	49.53%	32.50%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	46.17%	20.44%	87.50%	>95.00%	94.56%	NP	49.85%	26.13%
Economically disadvantaged students	57.74%	23.37%	84.96%	>95.00%	94.38%	NP	48.96%	29.75%
Single parents	43.21%	11.25%	69.21%	92.55%	84.30%	NP	51.09%	35.29%
Displaced homemakers	57.14%	NP	90.91%	>95.00%	87.50%	NP	52.94%	NP
Limited English proficient students	45.80%	17.94%	84.40%	>95.00%	>95.00%	NP	48.16%	35.75%
Migrant students	44.88%	15.87%	74.46%	>95.00%	94.07%	NP	57.59%	28.77%
Students in nontraditional programs	71.61%	38.28%	90.23%	>95.00%	>95.00%	NP	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	68.37%	39.35%	89.70%	>95.00%	>95.00%	48.80%	56.75%	30.84%
Female	71.52%	29.73%	88.98%	>95.00%	>95.00%	48.76%	37.99%	36.67%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	52.71%	20.00%	75.91%	>95.00%	86.03%	<10.00%	46.19%	34.38%
Asian or Pacific Islander	57.32%	29.50%	89.40%	>95.00%	>95.00%	65.93%	48.74%	39.94%
Black (not Hispanic)	45.12%	11.55%	80.22%	>95.00%	91.85%	62.83%	47.44%	38.62%
Hispanic	49.29%	14.75%	78.57%	>95.00%	93.75%	21.94%	48.28%	31.56%
White (not Hispanic)	73.26%	38.38%	91.58%	>95.00%	>95.00%	52.16%	49.96%	31.99%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NP	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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 in a given student entry cohort who, anytime in the cohort time frame, received a CTE certificate, diploma, Associate of Applied Science (AAS) or an Associate of Science (AS) and were designated as such at the time of the reporting year.	Percentage of CTE concentrators in a given student entry cohort who, in the last year of the cohort time frame, were still intending to complete their program in the declared award, or have transferred to a two-year college or four-year university and were designated as such at the time of the reporting year.	Percentage of CTE concentrators, who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year, 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 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 in a given student entry cohort who, anytime in the cohort time frame, were classified as enrolling in a CTE program classified as nontraditional for their gender and that was underrepresented for their gender and were designated as such at the time of the reporting year.	Percentage of CTE completers in a given student entry cohort who, anytime in the cohort time frame, were classified as enrolling in a CTE program classified as nontraditional for their gender and that was underrepresented for their gender and were designated as such at the time of the reporting year.
<b>PY 2009–10 Performance levels</b>	68.89%	48.00%	28.00%	78.00%	17.20%	12.00%
<b>PY 2009–10 Results</b>	86.75%	47.39%	29.08%	85.26%	22.53%	13.93%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	NP	40.29%	34.14%	79.09%	22.18%	12.16%
Economically disadvantaged students	NP	43.08%	33.66%	84.79%	23.14%	13.46%
Single parents	NP	41.20%	35.62%	84.29%	21.27%	11.40%
Displaced homemakers	NP	44.88%	42.57%	83.10%	22.79%	17.05%
Limited English proficient students	NP	28.39%	51.75%	73.48%	32.82%	20.94%
Students in nontraditional programs	NP	38.67%	33.74%	81.10%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	89.59%	45.25%	27.42%	85.39%	27.26%	18.74%
Female	86.06%	49.43%	30.67%	85.15%	18.16%	<10.00%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	NP	38.10%	30.06%	67.44%	25.39%	13.56%
Asian or Pacific Islander	NP	39.79%	38.97%	81.41%	27.90%	19.10%
Black (not Hispanic)	NP	32.34%	44.04%	78.10%	33.98%	25.96%
Hispanic	NP	37.58%	35.50%	82.74%	23.69%	21.07%
White (not Hispanic)	NP	49.74%	26.91%	86.62%	20.39%	12.74%
Race and/or ethnicity unknown	NP	50.35%	26.57%	71.83%	18.58%	13.85%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of 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 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 concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of concentrators who completed both years of a two year program 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 concentrators who completed both years of a two year program 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 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.
<b>PY 2009–10 Performance levels</b>	51.00%	59.00%	66.00%	67.00%	67.00%	90.20%	16.70%	14.70%
<b>PY 2009–10 Results</b>	82.45%	62.05%	55.54%	50.44%	50.44%	85.81%	19.71%	18.66%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	82.33%	61.89%	26.09%	60.48%	60.48%	84.62%	15.35%	12.91%
Economically disadvantaged students	82.33%	61.89%	49.20%	49.91%	49.91%	88.55%	19.44%	17.27%
Single parents	82.33%	61.89%	56.83%	58.46%	58.46%	85.78%	25.00%	22.89%
Displaced homemakers	82.33%	61.89%	85.71%	83.33%	83.33%	>95.00%	<10.00%	14.29%
Limited English proficient students	82.33%	61.89%	46.88%	45.95%	45.95%	84.78%	20.22%	16.22%
Migrant students	82.33%	61.89%	42.86%	44.44%	44.44%	83.33%	19.35%	<10.00%
Students in nontraditional programs	82.33%	61.89%	50.34%	45.42%	45.42%	83.35%	NP	NP
<b>Tech prep</b>	82.33%	61.89%	54.42%	42.94%	42.94%	87.20%	19.71%	17.22%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	79.50%	59.87%	50.94%	54.85%	48.86%	85.26%	12.69%	12.50%
Female	85.10%	64.02%	60.01%	46.27%	51.94%	86.32%	27.08%	24.68%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	>95.00%	70.00%	60.00%	90.91%	90.91%	80.00%	31.82%	18.18%
Asian	76.67%	53.33%	75.00%	53.57%	53.57%	85.94%	23.97%	28.33%
Black or African American	82.08%	60.23%	15.60%	47.70%	47.70%	83.87%	20.76%	20.79%
Hispanic or Latino	71.11%	57.78%	63.10%	51.14%	51.14%	86.49%	24.44%	17.02%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	NE	NE	NE	NE
White	82.84%	63.73%	69.23%	52.78%	52.78%	87.77%	18.93%	16.42%
Two or more races	NE	NE	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.

## Mississippi

## Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	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 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 (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 obtained an industry-recognized credential, a certificate, or a degree in a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	72.50%	85.00%	74.10%	78.60%	7.83%	7.88%
<b>PY 2009–10 Results</b>	74.74%	82.62%	86.95%	81.22%	15.31%	<10.00%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	73.17%	88.75%	86.93%	71.25%	16.76%	14.58%
Economically disadvantaged students	67.39%	83.98%	88.09%	77.83%	14.77%	<10.00%
Single parents	75.19%	85.13%	89.69%	84.87%	18.61%	<10.00%
Displaced homemakers	63.24%	87.32%	87.16%	84.38%	17.31%	<10.00%
Limited English proficient students	80.00%	83.04%	80.25%	91.96%	18.33%	<10.00%
Students in nontraditional programs	61.64%	75.64%	87.13%	78.02%	NP	NP
<b>Tech prep</b>	78.50%	81.98%	>95.00%	79.51%	15.69%	<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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	66.96%	79.23%	86.14%	80.00%	11.09%	<10.00%
Female	81.91%	85.33%	87.66%	82.19%	20.20%	11.21%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	65.22%	72.22%	92.96%	75.00%	<10.00%	<10.00%
Asian	>95.00%	88.46%	91.30%	84.62%	30.61%	<10.00%
Black or African American	60.38%	81.81%	84.97%	76.87%	15.51%	<10.00%
Hispanic or Latino	75.00%	86.05%	93.44%	79.07%	13.46%	<10.00%
Native Hawaiian or Other Pacific Islander	NE	>95.00%	NE	>95.00%	<10.00%	<10.00%
White	86.01%	83.27%	88.29%	84.10%	14.97%	<10.00%
Two or more races	>95.00%	NE	>95.00%	NE	<10.00%	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 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
<b>Measurement definitions</b>	Percentage of CTE concentrators who score either proficient or advanced on the communication arts assessment and whose scores were included in the state's adequate yearly progress (AYP) computation and left secondary education during the reporting year.	Percentage of CTE concentrators who score either proficient or advanced on the mathematics assessment and whose scores were included in the state's AYP computation and left secondary education during the reporting year.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards.	Percentage of CTE concentrators who earned a high school diploma or General Education Development (GED) during the reporting year.	Percentage of CTE concentrators who graduate during the reporting year.	Percentage of CTE concentrators who graduated or received a GED and were placed in postsecondary or advanced training, in the military or employment in the second quarter following the program year.	Percentage of CTE participants from underrepresented gender groups enrolled in nontraditional career education programs. The student must have earned one or more credits in a nontraditional career education program.	Percentage of CTE concentrators from the underrepresented gender groups who completed and graduated from a nontraditional program.
<b>PY 2009–10 Performance levels</b>	67.40%	63.30%	61.60%	97.00%	85.50%	93.75%	22.25%	21.25%
<b>PY 2009–10 Results</b>	42.26%	43.63%	72.56%	>95.00%	>95.00%	92.76%	14.21%	12.91%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	<10.00%	11.55%	59.86%	>95.00%	>95.00%	85.29%	14.10%	10.24%
Economically disadvantaged students	32.29%	31.05%	68.45%	>95.00%	>95.00%	88.58%	14.35%	13.68%
Single parents	30.29%	23.32%	67.06%	94.17%	92.72%	82.05%	14.63%	11.54%
Displaced homemakers	20.00%	50.00%	66.67%	>95.00%	>95.00%	75.00%	<10.00%	NP
Limited English proficient students	14.89%	20.34%	63.00%	92.86%	92.86%	88.54%	21.23%	<10.00%
Migrant students	NP	NP	NP	>95.00%	>95.00%	>95.00%	<10.00%	50.00%
Students in nontraditional programs	45.90%	41.33%	64.18%	>95.00%	>95.00%	93.70%	NP	NP
<b>Tech prep</b>	37.01%	40.87%	64.12%	>95.00%	>95.00%	93.01%	12.07%	11.53%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>								
Male	36.52%	45.81%	67.74%	>95.00%	94.93%	93.16%	13.33%	<10.00%
Female	48.52%	41.26%	78.20%	>95.00%	>95.00%	92.32%	15.05%	19.76%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	42.31%	40.23%	69.05%	94.57%	94.57%	NA	15.10%	13.24%
Asian or Pacific Islander	46.34%	53.22%	65.35%	>95.00%	>95.00%	NA	17.83%	14.02%
Black (not Hispanic)	26.37%	19.08%	78.67%	91.92%	91.60%	NA	20.35%	18.39%
Hispanic	33.00%	33.70%	65.18%	>95.00%	>95.00%	NA	16.89%	12.26%
White (not Hispanic)	45.79%	48.99%	71.32%	>95.00%	>95.00%	NA	13.17%	12.17%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NA	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	NA	NA	NA	NA	NA	92.65%	NA	NA
Asian	NA	NA	NA	NA	NA	90.96%	NA	NA
Black or African American	NA	NA	NA	NA	NA	90.45%	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	90.27%	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NE	NA	NA
White	NA	NA	NA	NA	NA	93.22%	NA	NA
Two or more races	NA	NA	NA	NA	NA	NE	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.

Missouri		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	Percentage of CTE concentrators who passed technical skill assessments aligned with industry-recognized standards.	Percentage of CTE concentrators who received an industry-recognized credential or certificate, a one-year or two-year program 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 enrolled in nontraditional career education programs. The student must have earned one or more credits in a nontraditional career education program.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	71.25%	86.25%	70.25%	65.25%	22.25%	12.75%
<b>PY 2009–10 Results</b>	86.99%	79.66%	91.28%	68.79%	24.85%	16.12%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	77.78%	88.59%	94.72%	55.96%	25.62%	14.29%
Economically disadvantaged students	87.87%	94.21%	93.62%	65.49%	24.42%	17.64%
Single parents	84.48%	56.55%	81.74%	66.21%	23.71%	18.06%
Displaced homemakers	87.50%	73.02%	85.59%	64.86%	27.72%	<10.00%
Limited English proficient students	>95.00%	93.51%	>95.00%	52.00%	31.49%	18.60%
Students in nontraditional programs	81.35%	82.60%	91.67%	66.97%	NP	NP
<b>Tech prep</b>	85.00%	82.61%	93.29%	72.00%	21.88%	14.96%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	86.25%	75.16%	90.87%	69.82%	21.29%	15.30%
Female	87.43%	82.81%	91.57%	68.23%	27.35%	16.65%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	>95.00%	69.39%	85.38%	69.57%	27.96%	20.69%
Asian	78.26%	78.35%	92.58%	68.52%	31.50%	16.36%
Black or African American	89.29%	91.85%	>95.00%	54.55%	26.15%	16.31%
Hispanic or Latino	77.42%	77.57%	91.63%	57.63%	24.21%	17.74%
Native Hawaiian or Other Pacific Islander	83.33%	>95.00%	>95.00%	>95.00%	39.13%	62.50%
White	86.99%	77.78%	89.81%	70.78%	24.19%	15.61%
Two or more races	>95.00%	>95.00%	>95.00%	NE	34.41%	26.67%

\* 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
<b>Measurement definitions</b>	Percentage of CTE concentrators who passed technical skill assessments aligned with industry-recognized standards.	Percentage of CTE concentrators who received an industry-recognized credential or certificate, a one-year or two-year program 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 enrolled in nontraditional career education programs. The student must have earned one or more credits in a nontraditional career education program.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	NP	NP	NP	NP	NP	NP
<b>PY 2009–10 Results</b>	83.02%	92.17%	84.53%	74.00%	11.88%	10.72%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	70.00%	93.65%	75.00%	51.02%	15.28%	15.52%
Economically disadvantaged students	85.05%	91.69%	81.84%	72.41%	<10.00%	<10.00%
Single parents	86.79%	85.08%	75.00%	75.81%	<10.00%	<10.00%
Displaced homemakers	79.41%	92.45%	76.47%	55.56%	13.33%	15.79%
Limited English proficient students	>95.00%	>95.00%	NE	NE	25.00%	>95.00%
Students in nontraditional programs	70.50%	93.10%	88.00%	68.22%	NP	NP
<b>Tech prep</b>	89.70%	91.08%	66.67%	68.87%	10.32%	10.48%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	77.24%	94.52%	83.89%	64.36%	31.26%	21.77%
Female	85.94%	91.05%	84.70%	78.89%	<10.00%	<10.00%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	91.67%	77.78%	>95.00%	77.78%	<10.00%	15.38%
Asian	57.14%	77.78%	75.00%	75.00%	27.27%	28.57%
Black or African American	70.00%	78.90%	65.15%	82.14%	<10.00%	<10.00%
Hispanic or Latino	76.92%	88.89%	83.33%	60.00%	10.71%	<10.00%
Native Hawaiian or Other Pacific Islander	66.67%	>95.00%	>95.00%	<10.00%	<10.00%	<10.00%
White	83.76%	93.18%	86.22%	73.93%	12.17%	10.94%
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.

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
<b>Measurement definitions</b>	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, 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.	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 (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.
<b>PY 2009–10 Performance levels</b>	83.00%	68.00%	81.00%	81.00%	81.00%	84.00%	15.00%	15.00%
<b>PY 2009–10 Results</b>	78.24%	52.46%	86.92%	>95.00%	>95.00%	>95.00%	22.55%	13.70%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	39.96%	14.44%	88.89%	>95.00%	>95.00%	>95.00%	<10.00%	<10.00%
Economically disadvantaged students	70.27%	40.25%	75.00%	>95.00%	94.53%	>95.00%	15.14%	15.14%
Single parents	58.49%	37.74%	NE	>95.00%	86.76%	>95.00%	<10.00%	<10.00%
Displaced homemakers	NP	NP	NP	NP	NP	NE	NP	NP
Limited English proficient students	20.27%	<10.00%	NE	>95.00%	90.70%	>95.00%	10.26%	10.26%
Migrant students	>95.00%	50.00%	NE	>95.00%	>95.00%	>95.00%	<10.00%	<10.00%
Students in nontraditional programs	82.85%	55.99%	60.00%	>95.00%	94.96%	>95.00%	NP	NP
<b>Tech prep</b>	85.71%	71.43%	NE	>95.00%	>95.00%	>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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	75.12%	55.53%	90.15%	>95.00%	>95.00%	>95.00%	22.34%	<10.00%
Female	82.38%	48.40%	81.71%	>95.00%	>95.00%	>95.00%	22.88%	23.14%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	59.69%	27.75%	80.00%	>95.00%	93.38%	>95.00%	19.83%	19.83%
Asian or Pacific Islander	84.44%	68.89%	>95.00%	>95.00%	>95.00%	>95.00%	34.78%	34.78%
Black (not Hispanic)	74.19%	29.03%	<10.00%	>95.00%	94.87%	>95.00%	21.05%	21.05%
Hispanic	61.45%	39.76%	66.67%	>95.00%	93.75%	>95.00%	16.28%	16.28%
White (not Hispanic)	80.47%	55.30%	87.75%	>95.00%	>95.00%	>95.00%	12.72%	12.72%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NE	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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, or were eligible to receive an industry-recognized credential, a certificate, or a degree and left postsecondary education 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 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 completed or were eligible to complete a CTE program and 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, 2008 would be assessed between Oct. 1, 2008 and Dec. 31, 2008).	Percentage of CTE participants from underrepresented gender groups who participated in a CTE 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.
<b>PY 2009–10 Performance levels</b>	51.00%	53.00%	61.00%	74.00%	13.00%	12.25%
<b>PY 2009–10 Results</b>	90.67%	53.12%	86.06%	70.36%	15.22%	11.97%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	78.12%	40.74%	83.22%	60.00%	18.82%	16.05%
Economically disadvantaged students	86.17%	49.36%	86.66%	66.36%	15.12%	11.40%
Single parents	89.19%	45.41%	89.36%	64.23%	19.49%	10.31%
Displaced homemakers	84.62%	51.06%	88.40%	52.08%	15.62%	11.36%
Limited English proficient students	>95.00%	35.71%	90.48%	33.33%	19.67%	<10.00%
Students in nontraditional programs	80.85%	41.67%	84.80%	58.02%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	87.91%	49.14%	84.03%	61.95%	11.39%	12.27%
Female	92.13%	56.68%	87.78%	75.95%	19.20%	11.73%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	85.71%	26.83%	75.17%	64.00%	16.72%	<10.00%
Asian or Pacific Islander	80.00%	50.00%	92.31%	40.00%	22.03%	11.11%
Black (not Hispanic)	75.00%	50.00%	83.33%	50.00%	16.67%	<10.00%
Hispanic	87.50%	47.73%	87.06%	41.18%	17.12%	11.11%
White (not Hispanic)	91.50%	58.29%	89.02%	72.45%	15.02%	13.13%
Race and/or ethnicity unknown	85.71%	59.09%	81.54%	67.82%	13.29%	<10.00%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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, 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.	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 (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.
<b>PY 2009–10 Performance levels</b>	83.00%	81.00%	53.00%	82.00%	84.70%	73.50%	10.50%	13.00%
<b>PY 2009–10 Results</b>	>95.00%	92.07%	89.01%	>95.00%	>95.00%	>95.00%	42.48%	27.07%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	81.82%	70.96%	83.51%	>95.00%	>95.00%	>95.00%	43.27%	24.37%
Economically disadvantaged students	92.68%	88.51%	83.93%	>95.00%	>95.00%	94.80%	44.28%	28.60%
Single parents	86.00%	75.00%	77.65%	90.59%	91.67%	>95.00%	39.78%	41.51%
Displaced homemakers	NP	NP	NP	NP	NP	PNO	NP	NP
Limited English proficient students	81.94%	84.00%	68.42%	94.74%	88.04%	91.18%	50.64%	22.78%
Migrant students	85.71%	86.67%	85.00%	95.00%	92.86%	90.91%	49.82%	33.33%
Students in nontraditional programs	94.99%	91.81%	90.14%	>95.00%	>95.00%	>95.00%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	94.00%	91.76%	87.53%	>95.00%	>95.00%	>95.00%	38.90%	12.54%
Female	>95.00%	92.49%	91.00%	>95.00%	>95.00%	>95.00%	46.98%	52.43%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	87.23%	81.13%	90.48%	>95.00%	92.19%	93.67%	43.65%	42.86%
Asian or Pacific Islander	92.75%	92.22%	92.44%	>95.00%	>95.00%	>95.00%	44.08%	26.97%
Black (not Hispanic)	92.08%	92.07%	78.88%	>95.00%	>95.00%	89.43%	45.22%	33.33%
Hispanic	92.04%	89.70%	83.54%	>95.00%	94.99%	>95.00%	44.77%	25.19%
White (not Hispanic)	>95.00%	92.43%	90.29%	>95.00%	>95.00%	>95.00%	41.67%	26.73%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NP	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	61.50%	27.50%	38.00%	61.50%	10.00%	9.25%
<b>PY 2009–10 Results</b>	86.66%	49.84%	73.22%	75.87%	11.88%	15.15%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	81.78%	35.59%	20.40%	68.42%	13.89%	<10.00%
Economically disadvantaged students	85.83%	57.28%	59.55%	75.74%	14.64%	16.47%
Single parents	85.44%	51.95%	45.80%	76.24%	16.40%	22.44%
Displaced homemakers	91.67%	62.50%	66.67%	84.62%	20.00%	20.00%
Limited English proficient students	70.75%	76.86%	66.67%	40.00%	21.18%	20.93%
Students in nontraditional programs	80.25%	39.68%	59.51%	79.47%	NP	NP
<b>Tech prep</b>	82.69%	50.00%	72.54%	PNO	24.34%	11.02%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	85.70%	48.18%	74.78%	72.07%	<10.00%	11.62%
Female	87.51%	51.17%	72.04%	79.61%	20.94%	18.56%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	81.71%	50.94%	58.62%	57.14%	15.76%	33.33%
Asian	90.48%	37.30%	84.27%	65.52%	<10.00%	36.84%
Black or African American	83.14%	25.18%	89.82%	73.47%	<10.00%	16.36%
Hispanic or Latino	86.18%	57.04%	56.99%	73.13%	16.77%	19.87%
Native Hawaiian or Other Pacific Islander	86.96%	16.67%	75.00%	NP	14.63%	<10.00%
White	87.16%	50.17%	73.95%	76.51%	12.51%	14.67%
Two or more races	88.10%	57.14%	>95.00%	NP	29.58%	27.78%

\* 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
<b>Measurement definitions</b>	Percentage of eligible CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessments administered by the state under <i>ESEA</i> .	Percentage of eligible 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> .	Percentage of CTE concentrators completing a CTE program and receiving a certificate who have demonstrated at least 80 percent of the competencies of the certificate skills as recognized by the state during the reporting year.	Percentage of senior CTE concentrators completing a CTE program who earn an advanced, standard, or adult diploma, earn a General Education Development (GED) through a secondary program run by the secondary local education agency (LEA), earn an adjusted high school diploma, or earn a high school diploma with a CTE endorsement during the reporting year.	Percentage of CTE concentrators completing a CTE program 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 completing a CTE program who graduated 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 enrolled in courses from 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.
<b>PY 2009–10 Performance levels</b>	83.00%	54.00%	78.50%	89.00%	55.67%	93.00%	23.50%	19.40%
<b>PY 2009–10 Results</b>	>95.00%	79.30%	78.89%	93.36%	74.37%	>95.00%	36.30%	24.64%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	82.82%	52.38%	64.53%	95.00%	45.14%	>95.00%	31.73%	18.32%
Economically disadvantaged students	95.00%	71.28%	73.38%	NP	65.59%	>95.00%	36.02%	24.01%
Single parents	NP	NP	NP	NP	NP	NE	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NE	NP	NP
Limited English proficient students	73.68%	34.96%	75.58%	51.61%	20.75%	>95.00%	33.98%	16.18%
Migrant students	NE	NE	>95.00%	NE	NE	NE	50.00%	NP
Students in nontraditional programs	NP	NP	76.68%	93.19%	76.19%	>95.00%	NP	NP
<b>Tech prep</b>	NP	NP	82.69%	94.09%	77.15%	>95.00%	35.99%	25.37%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	>95.00%	82.06%	76.08%	92.77%	71.89%	>95.00%	41.06%	<10.00%
Female	>95.00%	75.91%	82.97%	94.15%	77.95%	>95.00%	29.66%	54.00%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	>95.00%	76.34%	69.92%	88.89%	77.59%	>95.00%	38.57%	40.20%
Asian or Pacific Islander	>95.00%	88.41%	85.58%	>95.00%	84.65%	>95.00%	43.44%	25.50%
Black (not Hispanic)	94.59%	61.80%	76.14%	87.58%	65.20%	>95.00%	39.46%	20.36%
Hispanic	>95.00%	71.51%	76.40%	91.14%	69.62%	>95.00%	34.46%	23.23%
White (not Hispanic)	>95.00%	86.51%	79.98%	94.91%	76.59%	>95.00%	35.55%	24.74%
Race and/or ethnicity unknown	NE	NE	NE	NE	NE	NE	NE	NE
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	Percentage of CTE concentrators with a GPA of 2.0 or higher in their CTE courses.	Percentage of CTE concentrators who received certificate or degree.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two-year or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous school year.	Percentage of CTE concentrators receiving a certificate or degree 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 received a certificate or degree.	Percentage of CTE participants from underrepresented gender groups who enrolled in courses from a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who attain a certificate of achievement or a degree in a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	70.00%	23.50%	33.00%	90.00%	25.50%	13.50%
<b>PY 2009–10 Results</b>	91.21%	48.54%	50.28%	>95.00%	41.73%	43.30%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	92.74%	51.65%	83.74%	>95.00%	48.09%	46.15%
Economically disadvantaged students	94.25%	47.69%	51.60%	>95.00%	53.53%	44.55%
Single parents	78.57%	54.17%	55.56%	>95.00%	56.25%	50.00%
Displaced homemakers	>95.00%	73.08%	75.64%	85.71%	50.37%	70.00%
Limited English proficient students	93.99%	61.88%	46.70%	>95.00%	55.38%	63.04%
Students in nontraditional programs	91.09%	56.67%	57.73%	>95.00%	NP	NP
<b>Tech prep</b>	93.47%	55.17%	53.51%	>95.00%	36.95%	46.67%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	88.46%	38.77%	52.63%	>95.00%	25.14%	39.29%
Female	>95.00%	56.27%	45.85%	>95.00%	62.12%	45.81%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	85.34%	53.23%	59.18%	92.86%	41.96%	40.00%
Asian or Pacific Islander	>95.00%	57.28%	42.75%	>95.00%	52.40%	57.30%
Black (not Hispanic)	89.02%	45.09%	51.92%	>95.00%	48.31%	52.08%
Hispanic	87.05%	46.25%	45.13%	>95.00%	37.88%	46.43%
White (not Hispanic)	92.89%	47.76%	52.77%	>95.00%	43.38%	40.88%
Race and/or ethnicity unknown	87.03%	46.11%	52.04%	>95.00%	35.07%	31.91%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of CTE senior concentrators, as calculated by the index score achieved by CTE senior concentrators who took the <i>ESEA</i> assessment in reading and language arts administered by the state under <i>ESEA</i> and who, in the reporting year, left secondary education.	Percentage of CTE senior concentrators, as calculated by the index score achieved by CTE senior concentrators who took the <i>ESEA</i> assessment in mathematics administered by the state under <i>ESEA</i> and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who completed all technical skill assessment that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE senior 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.	Percentage of CTE senior 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 completed secondary career and technical education and 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.
<b>PY 2009–10 Performance levels</b>	84.00%	58.00%	47.89%	86.78%	76.00%	55.67%	22.38%	18.85%
<b>PY 2009–10 Results</b>	67.19%	24.55%	14.01%	>95.00%	93.32%	85.14%	22.53%	18.15%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	29.83%	<10.00%	16.34%	>95.00%	87.70%	78.49%	16.60%	13.16%
Economically disadvantaged students	51.79%	14.87%	13.38%	>95.00%	89.98%	81.59%	21.24%	15.93%
Single parents	66.67%	33.33%	<10.00%	>95.00%	66.67%	50.00%	37.50%	>95.00%
Displaced homemakers	<10.00%	<10.00%	<10.00%	>95.00%	>95.00%	>95.00%	<10.00%	<10.00%
Limited English proficient students	39.53%	18.60%	<10.00%	>95.00%	>95.00%	82.35%	17.31%	<10.00%
Migrant students	NE	NE	NE	NE	NE	NE	NE	NE
Students in nontraditional programs	76.11%	27.83%	<10.00%	>95.00%	94.76%	85.75%	NP	NP
<b>Tech prep</b>	68.75%	25.75%	11.71%	>95.00%	92.98%	87.18%	24.25%	26.16%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	59.94%	27.16%	13.19%	>95.00%	91.69%	82.55%	11.77%	10.03%
Female	75.17%	21.69%	14.94%	>95.00%	>95.00%	88.16%	36.96%	27.86%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	50.00%	<10.00%	<10.00%	87.50%	77.78%	71.43%	30.30%	28.57%
Asian or Pacific Islander	61.29%	41.94%	<10.00%	>95.00%	>95.00%	90.00%	26.32%	28.57%
Black (not Hispanic)	56.41%	15.38%	<10.00%	>95.00%	92.11%	89.66%	20.71%	10.00%
Hispanic	52.44%	15.85%	10.42%	>95.00%	93.33%	92.00%	21.81%	16.67%
White (not Hispanic)	68.03%	24.87%	14.29%	>95.00%	93.36%	84.85%	22.47%	18.11%
Race and/or ethnicity unknown	NE	NE	NE	NE	NE	NE	NE	NE
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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 gender groups who enrolled in nontraditional programs during the reporting year.	Percentage of matriculated CTE concentrators from underrepresented gender groups who completed a nontraditional program during the reporting year.
<b>PY 2009–10 Performance levels</b>	42.40%	65.00%	72.00%	75.11%	18.00%	14.20%
<b>PY 2009–10 Results</b>	91.47%	63.52%	87.77%	71.94%	19.46%	17.56%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	NP	81.19%	>95.00%	68.00%	14.02%	<10.00%
Economically disadvantaged students	NP	61.26%	87.84%	64.86%	22.14%	19.17%
Single parents	NP	88.89%	>95.00%	72.22%	78.95%	69.23%
Displaced homemakers	NP	NE	NE	NP	NE	NE
Limited English proficient students	NP	58.33%	86.96%	83.33%	33.33%	28.57%
Students in nontraditional programs	NP	81.46%	87.87%	48.42%	NP	NP
<b>Tech prep</b>	NP	20.00%	91.19%	NP	10.18%	25.00%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	91.07%	57.97%	87.06%	68.60%	12.06%	12.89%
Female	91.56%	68.15%	88.41%	74.57%	27.70%	23.61%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	NP	55.56%	87.18%	77.78%	24.00%	40.00%
Asian or Pacific Islander	NP	64.44%	90.80%	70.00%	27.66%	25.00%
Black (not Hispanic)	NP	61.29%	91.28%	55.17%	27.78%	30.00%
Hispanic	NP	38.10%	84.68%	62.71%	19.85%	10.00%
White (not Hispanic)	NP	63.93%	88.38%	73.19%	19.14%	17.49%
Race and/or ethnicity unknown	NP	65.08%	83.33%	66.58%	19.36%	16.99%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of CTE concentrators who met the proficient or advanced level on the statewide High School Proficiency Assessment (HSPA) in 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 who met the proficient or advanced level on the statewide HSPA in mathematics assessment administered by the state under <i>ESEA</i> , and who left secondary education in the reporting year.	Percentage of CTE concentrators who, during the reporting year, completed the CTE programs and passed the available and appropriate third-party, industry-aligned end of program skill assessments that are aligned with industry-recognized standards.	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 as described in <i>ESEA</i> .	Percentage of CTE concentrators who completed CTE programs and attained a secondary school diploma, left secondary education one year before the reporting year, and were identified through the district survey as placed in employment in the military services or apprenticeships or in the postsecondary education or advanced training following the program year in which they left secondary education.	Percentage of CTE participants from an underrepresented gender group who participated in a nationally-recognized nontraditional program in the reporting year.	Percentage of CTE concentrators from an underrepresented gender group who completed a nationally-recognized nontraditional program in the reporting year.
<b>PY 2009–10 Performance levels</b>	86.50%	76.75%	86.25%	95.50%	95.50%	79.25%	30.25%	30.00%
<b>PY 2009–10 Results</b>	86.62%	75.79%	83.42%	>95.00%	>95.00%	94.94%	36.77%	32.08%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	52.67%	38.55%	66.75%	>95.00%	>95.00%	87.51%	30.11%	24.02%
Economically disadvantaged students	79.08%	63.37%	78.26%	>95.00%	>95.00%	>95.00%	36.76%	32.97%
Single parents	76.79%	62.28%	79.03%	>95.00%	>95.00%	83.02%	39.95%	31.53%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	60.68%	54.78%	64.79%	>95.00%	>95.00%	92.61%	44.65%	43.56%
Migrant students	88.20%	81.37%	>95.00%	>95.00%	>95.00%	>95.00%	37.00%	34.01%
Students in nontraditional programs	86.35%	76.45%	84.46%	>95.00%	>95.00%	94.31%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	84.79%	77.22%	80.55%	>95.00%	>95.00%	94.13%	33.25%	25.71%
Female	88.63%	74.22%	86.58%	>95.00%	>95.00%	>95.00%	41.37%	40.66%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	92.41%	84.81%	90.00%	>95.00%	>95.00%	>95.00%	37.44%	43.86%
Asian	94.16%	91.33%	89.91%	>95.00%	>95.00%	>95.00%	42.50%	40.60%
Black or African American	77.33%	58.87%	78.82%	>95.00%	>95.00%	93.78%	39.57%	37.11%
Hispanic or Latino	83.48%	67.93%	81.02%	>95.00%	>95.00%	>95.00%	35.58%	29.86%
Native Hawaiian or Other Pacific Islander	91.43%	84.29%	86.67%	>95.00%	>95.00%	88.24%	47.76%	60.98%
White	91.09%	85.16%	85.77%	>95.00%	>95.00%	94.94%	35.22%	29.63%
Two or more races	87.76%	72.92%	84.85%	>95.00%	>95.00%	>95.00%	70.43%	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.

## New Jersey

## Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	Percentage of CTE concentrators who completed the CTE programs and passed the available, appropriate, third party, industry-aligned end of program technical skill assessments during the reporting year.	Percentage of CTE concentrators who completed the CTE programs and received an industry-recognized credential, 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 year.	Percentage of CTE concentrators who completed the CTE programs and were identified with their social security numbers to be placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they completed CTE postsecondary education program.	Percentage of CTE participants from an underrepresented gender group who participated in a nationally-recognized nontraditional program in the reporting year.	Percentage of CTE concentrators from an underrepresented gender group who completed a nationally-recognized nontraditional program in the reporting year.
<b>PY 2009–10 Performance levels</b>	80.00%	96.00%	39.00%	71.50%	24.60%	23.20%
<b>PY 2009–10 Results</b>	>95.00%	>95.00%	69.71%	70.42%	26.12%	25.93%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	>95.00%	>95.00%	68.03%	68.47%	19.37%	20.27%
Economically disadvantaged students	>95.00%	>95.00%	75.79%	70.89%	27.75%	26.28%
Single parents	>95.00%	>95.00%	65.64%	72.70%	20.02%	28.71%
Displaced homemakers	>95.00%	>95.00%	65.62%	70.73%	20.08%	25.64%
Limited English proficient students	>95.00%	>95.00%	64.56%	61.58%	28.09%	29.94%
Students in nontraditional programs	>95.00%	>95.00%	71.78%	71.88%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	>95.00%	>95.00%	69.83%	66.26%	19.57%	20.41%
Female	>95.00%	>95.00%	69.62%	72.83%	31.54%	29.36%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	93.59%	>95.00%	75.37%	76.52%	35.70%	25.50%
Asian or Pacific Islander	>95.00%	>95.00%	70.39%	58.03%	31.00%	30.05%
Black (not Hispanic)	94.74%	>95.00%	67.87%	72.08%	26.34%	26.76%
Hispanic	>95.00%	>95.00%	64.33%	71.31%	26.63%	30.54%
White (not Hispanic)	>95.00%	>95.00%	72.39%	71.52%	24.21%	23.90%
Race and/or ethnicity unknown	>95.00%	>95.00%	64.70%	65.19%	24.90%	25.50%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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 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
<b>Measurement definitions</b>	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 and were included in the state's calculation and report of Adequate Yearly Progress (AYP).	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 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 C (2.0) or better in their technical coursework.	Percentage of CTE concentrators who earned a secondary school diploma; other state recognized equivalent; or 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 as described in <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, or the 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.
<b>PY 2009–10 Performance levels</b>	57.50%	40.50%	71.00%	89.00%	87.00%	42.00%	32.00%	24.00%
<b>PY 2009–10 Results</b>	53.53%	49.19%	65.25%	86.94%	83.27%	50.22%	54.90%	29.95%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	48.33%	47.52%	61.92%	85.21%	79.04%	51.57%	54.84%	33.33%
Economically disadvantaged students	52.94%	48.83%	61.25%	87.56%	82.36%	50.97%	54.72%	23.56%
Single parents	60.00%	48.00%	75.00%	88.89%	83.33%	50.00%	55.00%	33.33%
Displaced homemakers	60.00%	40.00%	72.22%	66.67%	83.33%	58.33%	57.14%	66.67%
Limited English proficient students	53.75%	49.29%	62.07%	91.05%	82.51%	50.89%	54.60%	28.81%
Migrant students	60.95%	48.57%	60.94%	84.75%	76.27%	51.58%	55.77%	31.82%
Students in nontraditional programs	55.56%	48.89%	69.17%	91.01%	89.89%	50.61%	NP	NP
<b>Tech prep</b>	52.57%	49.61%	65.17%	90.65%	90.35%	52.08%	51.93%	32.34%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	57.10%	50.35%	65.89%	83.72%	82.58%	51.64%	51.54%	31.52%
Female	50.61%	48.24%	64.59%	90.72%	84.08%	48.69%	58.73%	28.56%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	50.18%	44.18%	66.84%	86.89%	84.77%	50.68%	54.71%	29.68%
Asian	76.97%	64.47%	65.34%	86.71%	79.19%	51.85%	56.56%	27.50%
Black or African American	59.66%	47.73%	65.23%	87.27%	90.13%	49.67%	54.79%	31.11%
Hispanic or Latino	55.89%	50.04%	64.70%	86.97%	83.08%	49.93%	55.78%	29.97%
Native Hawaiian or Other Pacific Islander	51.28%	43.59%	65.05%	86.49%	78.06%	45.89%	50.00%	32.50%
White	52.28%	51.09%	65.24%	86.91%	85.29%	50.66%	54.41%	30.00%
Two or more races	45.18%	41.01%	65.18%	87.15%	72.90%	49.62%	54.88%	29.66%

\* 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
<b>Measurement definitions</b>	Percentage of CTE concentrators who completed their program in a course sequence and earned a cumulative GPA of C (2.0) or better 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.	Percentage of CTE concentrators who completed their CTE program sequence and who 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.
<b>PY 2009–10 Performance levels</b>	56.00%	41.00%	51.00%	76.00%	25.00%	25.00%
<b>PY 2009–10 Results</b>	>95.00%	38.15%	80.64%	70.83%	57.23%	39.91%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	87.39%	40.75%	82.32%	70.27%	52.23%	43.24%
Economically disadvantaged students	94.61%	33.99%	81.62%	67.74%	58.67%	40.21%
Single parents	90.45%	25.87%	78.48%	66.67%	55.76%	35.16%
Displaced homemakers	83.78%	22.83%	77.61%	37.50%	54.42%	37.50%
Limited English proficient students	91.18%	27.81%	79.29%	62.58%	55.12%	42.97%
Students in nontraditional programs	94.38%	42.21%	81.99%	71.43%	NP	NP
<b>Tech prep</b>	73.49%	38.75%	72.82%	76.00%	51.61%	45.00%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	>95.00%	31.06%	77.48%	56.52%	30.41%	36.19%
Female	>95.00%	43.26%	82.82%	84.00%	84.12%	42.55%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	>95.00%	28.28%	78.01%	69.23%	51.49%	31.71%
Asian	93.94%	34.34%	81.97%	66.67%	52.78%	42.22%
Black or African American	>95.00%	23.56%	86.53%	66.67%	64.40%	41.46%
Hispanic or Latino	>95.00%	42.18%	81.15%	70.83%	57.68%	35.84%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	NE	NE
White	>95.00%	38.89%	80.22%	72.06%	57.74%	44.44%
Two or more races	>95.00%	36.46%	78.83%	76.19%	54.55%	50.65%

\* 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.

## 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
<b>Measurement definitions</b>	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 of 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, 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.	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 (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.
<b>PY 2009–10 Performance levels</b>	71.75%	72.75%	56.62%	67.25%	55.58%	96.22%	11.50%	10.50%
<b>PY 2009–10 Results</b>	93.84%	91.89%	67.76%	93.68%	84.07%	82.37%	43.51%	42.71%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NE	NE	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	63.38%	61.13%	51.47%	91.71%	66.99%	56.36%	36.70%	36.44%
Economically disadvantaged students	92.74%	89.97%	66.32%	93.15%	79.04%	73.66%	43.71%	42.90%
Single parents	NP	NP	NP	NP	NP	59.34%	NP	NP
Displaced homemakers	NE	NE	NE	NE	NE	NP	NP	NP
Limited English proficient students	79.13%	77.59%	41.86%	80.16%	54.84%	64.82%	45.47%	46.49%
Migrant students	88.89%	88.89%	60.00%	>95.00%	50.00%	66.67%	54.55%	NE
Students in nontraditional programs	>95.00%	92.43%	67.21%	>95.00%	87.09%	72.78%	NP	NP
<b>Tech prep</b>	91.12%	88.74%	58.79%	92.63%	83.94%	83.12%	38.55%	38.33%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	92.44%	91.38%	65.61%	93.17%	81.99%	81.65%	10.36%	10.78%
Female	>95.00%	92.47%	70.23%	94.27%	86.50%	83.18%	74.97%	72.84%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	92.19%	89.58%	76.74%	91.29%	80.52%	NA	47.53%	47.73%
Asian or Pacific Islander	>95.00%	>95.00%	65.09%	>95.00%	90.64%	NA	43.38%	43.07%
Black (not Hispanic)	93.43%	87.94%	69.02%	89.00%	74.56%	NA	42.27%	40.76%
Hispanic	94.28%	91.04%	77.07%	90.35%	76.26%	NA	44.42%	44.42%
White (not Hispanic)	92.96%	92.61%	66.56%	>95.00%	90.57%	NA	43.83%	42.82%
Race and/or ethnicity unknown	NE	NE	NE	NP	NE	NA	NE	NE
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	NA	NA	NA	NA	NA	88.46%	NA	NA
Asian	NA	NA	NA	NA	NA	79.13%	NA	NA
Black or African American	NA	NA	NA	NA	NA	76.23%	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	77.86%	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	87.50%	NA	NA
White	NA	NA	NA	NA	NA	94.61%	NA	NA
Two or more races	NA	NA	NA	NA	NA	37.50%	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

## Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	83.85%	53.50%	58.10%	94.05%	34.25%	21.50%
<b>PY 2009–10 Results</b>	85.56%	54.38%	80.01%	93.94%	39.44%	20.64%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	62.57%	54.51%	79.05%	92.74%	35.90%	17.74%
Economically disadvantaged students	87.85%	54.99%	82.55%	92.03%	34.61%	19.35%
Single parents	91.74%	52.01%	80.19%	90.83%	29.75%	16.44%
Displaced homemakers	46.89%	69.17%	87.54%	91.56%	32.66%	20.95%
Limited English proficient students	70.05%	56.14%	85.79%	91.04%	35.12%	21.27%
Students in nontraditional programs	NP	20.56%	82.61%	38.45%	NP	NP
<b>Tech prep</b>	81.00%	22.74%	59.72%	59.76%	36.09%	33.21%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	73.04%	50.76%	78.73%	94.19%	17.27%	<10.00%
Female	89.56%	57.33%	81.09%	93.79%	55.45%	26.32%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	72.40%	52.18%	77.52%	>95.00%	31.06%	18.36%
Asian	89.51%	58.59%	23.23%	92.04%	41.11%	28.16%
Black or African American	89.82%	47.27%	81.08%	94.16%	33.26%	16.70%
Hispanic or Latino	80.52%	45.73%	82.94%	93.06%	36.84%	18.47%
Native Hawaiian or Other Pacific Islander	>95.00%	75.00%	89.47%	>95.00%	36.84%	50.00%
White	85.64%	57.21%	78.16%	94.32%	35.22%	19.78%
Two or more races	>95.00%	37.36%	77.51%	>95.00%	32.21%	12.58%

\* 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
<b>Measurement definitions</b>	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 participants who achieved proficiency or above proficiency on CTE post-assessments or who received selected industry-recognized credential or who counted as proficient using the postsecondary technical attainment measure in the reporting year.	Percentage of senior concentrators who earned a high school diploma or General Education Development (GED) 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 as described in <i>ESEA</i> .	Percentage of concentrators who left secondary education in the year prior to the reporting year and who are in postsecondary education, or advanced training, in military service, or in employment in the third quarter following leaving secondary education.	Percentage of participants who are enrolled during the year reporting in a program that leads to nontraditional fields and are of the nontraditional gender.	Percentage of concentrators in a program that leads to nontraditional fields and leaving secondary education in the year reporting.
<b>PY 2009–10 Performance levels</b>	41.50%	74.50%	73.00%	87.60%	81.50%	91.25%	26.00%	20.00%
<b>PY 2009–10 Results</b>	59.06%	60.86%	78.52%	94.95%	89.69%	91.22%	31.14%	24.44%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	23.17%	33.55%	50.33%	93.98%	81.92%	86.51%	28.42%	17.44%
Economically disadvantaged students	49.28%	52.09%	69.13%	93.03%	NP	87.74%	30.88%	24.58%
Single parents	50.52%	45.57%	63.37%	88.55%	79.83%	77.30%	33.44%	45.71%
Displaced homemakers	NP	NP	NP	NP	NP	NE	NP	NP
Limited English proficient students	19.41%	40.80%	44.51%	94.47%	86.06%	88.16%	26.81%	23.28%
Migrant students	20.00%	60.00%	63.89%	>95.00%	>95.00%	>95.00%	28.57%	NP
Students in nontraditional programs	NP	NP	84.09%	>95.00%	78.33%	92.17%	NP	NP
<b>Tech prep</b>	46.42%	47.04%	68.70%	94.58%	87.28%	87.62%	29.39%	21.71%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	55.11%	62.57%	75.99%	93.89%	87.28%	91.43%	22.22%	<10.00%
Female	63.41%	58.98%	81.12%	>95.00%	92.32%	91.00%	43.11%	53.26%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	45.54%	51.25%	65.35%	>95.00%	93.48%	82.58%	27.16%	22.78%
Asian or Pacific Islander	62.62%	73.69%	81.30%	>95.00%	93.53%	93.91%	34.64%	28.78%
Black (not Hispanic)	46.09%	44.08%	66.14%	94.19%	86.28%	88.79%	33.51%	26.79%
Hispanic	47.83%	57.83%	67.30%	94.99%	87.92%	87.89%	29.41%	22.91%
White (not Hispanic)	68.26%	70.89%	86.92%	>95.00%	91.70%	NP	30.10%	23.49%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	90.95%	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	Percentage of concentrators in CTE with an earned GPA of 2.5 or higher.	Percentage of concentrators in CTE who received an industry-recognized credential, a certificate, a diploma, or a degree during the reporting year.	Percentage of concentrators in CTE who remain 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 year.	Percentage of concentrators in CTE who were placed or retained in employment or 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 concentrators in CTE from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	76.50%	54.00%	79.50%	78.50%	20.75%	20.15%
<b>PY 2009–10 Results</b>	75.92%	52.99%	82.55%	76.57%	20.21%	18.18%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	69.55%	50.43%	86.63%	70.33%	21.99%	19.56%
Economically disadvantaged students	73.89%	60.00%	84.14%	67.31%	24.91%	23.92%
Single parents	72.41%	51.93%	82.84%	64.89%	29.45%	31.44%
Displaced homemakers	77.98%	52.22%	83.97%	55.75%	27.61%	32.00%
Limited English proficient students	76.70%	56.93%	82.15%	65.59%	21.60%	47.01%
Students in nontraditional programs	75.77%	28.75%	81.78%	68.83%	NP	NP
<b>Tech prep</b>	76.04%	33.99%	83.17%	51.22%	17.10%	16.18%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	75.35%	58.54%	83.20%	72.81%	<10.00%	<10.00%
Female	76.30%	49.51%	82.14%	78.64%	31.38%	24.04%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	70.03%	47.28%	84.75%	79.60%	21.75%	19.16%
Asian or Pacific Islander	77.57%	46.84%	85.21%	69.50%	20.74%	28.39%
Black (not Hispanic)	65.98%	45.35%	78.82%	64.55%	23.00%	21.23%
Hispanic	72.52%	49.43%	81.49%	72.24%	20.42%	22.25%
White (not Hispanic)	80.96%	56.96%	84.08%	83.08%	18.62%	16.92%
Race and/or ethnicity unknown	75.09%	50.54%	80.12%	79.31%	21.49%	18.42%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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 skills 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 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 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 (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.
<b>PY 2009–10 Performance levels</b>	63.00%	49.00%	79.00%	87.25%	83.37%	69.00%	21.00%	14.00%
<b>PY 2009–10 Results</b>	62.32%	52.76%	87.23%	>95.00%	94.03%	69.02%	19.74%	12.73%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	40.21%	30.89%	>95.00%	>95.00%	>95.00%	39.52%	>95.00%	<10.00%
Economically disadvantaged students	53.57%	44.30%	>95.00%	>95.00%	>95.00%	51.98%	>95.00%	<10.00%
Single parents	33.33%	16.67%	>95.00%	66.67%	NP	NP	>95.00%	NE
Displaced homemakers	NP	NP	NE	NP	NE	NP	NE	NE
Limited English proficient students	23.08%	15.38%	>95.00%	>95.00%	>95.00%	25.00%	>95.00%	13.33%
Migrant students	>95.00%	>95.00%	>95.00%	>95.00%	>95.00%	NP	NE	NE
Students in nontraditional programs	55.11%	41.11%	>95.00%	93.99%	>95.00%	66.91%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	59.02%	53.56%	86.13%	>95.00%	93.42%	65.88%	10.15%	<10.00%
Female	67.02%	51.62%	88.79%	>95.00%	94.91%	73.39%	35.89%	22.65%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	41.49%	28.89%	72.86%	88.56%	85.64%	39.64%	27.24%	18.80%
Asian or Pacific Islander	50.00%	41.67%	84.62%	>95.00%	91.67%	47.06%	21.74%	50.00%
Black (not Hispanic)	33.33%	30.00%	75.76%	93.94%	85.29%	57.69%	16.67%	20.83%
Hispanic	67.65%	52.94%	66.67%	86.49%	86.49%	48.28%	23.40%	14.29%
White (not Hispanic)	64.24%	54.85%	88.81%	>95.00%	94.91%	71.56%	19.10%	11.97%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NE	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	86.75%	44.00%	65.00%	67.03%	19.00%	5.00%
<b>PY 2009–10 Results</b>	84.57%	44.48%	76.08%	68.91%	18.58%	<10.00%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	81.11%	57.69%	>95.00%	NP	NP	NP
Economically disadvantaged students	79.72%	43.98%	76.50%	72.17%	31.69%	<10.00%
Single parents	64.80%	40.43%	46.46%	60.87%	12.09%	18.18%
Displaced homemakers	73.65%	54.94%	>95.00%	NP	11.79%	NP
Limited English proficient students	82.81%	61.61%	79.31%	55.00%	<10.00%	NP
Students in nontraditional programs	83.10%	40.58%	93.53%	80.00%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	84.16%	48.15%	81.45%	65.56%	<10.00%	<10.00%
Female	85.25%	40.14%	70.49%	73.86%	64.60%	16.13%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	71.43%	35.52%	41.22%	55.15%	18.23%	14.29%
Asian	>95.00%	88.54%	65.38%	NP	NP	19.44%
Black or African American	75.95%	59.74%	78.79%	NP	34.15%	NP
Hispanic or Latino	80.70%	18.64%	NP	NP	NP	NP
Native Hawaiian or Other Pacific Islander	NP	78.38%	NE	NE	NP	NP
White	86.51%	45.19%	90.99%	71.91%	18.15%	<10.00%
Two or more races	94.12%	NP	NE	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.

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
<b>Measurement definitions</b>	Percentage of CTE concentrators who left secondary education in the reporting year and who scored at or above the proficient level on the Ohio Graduation Tests (OGT) reading and language arts assessment administered by Ohio under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education in the reporting year and who scored at or above the proficient level on the OGT mathematics assessment administered by Ohio 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 standards.	Percentage of CTE concentrators who left secondary education the previous year who earned a regular or honors secondary school diploma (including summer graduates), a General Education Development (GED) credential, or another state-recognized equivalent.	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 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, in the reporting year, participated in a CTE program that leads to employment in nontraditional fields.	Percentage of CTE concentrators from underrepresented gender groups who, in the reporting year, completed a CTE program that leads to employment in nontraditional fields.
<b>PY 2009–10 Performance levels</b>	87.50%	83.50%	62.00%	93.25%	73.60%	88.00%	20.25%	17.25%
<b>PY 2009–10 Results</b>	93.47%	92.21%	67.83%	>95.00%	>95.00%	89.38%	27.60%	23.48%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	68.69%	62.52%	50.51%	>95.00%	>95.00%	79.78%	21.30%	17.81%
Economically disadvantaged students	89.68%	87.31%	60.96%	>95.00%	>95.00%	84.06%	27.62%	22.90%
Single parents	89.11%	85.05%	66.20%	>95.00%	>95.00%	72.54%	25.80%	20.79%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	81.13%	82.08%	48.65%	>95.00%	>95.00%	89.01%	31.98%	25.81%
Migrant students	>95.00%	75.00%	33.33%	>95.00%	>95.00%	>95.00%	30.00%	33.33%
Students in nontraditional programs	>95.00%	93.57%	60.25%	>95.00%	>95.00%	90.38%	NP	NP
<b>Tech prep</b>	>95.00%	>95.00%	61.91%	>95.00%	>95.00%	91.61%	22.52%	22.18%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	91.73%	91.29%	65.53%	>95.00%	>95.00%	89.25%	<10.00%	<10.00%
Female	>95.00%	93.27%	71.48%	>95.00%	>95.00%	89.53%	55.30%	44.24%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	86.96%	86.96%	60.00%	>95.00%	>95.00%	79.07%	26.72%	22.73%
Asian or Pacific Islander	>95.00%	>95.00%	64.94%	>95.00%	>95.00%	93.48%	29.59%	28.40%
Black (not Hispanic)	90.54%	86.80%	55.77%	>95.00%	>95.00%	91.00%	31.35%	26.46%
Hispanic	91.32%	90.29%	54.80%	>95.00%	>95.00%	85.31%	30.58%	25.62%
White (not Hispanic)	93.86%	92.92%	69.59%	>95.00%	>95.00%	89.32%	26.98%	22.98%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	85.96%	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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, in the previous year, received an industry-recognized credential, a certificate or a degree and left postsecondary education.	Percentage of CTE concentrators enrolled in postsecondary education in the autumn of the previous reporting year and who, during the reporting year, remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution.	Percentage of CTE concentrators who were employed, in military service or in 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, in the reporting year, participated in a CTE program that leads to employment in nontraditional fields.	Percentage of CTE concentrators from underrepresented gender groups who, in the reporting year, completed a program that leads to employment in nontraditional fields.
<b>PY 2009–10 Performance levels</b>	74.75%	38.25%	67.00%	79.25%	15.00%	13.00%
<b>PY 2009–10 Results</b>	75.98%	43.48%	68.40%	76.47%	22.74%	20.29%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	66.11%	44.07%	74.05%	<10.00%	25.79%	23.23%
Economically disadvantaged students	69.93%	42.52%	70.46%	76.19%	21.96%	18.55%
Single parents	67.13%	40.24%	69.30%	78.96%	16.88%	14.07%
Displaced homemakers	65.10%	32.55%	84.58%	<10.00%	23.13%	19.81%
Limited English proficient students	80.75%	43.51%	71.75%	60.58%	28.95%	32.48%
Students in nontraditional programs	76.69%	47.92%	62.81%	75.75%	NP	NP
<b>Tech prep</b>	73.04%	40.38%	73.23%	80.56%	25.76%	22.78%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable  
 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
<b>Gender</b>						
Male	72.73%	33.01%	68.68%	73.63%	39.52%	46.25%
Female	78.39%	51.21%	68.18%	77.83%	<10.00%	<10.00%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	69.66%	33.71%	69.73%	83.33%	23.98%	22.22%
Asian	74.57%	47.84%	72.74%	58.56%	27.02%	15.79%
Black or African American	58.21%	29.63%	70.57%	69.48%	24.39%	22.48%
Hispanic or Latino	71.65%	34.51%	67.38%	75.16%	25.11%	17.34%
Native Hawaiian or Other Pacific Islander	NP	NP	NP	NP	25.00%	<10.00%
White	78.56%	45.84%	67.92%	77.93%	21.78%	19.52%
Two or more races	NP	NP	NP	NP	43.06%	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.

Ohio						Adult Level
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	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 status-known CTE concentrators enrolled in adult workforce education the previous year and who, during the reporting year, remained enrolled in the same adult workforce education institution or transferred to another adult workforce education institution or a two- or four-year postsecondary institution.	Percentage of status-known CTE concentrators who were employed, in military service or in apprenticeship programs in the second quarter following the program year in which they left adult workforce education.	Percentage of CTE participants from underrepresented gender groups in the reporting year who participated in an adult workforce education program that leads to employment in nontraditional fields.	Percentage of CTE concentrators from underrepresented gender groups in the reporting year who completed an adult workforce education program that leads to employment in nontraditional fields.
<b>PY 2009–10 Performance levels</b>	90.40%	67.00%	76.00%	86.48%	9.87%	9.17%
<b>PY 2009–10 Results</b>	90.99%	71.31%	84.30%	82.89%	10.37%	<10.00%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	22.74%	69.81%	84.85%	64.49%	13.33%	12.95%
Economically disadvantaged students	91.02%	69.62%	84.58%	80.91%	10.18%	<10.00%
Single parents	90.89%	70.66%	85.18%	82.30%	<10.00%	<10.00%
Displaced homemakers	92.74%	75.85%	79.45%	69.26%	<10.00%	<10.00%
Limited English proficient students	88.89%	10.89%	73.33%	81.82%	19.51%	19.51%
Students in nontraditional programs	<10.00%	<10.00%	84.03%	<10.00%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	89.48%	68.30%	87.96%	83.04%	11.14%	10.31%
Female	92.05%	73.39%	82.60%	82.79%	<10.00%	<10.00%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	90.62%	67.44%	86.96%	60.87%	10.00%	10.00%
Asian or Pacific Islander	87.50%	66.67%	87.50%	78.95%	17.65%	18.75%
Black (not Hispanic)	82.31%	58.24%	80.24%	82.00%	16.07%	11.64%
Hispanic	80.51%	73.54%	73.33%	85.00%	10.09%	<10.00%
White (not Hispanic)	92.06%	72.49%	85.04%	83.09%	<10.00%	<10.00%
Race and/or ethnicity unknown	81.69%	67.86%	74.29%	80.00%	15.58%	15.79%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of Oklahoma students 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 Oklahoma students 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 a state-approved technical skill attainment assessment that is aligned with industry-recognized standards during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, earned a GED or other state recognized equivalent or earned a proficiency credential, certificate or degree, in conjunction with a secondary school diploma during the reporting year.	Percentage of Oklahoma students who, in the reporting year, were included as graduated in the state's computation of its graduation rate as defined by the state's Consolidated Accountability Plan pursuant to <i>ESEA</i> .	Percentage of secondary CTE concentrators who left secondary education and were placed in postsecondary education, advanced education, employment, or 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.
<b>PY 2009–10 Performance levels</b>	61.00%	62.00%	89.89%	96.11%	80.56%	88.33%	38.00%	22.00%
<b>PY 2009–10 Results</b>	87.06%	77.92%	89.97%	>95.00%	NP	90.99%	16.18%	<10.00%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	55.62%	52.93%	84.06%	>95.00%	NP	85.15%	16.12%	<10.00%
Economically disadvantaged students	80.64%	66.40%	88.87%	>95.00%	NP	89.15%	15.65%	<10.00%
Single parents	NP	NP	81.54%	>95.00%	NP	82.22%	13.18%	<10.00%
Displaced homemakers	NP	NP	>95.00%	>95.00%	NP	87.50%	<10.00%	<10.00%
Limited English proficient students	72.51%	38.93%	>95.00%	>95.00%	NP	89.06%	13.45%	<10.00%
Migrant students	70.37%	70.83%	88.89%	>95.00%	NP	66.67%	46.67%	30.77%
Students in nontraditional programs	NP	NP	92.77%	>95.00%	NP	90.40%	NP	NP
<b>Tech prep</b>	NP	NP	89.81%	>95.00%	NP	92.08%	15.93%	<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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	85.30%	76.57%	88.27%	>95.00%	NP	91.33%	10.55%	<10.00%
Female	88.74%	79.19%	92.03%	>95.00%	NP	90.59%	24.58%	11.51%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	84.94%	27.11%	90.68%	>95.00%	NP	88.87%	16.10%	<10.00%
Asian or Pacific Islander	90.61%	64.38%	90.70%	>95.00%	NP	>95.00%	26.14%	13.89%
Black (not Hispanic)	73.02%	61.71%	84.24%	>95.00%	NP	91.75%	22.58%	<10.00%
Hispanic	80.87%	71.02%	90.85%	>95.00%	NP	87.84%	15.45%	<10.00%
White (not Hispanic)	90.75%	82.65%	90.46%	>95.00%	NP	91.60%	15.06%	<10.00%
Race and/or ethnicity unknown	78.86%	75.00%	87.16%	>95.00%	NP	90.74%	18.15%	<10.00%
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	Percentage of CTE or technical concentrators who passed a state-approved technical skill assessment that is aligned with industry-recognized standards, where available and appropriate during the reporting year.	Percentage of CTE or technical concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE or technical 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 or technical concentrators who were placed or retained in employment, military service, or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE or technical participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE or technical concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	71.00%	44.50%	71.50%	69.75%	33.50%	17.25%
<b>PY 2009–10 Results</b>	93.00%	49.02%	74.36%	69.26%	31.33%	19.93%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	NP	58.97%	77.05%	58.97%	36.47%	<10.00%
Economically disadvantaged students	NP	68.36%	82.43%	69.71%	24.60%	10.96%
Single parents	NP	69.16%	81.01%	71.03%	26.25%	<10.00%
Displaced homemakers	NP	79.59%	84.62%	67.35%	30.61%	20.69%
Limited English proficient students	NP	60.00%	75.00%	10.00%	28.57%	16.67%
Students in nontraditional programs	NP	42.08%	73.09%	66.14%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	93.00%	44.55%	72.44%	65.82%	16.25%	29.01%
Female	NP	51.73%	75.43%	71.34%	45.24%	15.45%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	NP	52.72%	75.36%	72.06%	30.82%	16.72%
Asian	NP	44.44%	79.30%	58.73%	38.32%	22.92%
Black or African American	NP	38.42%	70.19%	66.49%	38.76%	26.22%
Hispanic or Latino	NP	43.53%	72.10%	64.67%	34.64%	25.93%
Native Hawaiian or Other Pacific Islander	NP	44.44%	68.75%	88.89%	37.50%	25.00%
White	NP	50.62%	74.71%	70.81%	30.11%	19.77%
Two or more races	NP	47.20%	75.65%	71.20%	38.05%	18.00%

\* 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.

## Oklahoma

## Adult Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	Percentage of CTE or technical concentrators who passed a state-approved technical skill assessment that is aligned with industry-recognized standards, where available and appropriate during the reporting year.	Percentage of CTE or technical concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE or technical 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 or technical concentrators who were placed or retained in employment, military service, or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE or technical participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE or technical concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	94.75%	94.45%	90.00%	75.00%	22.00%	26.00%
<b>PY 2009–10 Results</b>	>95.00%	93.88%	86.89%	83.00%	10.98%	10.32%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	>95.00%	>95.00%	91.89%	75.32%	12.83%	11.84%
Economically disadvantaged students	>95.00%	94.11%	85.14%	79.43%	11.46%	10.66%
Single parents	>95.00%	88.70%	78.28%	75.81%	10.79%	10.35%
Displaced homemakers	>95.00%	92.25%	82.14%	76.04%	<10.00%	<10.00%
Limited English proficient students	89.09%	>95.00%	92.86%	82.61%	11.72%	13.58%
Students in nontraditional programs	>95.00%	93.80%	87.85%	79.46%	NP	NP
<b>Tech prep</b>	>95.00%	>95.00%	92.59%	88.89%	17.24%	13.16%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	>95.00%	93.48%	86.50%	83.10%	<10.00%	10.35%
Female	>95.00%	94.18%	87.20%	82.93%	11.98%	10.29%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	>95.00%	91.64%	81.77%	83.12%	11.47%	10.67%
Asian or Pacific Islander	>95.00%	92.24%	90.00%	80.72%	15.99%	18.71%
Black (not Hispanic)	>95.00%	91.50%	84.39%	74.85%	11.44%	11.92%
Hispanic	94.65%	94.98%	88.71%	80.69%	11.90%	10.76%
White (not Hispanic)	>95.00%	94.79%	88.31%	84.25%	10.44%	<10.00%
Race and/or ethnicity unknown	>95.00%	90.32%	86.05%	80.00%	12.17%	13.25%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of CTE concentrators who have met the proficient or advanced level on Oregon's reading and language arts assessment administered under <i>ESEA</i> and who, in the reporting year, completed high school.	Percentage of CTE concentrators who have met the proficient or advanced level on Oregon's mathematics assessment administered under <i>ESEA</i> and who, in the reporting year, completed high school.	Percentage of CTE concentrators who made satisfactory progress (grade of C or better) during the program year.	Percentage of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential or other Oregon-recognized equivalent (including recognized alternative standards for individuals with disabilities), 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 as described in <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 and completed high school.
<b>PY 2009–10 Performance levels</b>	60.00%	59.00%	95.00%	92.50%	68.10%	62.00%	47.00%	21.00%
<b>PY 2009–10 Results</b>	69.59%	58.54%	>95.00%	>95.00%	>95.00%	61.51%	36.18%	21.99%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	27.23%	19.00%	94.75%	>95.00%	93.08%	43.88%	30.71%	16.18%
Economically disadvantaged students	58.19%	46.44%	>95.00%	>95.00%	>95.00%	57.38%	38.27%	22.71%
Single parents	50.46%	32.71%	94.74%	57.14%	84.38%	48.55%	38.26%	14.29%
Displaced homemakers	NE	NE	NE	NP	NE	59.74%	NE	NE
Limited English proficient students	20.62%	23.05%	94.73%	>95.00%	>95.00%	58.86%	35.70%	15.28%
Migrant students	44.51%	40.72%	>95.00%	>95.00%	>95.00%	60.37%	32.50%	18.97%
Students in nontraditional programs	70.38%	58.13%	>95.00%	>95.00%	>95.00%	37.79%	NP	NP
<b>Tech prep</b>	NE	NE	NE	NP	NE	NE	NE	21.99%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	67.65%	60.44%	>95.00%	>95.00%	>95.00%	58.78%	28.89%	16.94%
Female	71.91%	56.25%	>95.00%	>95.00%	>95.00%	64.97%	45.51%	29.07%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	60.62%	44.95%	93.36%	>95.00%	>95.00%	54.01%	40.12%	25.71%
Asian or Pacific Islander	69.35%	72.59%	>95.00%	>95.00%	>95.00%	58.75%	40.52%	22.92%
Black (not Hispanic)	46.84%	32.94%	>95.00%	>95.00%	>95.00%	51.11%	41.41%	25.00%
Hispanic	51.38%	42.96%	>95.00%	>95.00%	>95.00%	63.25%	35.95%	20.93%
White (not Hispanic)	73.67%	61.47%	>95.00%	>95.00%	>95.00%	62.43%	35.56%	21.90%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	48.00%	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	Percentage of CTE concentrators who made satisfactory progress (grade of C or better) 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 enrolled in the previous reporting year who did not earn an associate of applied science degree in the previous reporting year and remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution at any time during the following academic year.	Percentage of CTE concentrators who earned a degree, certificate of completion, or industry-recognized credential and 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 completed 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 earned a degree, a certificate of completion or an industry recognized credential in a program that leads to employment in nontraditional fields and left during the reporting year or the following year.
<b>PY 2009–10 Performance levels</b>	95.00%	44.00%	66.23%	76.00%	19.40%	56.01%
<b>PY 2009–10 Results</b>	>95.00%	51.76%	73.98%	73.21%	20.22%	60.22%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	92.62%	55.24%	73.33%	45.71%	25.08%	93.33%
Economically disadvantaged students	94.62%	53.26%	79.97%	72.87%	21.23%	64.85%
Single parents	NP	NP	NP	NP	NP	NP
Displaced homemakers	88.14%	35.71%	87.50%	>95.00%	27.17%	>95.00%
Limited English proficient students	94.57%	62.61%	65.61%	76.32%	19.94%	54.55%
Students in nontraditional programs	94.67%	60.22%	72.18%	73.89%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable  
*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
<b>Gender</b>						
Male	94.97%	40.48%	73.56%	67.82%	11.47%	72.95%
Female	>95.00%	61.91%	74.39%	76.60%	30.04%	46.79%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	92.52%	38.79%	73.95%	64.52%	20.88%	40.00%
Asian or Pacific Islander	>95.00%	58.09%	70.63%	67.74%	22.20%	75.86%
Black (not Hispanic)	92.34%	43.75%	75.44%	50.00%	26.65%	85.71%
Hispanic	>95.00%	47.46%	71.47%	76.36%	20.49%	50.00%
White (not Hispanic)	>95.00%	52.52%	74.08%	74.26%	19.64%	60.91%
Race and/or ethnicity unknown	92.12%	48.67%	75.78%	69.03%	19.62%	52.31%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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 successfully achieve competency levels at or above the competent level on the National Occupational Competency Testing Institute's (NOCTI) Job Ready Assessments or achieve competency on other Pennsylvania Department of Education (PDE) approved tests in 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 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 as described in <i>ESEA</i> .	Percentage of respondents to the PDE follow-up survey who were reported as employed; pursuing additional education or 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.
<b>PY 2009–10 Performance levels</b>	63.00%	56.00%	60.50%	92.50%	92.50%	95.50%	18.25%	13.00%
<b>PY 2009–10 Results</b>	43.66%	34.38%	67.78%	>95.00%	>95.00%	87.77%	16.14%	12.86%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	14.24%	11.93%	53.37%	>95.00%	>95.00%	79.11%	12.22%	10.38%
Economically disadvantaged students	35.78%	28.11%	62.76%	>95.00%	>95.00%	81.42%	18.21%	15.81%
Single parents	32.24%	22.13%	66.82%	92.98%	93.31%	86.05%	16.82%	11.36%
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	12.35%	18.18%	47.66%	>95.00%	>95.00%	70.00%	19.56%	13.45%
Migrant students	35.29%	31.07%	47.96%	>95.00%	>95.00%	>95.00%	<10.00%	<10.00%
Students in nontraditional programs	51.57%	37.88%	56.22%	>95.00%	>95.00%	90.68%	NP	NP
<b>Tech prep</b>	46.75%	38.87%	68.99%	>95.00%	>95.00%	90.96%	13.42%	12.11%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	41.45%	37.42%	65.35%	>95.00%	>95.00%	86.87%	<10.00%	<10.00%
Female	46.84%	30.00%	71.52%	>95.00%	>95.00%	89.03%	32.35%	27.12%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	43.24%	29.73%	80.00%	>95.00%	>95.00%	75.00%	14.29%	10.71%
Asian or Pacific Islander	49.50%	59.90%	69.30%	>95.00%	>95.00%	77.08%	31.14%	19.23%
Black (not Hispanic)	32.95%	21.81%	53.89%	>95.00%	>95.00%	83.24%	25.54%	25.61%
Hispanic	34.47%	26.41%	59.22%	>95.00%	>95.00%	78.38%	17.28%	14.56%
White (not Hispanic)	46.24%	36.85%	70.32%	>95.00%	>95.00%	88.69%	14.44%	10.79%
Race and/or ethnicity unknown	37.50%	27.08%	57.14%	>95.00%	>95.00%	83.33%	17.13%	16.13%
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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	
<b>Measurement definitions</b>	Percentage of CTE concentrators who perform at or above the 2.5 GPA in occupational courses during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate or a degree and who left postsecondary education during the reporting year.	Percentage of CTE concentrators who remain 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 or spring of the previous reporting year.	Percentage of respondents to the Pennsylvania Department of Education (PDE) 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.	
<b>PY 2009–10 Performance levels</b>	64.00%	46.00%	46.50%	94.00%	20.00%	18.00%	
<b>PY 2009–10 Results</b>	72.30%	57.92%	74.79%	88.15%	21.54%	17.37%	
<b>Special populations</b>							
Individuals with disabilities ( <i>ADA</i> )	66.34%	43.36%	69.98%	78.53%	20.55%	18.78%	
Economically disadvantaged students	68.84%	59.39%	76.03%	86.00%	22.02%	16.83%	
Single parents	69.58%	56.83%	66.63%	85.53%	22.95%	12.84%	
Displaced homemakers	72.87%	75.28%	84.73%	80.00%	24.96%	11.29%	
Limited English proficient students	65.82%	30.39%	71.15%	65.45%	25.81%	11.25%	
Students in nontraditional programs	70.90%	54.19%	73.33%	87.40%	NP	NP	
<b>Tech prep</b>	66.50%	60.83%	55.97%	78.95%	14.72%	<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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable  
*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
<b>Gender</b>						
Male	70.52%	59.87%	72.29%	86.25%	18.15%	15.15%
Female	73.58%	56.66%	76.51%	89.16%	24.06%	18.89%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	66.82%	52.54%	78.12%	88.89%	21.53%	15.38%
Asian or Pacific Islander	74.66%	48.88%	74.13%	77.50%	24.10%	20.00%
Black (not Hispanic)	63.47%	57.45%	67.69%	85.28%	24.68%	17.84%
Hispanic	67.18%	46.40%	72.87%	85.56%	27.26%	22.32%
White (not Hispanic)	74.91%	58.17%	77.11%	89.24%	20.22%	17.49%
Race and/or ethnicity unknown	69.71%	65.54%	68.75%	85.71%	22.58%	13.34%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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, 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.	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 (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.
<b>PY 2009–10 Performance levels</b>	57.00%	43.00%	88.00%	80.00%	92.00%	59.00%	10.00%	10.50%
<b>PY 2009–10 Results</b>	36.63%	<10.00%	>95.00%	>95.00%	>95.00%	25.80%	17.91%	15.58%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	14.73%	<10.00%	>95.00%	>95.00%	>95.00%	22.12%	18.96%	15.50%
Economically disadvantaged students	34.19%	<10.00%	>95.00%	>95.00%	>95.00%	25.61%	17.41%	15.09%
Single parents	18.42%	NP	>95.00%	>95.00%	>95.00%	46.30%	<10.00%	NP
Displaced homemakers	NE	NE	NE	NP	NE	NE	NE	NE
Limited English proficient students	NP	NP	>95.00%	>95.00%	>95.00%	30.00%	10.53%	11.11%
Migrant students	NE	NE	NE	NE	NE	NP	NE	NE
Students in nontraditional programs	32.22%	<10.00%	>95.00%	>95.00%	>95.00%	32.62%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	27.95%	<10.00%	>95.00%	>95.00%	>95.00%	23.98%	32.76%	29.82%
Female	43.52%	<10.00%	>95.00%	>95.00%	>95.00%	27.20%	<10.00%	<10.00%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	NP	NP	NP	>95.00%	>95.00%	NA	NP	NP
Asian or Pacific Islander	>95.00%	NP	>95.00%	>95.00%	>95.00%	NA	50.00%	>95.00%
Black (not Hispanic)	NP	NP	NP	>95.00%	>95.00%	NA	NP	NP
Hispanic	36.63%	<10.00%	>95.00%	>95.00%	>95.00%	NA	17.92%	15.57%
White (not Hispanic)	28.57%	NP	>95.00%	>95.00%	>95.00%	NA	<10.00%	14.29%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NA	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	NA	NA	NA	NA	NA	<10.00%	NA	NA
Asian	NA	NA	NA	NA	NA	>95.00%	NA	NA
Black or African American	NA	NA	NA	NA	NA	<10.00%	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	25.81%	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NP	NA	NA
White	NA	NA	NA	NA	NA	37.50%	NA	NA
Two or more races	NA	NA	NA	NA	NA	NP	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

## Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	84.00%	95.00%	71.00%	46.00%	11.00%	8.50%
<b>PY 2009–10 Results</b>	91.66%	92.91%	86.50%	69.13%	13.14%	17.02%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	>95.00%	93.75%	>95.00%	NP	NP	NP
Economically disadvantaged students	91.95%	93.46%	87.07%	NP	13.09%	16.96%
Single parents	>95.00%	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP
Limited English proficient students	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	NP	NP	NP	NP	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	90.87%	92.61%	80.50%	65.45%	18.79%	33.33%
Female	93.06%	93.33%	>95.00%	76.00%	<10.00%	11.43%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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	91.66%	92.91%	86.50%	69.13%	13.14%	17.02%
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
<b>Measurement definitions</b>	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 completed their CTE program and passed technical skill assessments in the sixteen cluster areas, if practicable, available and appropriate, that are aligned with industry-recognized standards.	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 as described in <i>ESEA</i> .	Percentage of CTE concentrators who completed their CTE program and left secondary education in the reporting year and were placed in postsecondary education, 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.
<b>PY 2009–10 Performance levels</b>	48.00%	28.00%	32.00%	43.00%	74.00%	32.50%	10.50%	10.25%
<b>PY 2009–10 Results</b>	66.74%	29.18%	87.86%	94.56%	90.22%	60.81%	31.22%	28.04%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	32.01%	<10.00%	83.23%	92.42%	81.12%	35.96%	25.43%	19.48%
Economically disadvantaged students	52.04%	14.99%	85.11%	92.28%	84.90%	47.37%	32.17%	31.18%
Single parents	20.00%	NP	>95.00%	80.00%	>95.00%	<10.00%	NP	NP
Displaced homemakers	NE	NP	NP	NE	NP	NE	NP	NP
Limited English proficient students	<10.00%	NP	80.10%	86.49%	85.85%	31.25%	21.43%	41.67%
Migrant students	NE	NP	NE	NE	NP	NP	NE	NE
Students in nontraditional programs	64.62%	25.19%	89.47%	NP	87.46%	60.70%	NP	NP
<b>Tech prep</b>	NE	NP	NE	NE	NP	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	61.95%	31.46%	87.22%	94.04%	88.55%	55.73%	19.32%	10.92%
Female	72.08%	26.65%	88.55%	>95.00%	92.12%	66.41%	55.48%	60.27%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	50.00%	16.67%	81.82%	88.89%	77.78%	31.25%	43.75%	11.76%
Asian or Pacific Islander	64.29%	33.93%	93.78%	>95.00%	94.74%	80.70%	40.74%	37.50%
Black (not Hispanic)	47.57%	<10.00%	85.29%	94.90%	85.50%	53.23%	37.06%	35.04%
Hispanic	45.87%	<10.00%	85.68%	92.84%	87.68%	45.99%	34.04%	35.08%
White (not Hispanic)	71.75%	34.36%	88.35%	94.80%	91.05%	63.45%	29.72%	26.22%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NE	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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 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 (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.
<b>PY 2009–10 Performance levels</b>	30.25%	25.25%	50.25%	50.25%	25.25%	25.25%
<b>PY 2009–10 Results</b>	61.28%	20.95%	65.46%	17.32%	16.55%	21.34%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP
Economically disadvantaged students	64.68%	19.45%	69.42%	15.41%	17.65%	19.15%
Single parents	55.56%	12.86%	69.19%	12.33%	19.44%	50.00%
Displaced homemakers	75.00%	17.65%	71.43%	<10.00%	<10.00%	<10.00%
Limited English proficient students	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	59.32%	27.92%	65.92%	19.67%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	53.73%	19.72%	65.21%	14.56%	<10.00%	15.87%
Female	65.70%	21.62%	65.60%	18.74%	30.34%	23.95%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	16.67%	14.29%	72.73%	11.76%	<10.00%	<10.00%
Asian or Pacific Islander	66.67%	11.43%	68.21%	13.10%	19.05%	<10.00%
Black (not Hispanic)	40.62%	18.39%	64.10%	14.29%	18.18%	28.00%
Hispanic	48.98%	17.15%	65.29%	12.60%	21.14%	14.29%
White (not Hispanic)	65.14%	22.13%	65.59%	19.02%	14.57%	19.13%
Race and/or ethnicity unknown	56.84%	20.82%	64.42%	12.97%	20.29%	14.29%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of grade 12 concentrators who scored proficient or advanced on the English Language Arts High School Assessment Program (HSAP) administered two years prior to the reporting year as required for <i>ESEA</i> .	Percentage of grade 12 concentrators who scored proficient or advanced on the math HSAP administered two years prior to the reporting year as required for <i>ESEA</i> .	Percentage of 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 grade 12 concentrators who completed a CTE program and who attained a South Carolina high school diploma, a state certificate, or a General Education Development (GED).	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as defined in South Carolina's Consolidated Accountability Plan.	Percentage of 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 concentrators of the underrepresented gender enrolled in CTE programs identified as leading to nontraditional training and employment.	Percentage of grade 12 concentrators of the underrepresented gender who completed CTE programs identified as leading to nontraditional training and employment.
<b>PY 2009–10 Performance levels</b>	57.00%	55.00%	87.00%	95.50%	83.00%	91.00%	15.40%	91.00%
<b>PY 2009–10 Results</b>	64.62%	62.54%	93.75%	>95.00%	>95.00%	>95.00%	13.86%	74.29%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	21.96%	23.08%	87.67%	>95.00%	86.97%	94.93%	<10.00%	79.41%
Economically disadvantaged students	53.87%	51.70%	92.41%	>95.00%	94.39%	>95.00%	14.18%	77.54%
Single parents	50.92%	45.40%	89.68%	>95.00%	>95.00%	90.79%	13.64%	90.91%
Displaced homemakers	87.50%	62.50%	>95.00%	>95.00%	85.71%	89.58%	20.00%	>95.00%
Limited English proficient students	43.62%	51.33%	>95.00%	>95.00%	89.21%	>95.00%	<10.00%	70.00%
Migrant students	NE	NE	NE	NE	>95.00%	>95.00%	NE	NE
Students in nontraditional programs	67.97%	66.56%	>95.00%	>95.00%	>95.00%	>95.00%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	61.84%	66.02%	91.57%	>95.00%	94.92%	>95.00%	<10.00%	58.06%
Female	67.42%	59.05%	>95.00%	>95.00%	>95.00%	>95.00%	39.64%	75.86%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	77.27%	72.73%	95.00%	>95.00%	>95.00%	91.67%	10.34%	>95.00%
Asian or Pacific Islander	80.77%	85.58%	>95.00%	>95.00%	>95.00%	>95.00%	<10.00%	66.67%
Black (not Hispanic)	50.55%	46.32%	92.19%	>95.00%	>95.00%	>95.00%	14.10%	74.56%
Hispanic	62.19%	61.62%	94.00%	>95.00%	91.88%	>95.00%	10.54%	76.47%
White (not Hispanic)	73.42%	72.53%	94.66%	>95.00%	>95.00%	>95.00%	14.02%	74.00%
Race and/or ethnicity unknown	58.33%	50.00%	85.71%	>95.00%	>95.00%	>95.00%	<10.00%	NE
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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 (i.e., placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between Jan. 1, 2008, and Mar. 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.
<b>PY 2009–10 Performance levels</b>	86.00%	38.00%	57.00%	79.50%	8.25%	6.50%
<b>PY 2009–10 Results</b>	91.45%	47.88%	81.71%	80.16%	19.26%	16.60%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	82.35%	42.96%	72.36%	82.96%	12.46%	15.82%
Economically disadvantaged students	90.14%	53.60%	81.70%	81.22%	<10.00%	<10.00%
Single parents	88.60%	63.27%	83.16%	85.74%	<10.00%	<10.00%
Displaced homemakers	89.55%	68.75%	86.22%	80.19%	<10.00%	<10.00%
Limited English proficient students	90.00%	>95.00%	85.40%	68.93%	<10.00%	16.67%
Students in nontraditional programs	86.55%	59.80%	79.06%	77.68%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	85.83%	48.01%	80.65%	78.08%	11.34%	14.63%
Female	91.94%	47.79%	82.20%	81.25%	35.05%	17.64%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	>95.00%	>95.00%	70.23%	75.00%	23.55%	11.11%
Asian or Pacific Islander	>95.00%	21.43%	84.30%	75.82%	20.88%	13.04%
Black (not Hispanic)	86.02%	35.68%	78.68%	79.96%	19.70%	17.81%
Hispanic	86.96%	56.25%	81.07%	73.99%	20.57%	18.33%
White (not Hispanic)	93.08%	52.13%	83.29%	80.53%	18.77%	16.01%
Race and/or ethnicity unknown	89.29%	51.35%	84.79%	80.99%	20.51%	19.77%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of 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> .	Percentage of concentrators 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 2007-08 and 74 percent in 2008-09.	Percentage of CTE concentrators who earned a regular secondary school diploma.	Percentage of 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 concentrators placed in postsecondary education, employment or the military.	Percentage of nontraditional participants enrolled in programs preparing them for careers nontraditional for their gender.	Percentage of nontraditional concentrators completing programs preparing them for careers considered nontraditional for their gender.
<b>PY 2009–10 Performance levels</b>	66.00%	59.00%	94.52%	81.00%	81.00%	92.49%	11.24%	8.23%
<b>PY 2009–10 Results</b>	61.39%	58.87%	94.64%	>95.00%	>95.00%	>95.00%	37.32%	20.74%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	15.41%	14.83%	90.00%	>95.00%	>95.00%	94.30%	34.92%	18.47%
Economically disadvantaged students	53.74%	50.12%	92.23%	94.03%	94.03%	>95.00%	37.23%	21.91%
Single parents	42.00%	45.28%	94.57%	>95.00%	>95.00%	>95.00%	23.51%	15.38%
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	14.81%	<10.00%	86.02%	>95.00%	>95.00%	>95.00%	27.70%	15.58%
Migrant students	NE	NE	NE	NE	NE	NE	28.57%	NE
Students in nontraditional programs	65.75%	59.63%	>95.00%	>95.00%	>95.00%	>95.00%	NP	NP
<b>Tech prep</b>	61.39%	58.87%	94.64%	>95.00%	>95.00%	>95.00%	37.32%	20.74%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	58.71%	58.85%	93.44%	>95.00%	>95.00%	>95.00%	29.56%	11.54%
Female	65.78%	58.92%	>95.00%	>95.00%	>95.00%	>95.00%	46.25%	37.76%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	45.56%	32.83%	89.21%	85.25%	85.25%	88.81%	36.83%	24.40%
Asian or Pacific Islander	76.92%	61.54%	>95.00%	>95.00%	>95.00%	>95.00%	38.61%	18.18%
Black (not Hispanic)	50.00%	50.00%	90.91%	>95.00%	>95.00%	>95.00%	37.14%	17.65%
Hispanic	43.48%	30.43%	92.65%	93.33%	93.33%	93.75%	36.79%	21.43%
White (not Hispanic)	62.92%	61.49%	>95.00%	>95.00%	>95.00%	>95.00%	37.37%	20.32%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NE	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	Percentage of CTE concentrators who attain a cumulative GPA of 2.0 or higher during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, 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 nontraditional CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of nontraditional CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	89.72%	58.66%	74.88%	98.44%	10.86%	9.62%
<b>PY 2009–10 Results</b>	90.85%	60.35%	46.14%	60.53%	14.18%	12.13%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	86.61%	55.13%	44.87%	NE	15.35%	18.18%
Economically disadvantaged students	91.02%	62.31%	44.04%	NE	14.47%	12.12%
Single parents	86.14%	41.98%	53.52%	NE	22.89%	19.70%
Displaced homemakers	91.43%	54.55%	75.00%	NE	25.64%	20.00%
Limited English proficient students	81.82%	33.33%	26.09%	NE	17.50%	42.86%
Students in nontraditional programs	89.21%	51.23%	35.91%	NE	NP	NP
<b>Tech prep</b>	90.65%	55.20%	77.32%	NE	<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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	89.60%	63.21%	45.36%	60.47%	<10.00%	<10.00%
Female	92.33%	56.81%	47.02%	60.59%	24.93%	21.09%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	87.00%	52.78%	>95.00%	NE	10.65%	<10.00%
Asian or Pacific Islander	89.47%	61.54%	38.89%	NE	28.12%	20.00%
Black (not Hispanic)	83.33%	38.10%	40.00%	NE	15.00%	33.33%
Hispanic	82.26%	47.37%	58.33%	NE	14.04%	15.38%
White (not Hispanic)	91.40%	61.20%	42.11%	NE	14.32%	11.92%
Race and/or ethnicity unknown	88.06%	44.00%	53.85%	NE	16.00%	18.18%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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 grade 12 concentrators who have mastered industry-validated CTE proficiency standards in the reporting year.	Percentage of grade 12 concentrators who attained a Tennessee high school diploma, a state certificate, or a General Education Development (GED).	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 concentrators who graduated in the reporting year and who were placed in postsecondary or advanced training, employment or military within one year of graduation.	Percentage of CTE participants from underrepresented gender groups who participated in a course that leads to employment in nontraditional fields in the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who participated in a course that leads to employment in nontraditional fields in the reporting year.
<b>PY 2009–10 Performance levels</b>	88.87%	84.50%	86.71%	88.00%	81.00%	89.15%	18.45%	21.87%
<b>PY 2009–10 Results</b>	92.58%	93.88%	>95.00%	90.93%	90.65%	89.69%	37.42%	59.61%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	78.68%	80.48%	93.83%	89.55%	89.07%	81.87%	31.05%	54.15%
Economically disadvantaged students	90.11%	91.58%	>95.00%	87.42%	87.09%	87.12%	36.26%	57.67%
Single parents	93.21%	92.51%	>95.00%	75.19%	74.42%	80.84%	37.80%	55.79%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	50.93%	80.26%	91.84%	91.60%	90.00%	84.07%	29.48%	47.37%
Migrant students	>95.00%	>95.00%	>95.00%	83.33%	83.33%	>95.00%	50.00%	>95.00%
Students in nontraditional programs	>95.00%	>95.00%	>95.00%	93.66%	93.43%	88.70%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	89.99%	92.54%	>95.00%	88.72%	88.46%	89.71%	27.18%	58.94%
Female	>95.00%	>95.00%	>95.00%	93.25%	92.95%	89.68%	49.25%	60.27%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	86.89%	83.33%	93.33%	89.74%	89.74%	>95.00%	34.97%	57.78%
Asian	93.88%	>95.00%	>95.00%	>95.00%	>95.00%	87.50%	44.71%	67.88%
Black or African American	90.55%	93.45%	>95.00%	86.08%	85.77%	88.12%	36.96%	52.31%
Hispanic or Latino	87.91%	93.91%	>95.00%	91.54%	90.79%	85.26%	33.77%	56.42%
Native Hawaiian or Other Pacific Islander	NP	NP	NP	NP	NP	NP	NP	NP
White	93.02%	94.06%	>95.00%	91.90%	91.92%	90.36%	37.93%	61.23%
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.

## Tennessee

## Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	Percentage of CTE completers who passed, on the first administration, major field 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 degree or other award by the end of the two years, subsequent to the fall of the sophomore cohort year.	Percentage of CTE concentrators who remained enrolled in their original community college, completed a degree or award at their original community college, or transferred to another two- or four-year postsecondary institution at the time of the subsequent fall after the sophomore concentrator year.	Percentage of CTE concentrators who received an industry-recognized degree or award, and reported according to Tennessee Higher Education Commission (THEC)'s performance measures reporting requirements were placed in employment, enrolled in postsecondary education, or serves 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 by the end of two years subsequent to the fall of the sophomore cohort year.
<b>PY 2009–10 Performance levels</b>	85.00%	40.57%	64.30%	83.00%	24.78%	45.00%
<b>PY 2009–10 Results</b>	94.15%	44.19%	72.34%	91.37%	28.43%	49.68%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	71.43%	41.96%	79.72%	84.78%	27.73%	50.00%
Economically disadvantaged students	93.51%	43.17%	73.45%	91.91%	30.69%	49.25%
Single parents	86.74%	39.75%	71.31%	90.80%	31.99%	43.20%
Displaced homemakers	88.89%	42.35%	70.59%	>95.00%	66.44%	40.82%
Limited English proficient students	>95.00%	31.15%	63.93%	84.62%	27.59%	20.00%
Students in nontraditional programs	92.94%	49.68%	74.59%	89.95%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	93.88%	44.07%	72.65%	89.83%	18.14%	58.97%
Female	94.20%	44.24%	72.21%	92.17%	34.78%	45.74%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	>95.00%	41.30%	71.74%	93.75%	30.30%	25.00%
Asian or Pacific Islander	>95.00%	40.69%	72.06%	88.33%	31.69%	43.59%
Black (not Hispanic)	91.30%	27.92%	64.60%	89.72%	31.07%	35.60%
Hispanic	>95.00%	39.62%	64.78%	>95.00%	34.55%	35.48%
White (not Hispanic)	93.56%	48.13%	74.20%	91.52%	27.39%	54.18%
Race and/or ethnicity unknown	>95.00%	45.04%	74.30%	91.38%	29.42%	41.46%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of student completers within the reporting year who passed a licensure or certification exam.	Percentage of students who receive a certificate or diploma within the reporting year.	Percentage of students who remained enrolled in the institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year.	Percentage of CTE completers during the reporting year who were placed in gainful employment, entered the military, or continued their education in postsecondary advanced studies.	Percentage of students in underrepresented gender groups who participate in nontraditional programs during the year.	Percentage of students from underrepresented gender groups who completed a program for a nontraditional occupation during the reporting year.
<b>PY 2009–10 Performance levels</b>	85.00%	64.70%	54.00%	81.00%	9.90%	45.00%
<b>PY 2009–10 Results</b>	>95.00%	71.60%	48.90%	74.46%	12.08%	51.11%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	84.62%	54.42%	54.02%	81.25%	17.73%	47.22%
Economically disadvantaged students	92.10%	73.29%	60.84%	72.81%	11.95%	60.57%
Single parents	>95.00%	63.88%	53.10%	70.08%	<10.00%	48.80%
Displaced homemakers	>95.00%	76.50%	61.17%	62.09%	13.25%	62.89%
Limited English proficient students	>95.00%	61.90%	61.90%	90.91%	32.56%	52.00%
Students in nontraditional programs	80.45%	68.62%	47.95%	34.51%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	>95.00%	70.75%	53.22%	78.62%	17.11%	52.92%
Female	>95.00%	72.55%	43.73%	69.75%	<10.00%	45.04%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	>95.00%	72.46%	50.76%	59.52%	19.03%	67.74%
Asian or Pacific Islander	86.67%	76.58%	42.77%	92.68%	10.74%	26.32%
Black (not Hispanic)	>95.00%	61.51%	49.12%	76.95%	11.75%	40.76%
Hispanic	>95.00%	72.88%	52.93%	75.00%	14.86%	28.30%
White (not Hispanic)	>95.00%	73.59%	48.61%	74.02%	11.89%	53.96%
Race and/or ethnicity unknown	>95.00%	61.54%	58.70%	66.67%	22.58%	77.78%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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 TAKS Exit Level 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 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.	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 (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.
<b>PY 2009–10 Performance levels</b>	95.00%	95.00%	78.22%	90.56%	89.81%	76.75%	38.74%	38.30%
<b>PY 2009–10 Results</b>	>95.00%	94.60%	58.74%	94.89%	94.26%	70.01%	40.60%	39.49%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	71.18%	44.32%	38.21%	93.63%	93.39%	54.37%	36.88%	35.22%
Economically disadvantaged students	>95.00%	92.75%	51.86%	92.72%	92.09%	64.43%	39.33%	37.71%
Single parents	>95.00%	88.69%	51.88%	85.35%	84.49%	59.14%	42.36%	42.67%
Displaced homemakers	NP	NP	41.25%	NP	NP	NP	NP	NP
Limited English proficient students	76.79%	73.03%	45.65%	79.82%	79.65%	36.76%	36.91%	33.03%
Migrant students	>95.00%	90.66%	73.14%	88.81%	88.12%	59.26%	34.50%	33.04%
Students in nontraditional programs	>95.00%	>95.00%	89.93%	>95.00%	>95.00%	71.04%	NP	NP
<b>Tech prep</b>	>95.00%	>95.00%	84.82%	>95.00%	>95.00%	72.31%	38.22%	38.70%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>								
Male	>95.00%	93.94%	53.35%	94.65%	93.83%	69.01%	35.40%	34.08%
Female	>95.00%	>95.00%	64.83%	>95.00%	94.69%	71.01%	46.98%	45.66%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	>95.00%	94.01%	66.67%	94.88%	93.10%	71.05%	41.02%	39.73%
Asian or Pacific Islander	>95.00%	>95.00%	73.93%	>95.00%	>95.00%	70.98%	42.86%	41.75%
Black (not Hispanic)	>95.00%	90.63%	45.30%	92.30%	91.96%	65.96%	43.00%	41.17%
Hispanic	>95.00%	93.76%	61.08%	93.15%	92.59%	66.63%	38.72%	37.19%
White (not Hispanic)	>95.00%	>95.00%	59.32%	>95.00%	>95.00%	74.85%	41.63%	41.24%
Race and/or ethnicity unknown	NE	NE	NE	NE	NE	NE	NE	NE
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	83.50%	32.00%	65.00%	78.00%	22.75%	17.25%
<b>PY 2009–10 Results</b>	92.35%	31.21%	65.81%	73.67%	22.43%	16.97%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	92.13%	29.26%	67.06%	60.44%	22.95%	20.55%
Economically disadvantaged students	90.91%	30.68%	66.57%	72.97%	22.26%	17.26%
Single parents	89.56%	28.59%	62.43%	76.65%	24.01%	19.51%
Displaced homemakers	92.41%	36.67%	64.69%	61.18%	20.10%	16.54%
Limited English proficient students	86.98%	31.16%	64.05%	66.93%	23.40%	15.00%
Students in nontraditional programs	92.84%	25.42%	66.53%	72.59%	NP	NP
<b>Tech prep</b>	90.17%	28.44%	66.83%	74.63%	24.36%	19.06%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	91.65%	28.01%	63.31%	73.56%	19.63%	16.72%
Female	92.78%	33.58%	67.49%	73.75%	24.40%	17.15%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	>95.00%	32.68%	63.66%	60.89%	23.13%	16.45%
Asian or Pacific Islander	92.11%	33.55%	72.15%	68.42%	27.36%	23.16%
Black (not Hispanic)	89.83%	23.63%	60.43%	72.57%	25.42%	20.97%
Hispanic	89.51%	28.28%	66.06%	76.09%	22.84%	17.31%
White (not Hispanic)	94.22%	34.55%	66.72%	73.50%	20.56%	15.22%
Race and/or ethnicity unknown	91.72%	44.21%	69.54%	64.51%	24.44%	19.11%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	Percentage of CTE concentrators who have met the "meets standard" or above 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 "meets standard" or above 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 have successfully completed all CTE courses and met state established validated.	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 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 (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 students in underrepresented gender groups who participated in a nontraditional secondary program in the reporting year.	Percentage of CTE concentrators in underrepresented gender groups who completed a nontraditional secondary program in the reporting year.
<b>PY 2009–10 Performance levels</b>	46.00%	46.50%	71.50%	91.50%	79.00%	NP	40.15%	31.75%
<b>PY 2009–10 Results</b>	27.31%	38.90%	NP	93.46%	93.46%	NP	16.64%	<10.00%
<b>Special populations</b>								
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%	NP	>95.00%	91.84%	PNO	19.61%	<10.00%
Economically disadvantaged students	27.31%	41.24%	NP	93.46%	93.46%	PNO	16.64%	<10.00%
Single parents	NP	NP	NP	NP	NP	PNO	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	PNO	NP	NP
Limited English proficient students	<10.00%	16.67%	NP	76.47%	76.47%	PNO	<10.00%	<10.00%
Migrant students	NP	NP	NP	NP	NP	PNO	NP	NP
Students in nontraditional programs	<10.00%	46.15%	NP	88.89%	88.89%	PNO	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	26.69%	40.30%	NP	92.06%	92.06%	PNO	40.09%	<10.00%
Female	27.80%	37.63%	NP	94.63%	94.63%	PNO	<10.00%	<10.00%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	50.00%	<10.00%	NP	>95.00%	>95.00%	NP	<10.00%	NE
Asian or Pacific Islander	>95.00%	>95.00%	NP	>95.00%	>95.00%	NP	<10.00%	NE
Black (not Hispanic)	27.85%	42.41%	NP	94.56%	94.56%	NP	17.74%	<10.00%
Hispanic	20.75%	30.19%	NP	86.49%	86.49%	NP	10.06%	<10.00%
White (not Hispanic)	<10.00%	>95.00%	NP	50.00%	50.00%	NP	12.50%	25.00%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NP	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
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.

## 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
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	74.00%	60.33%	33.75%	39.50%	35.25%	35.75%
<b>PY 2009–10 Results</b>	92.45%	68.00%	<10.00%	NP	NP	NP
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	PNO	PNO	PNO	PNO	PNO	PNO
Economically disadvantaged students	>95.00%	68.00%	<10.00%	PNO	PNO	PNO
Single parents	PNO	PNO	PNO	PNO	PNO	PNO
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	PNO	PNO	PNO	PNO	PNO	PNO
Students in nontraditional programs	PNO	PNO	PNO	PNO	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	71.88%	71.88%	PNO	PNO	PNO	PNO
Female	>95.00%	67.26%	<10.00%	PNO	PNO	PNO
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	PNO	PNO	PNO	PNO	PNO	PNO
Asian	PNO	PNO	PNO	PNO	PNO	PNO
Black or African American	>95.00%	66.67%	<10.00%	PNO	PNO	PNO
Hispanic or Latino	88.24%	77.78%	PNO	PNO	PNO	PNO
Native Hawaiian or Other Pacific Islander	PNO	PNO	PNO	PNO	PNO	PNO
White	PNO	PNO	PNO	PNO	PNO	PNO
Two or more races	PNO	PNO	PNO	PNO	PNO	PNO

\* 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
<b>Measurement definitions</b>	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 (grade 10 Language Arts Criterion-Referenced Tests (CRT)).	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 (Algebra or Geometry grades 10-12 CRT).	Percentage of concentrators passing a skill test in the program of study of concentration in one of the required foundation courses.	Percentage of concentrators earning a regular high school diploma, or a General Education Development (GED) 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 as described in <i>ESEA</i> .	Percentage of concentrators who left secondary education and were placed in postsecondary education or advanced training, in military service, or in employment during the second quarter following the program year in which they left secondary education (Oct. 1-Dec. 31).	Percentage of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	79.88%	51.50%	69.60%	90.21%	86.82%	67.27%	33.34%	27.40%
<b>PY 2009–10 Results</b>	85.46%	50.31%	67.33%	>95.00%	89.29%	57.56%	30.97%	17.79%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	40.14%	37.46%	36.68%	>95.00%	81.75%	42.12%	33.56%	19.17%
Economically disadvantaged students	74.08%	44.14%	55.80%	94.35%	80.26%	49.36%	31.91%	15.30%
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	57.47%	29.97%	40.43%	92.20%	75.37%	40.71%	31.01%	14.60%
Migrant students	75.00%	42.86%	44.44%	76.92%	93.10%	34.62%	33.33%	>95.00%
Students in nontraditional programs	85.31%	51.50%	67.40%	>95.00%	87.91%	57.48%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	83.14%	53.74%	63.15%	>95.00%	87.71%	55.29%	33.26%	<10.00%
Female	87.89%	46.65%	71.48%	>95.00%	91.00%	59.96%	28.61%	32.88%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	68.93%	39.08%	45.16%	>95.00%	79.21%	NA	35.42%	13.79%
Asian or Pacific Islander	89.80%	46.15%	63.45%	>95.00%	92.70%	NA	32.83%	28.05%
Black (not Hispanic)	69.08%	32.97%	47.53%	94.59%	82.54%	NA	33.42%	24.39%
Hispanic	67.94%	35.02%	50.00%	93.67%	75.81%	NA	31.16%	12.03%
White (not Hispanic)	88.62%	54.59%	70.60%	>95.00%	91.30%	NA	30.70%	18.32%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NA	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	NA	NA	NA	NA	NA	59.32%	NA	NA
Asian	NA	NA	NA	NA	NA	59.54%	NA	NA
Black or African American	NA	NA	NA	NA	NA	50.24%	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	44.91%	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	47.24%	NA	NA
White	NA	NA	NA	NA	NA	59.17%	NA	NA
Two or more races	NA	NA	NA	NA	NA	NE	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
<b>Measurement definitions</b>	Percentage of concentrators who passed technical skill assessments that are aligned with industry-recognized standards or state licensure.	Percentage of concentrators who received a certificate or a degree during the reporting year.	Percentage of 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 were placed in employment, military service or apprenticeship programs, during the second quarter following the program year in which they left postsecondary education (Oct. 1-Dec. 31).	Percentage of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	26.00%	33.89%	64.81%	73.00%	17.55%	17.89%
<b>PY 2009–10 Results</b>	>95.00%	37.31%	66.24%	41.69%	18.69%	16.59%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	>95.00%	28.40%	67.64%	28.57%	17.85%	12.24%
Economically disadvantaged students	>95.00%	30.41%	71.98%	40.13%	20.27%	19.39%
Single parents	>95.00%	42.54%	69.27%	33.33%	25.73%	29.41%
Displaced homemakers	>95.00%	43.09%	65.19%	62.50%	28.85%	33.33%
Limited English proficient students	91.43%	30.55%	66.89%	35.63%	26.38%	35.63%
Students in nontraditional programs	>95.00%	25.42%	67.64%	54.58%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	92.38%	27.77%	65.45%	36.78%	<10.00%	<10.00%
Female	>95.00%	48.31%	67.39%	46.00%	45.50%	35.64%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	>95.00%	27.83%	59.91%	34.92%	23.62%	10.26%
Asian	>95.00%	34.77%	67.35%	46.03%	28.34%	36.73%
Black or African American	>95.00%	34.63%	65.78%	15.15%	20.58%	14.29%
Hispanic or Latino	92.47%	38.23%	64.66%	28.04%	20.41%	19.25%
Native Hawaiian or Other Pacific Islander	>95.00%	36.30%	60.48%	37.04%	24.30%	13.04%
White	>95.00%	36.77%	66.64%	44.14%	17.78%	16.08%
Two or more races	NE	60.00%	NE	NE	10.00%	33.33%

\* 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.

## 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
<b>Measurement definitions</b>	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 state-recognized 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 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 as described in <i>ESEA</i> .	Percentage of known status CTE concentrators who left secondary education the previous school year and were identified as 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 left secondary education (i.e. graduated or withdrew) by June 30, 2007 and were identified by local survey as in placement between Oct. 1, 2007 and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that, as specified by the National Alliance for Partnerships in Equity (NAPE) 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.
<b>PY 2009–10 Performance levels</b>	51.00%	21.00%	65.00%	95.00%	92.40%	95.00%	16.25%	16.00%
<b>PY 2009–10 Results</b>	54.88%	15.98%	52.30%	>95.00%	93.19%	93.27%	17.01%	15.32%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	17.35%	<10.00%	45.37%	>95.00%	90.91%	87.44%	14.59%	14.96%
Economically disadvantaged students	49.10%	<10.00%	50.99%	>95.00%	89.01%	90.52%	17.29%	15.40%
Single parents	20.00%	<10.00%	>95.00%	83.33%	83.33%	87.50%	25.00%	33.33%
Displaced homemakers	NE	NE	NE	NE	NE	>95.00%	50.00%	>95.00%
Limited English proficient students	<10.00%	<10.00%	NE	>95.00%	>95.00%	80.00%	<10.00%	<10.00%
Migrant students	NE	NE	NE	NE	NE	NE	NE	NE
Students in nontraditional programs	54.14%	11.54%	60.87%	>95.00%	92.81%	94.23%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	50.26%	17.30%	51.44%	>95.00%	92.69%	93.37%	<10.00%	<10.00%
Female	61.75%	14.01%	55.17%	>95.00%	93.98%	93.12%	51.74%	46.62%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	37.50%	<10.00%	NE	>95.00%	72.73%	>95.00%	32.14%	40.00%
Asian	76.92%	15.38%	33.33%	>95.00%	84.62%	90.00%	31.58%	16.67%
Black or African American	66.67%	11.11%	60.00%	>95.00%	92.86%	94.44%	17.95%	16.67%
Hispanic or Latino	16.67%	<10.00%	66.67%	>95.00%	87.50%	>95.00%	27.78%	37.50%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	NE	>95.00%	>95.00%	>95.00%	<10.00%	<10.00%
White	54.87%	16.16%	52.06%	>95.00%	93.54%	93.27%	16.64%	15.00%
Two or more races	<10.00%	<10.00%	>95.00%	>95.00%	50.00%	>95.00%	12.50%	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.

Vermont		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	Percentage of CTE concentrators who passed state-recognized 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 a 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 the postsecondary institution.	Percentage of CTE participants from underrepresented gender 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 gender groups who graduated or completed a program that, as specified by NAPE, leads to employment in nontraditional fields during the reporting year.
<b>PY 2009–10 Performance levels</b>	68.11%	46.00%	73.56%	51.78%	19.00%	15.55%
<b>PY 2009–10 Results</b>	94.17%	70.53%	77.14%	49.88%	16.65%	13.27%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	>95.00%	60.47%	79.63%	52.38%	21.29%	18.18%
Economically disadvantaged students	92.62%	75.57%	76.36%	58.45%	13.57%	11.00%
Single parents	>95.00%	74.68%	72.22%	57.47%	14.37%	<10.00%
Displaced homemakers	NE	NE	NE	NE	<10.00%	NE
Limited English proficient students	80.00%	54.55%	89.47%	50.00%	21.52%	33.33%
Students in nontraditional programs	79.59%	70.00%	83.82%	62.12%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable  
*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
<b>Gender</b>						
Male	93.64%	70.50%	77.48%	48.20%	19.93%	25.50%
Female	94.35%	70.54%	76.86%	50.90%	14.72%	<10.00%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	66.67%	42.86%	87.50%	60.00%	30.00%	33.33%
Asian	60.00%	60.00%	76.92%	55.56%	20.69%	<10.00%
Black or African American	NE	69.23%	85.71%	75.00%	22.00%	22.22%
Hispanic or Latino	85.71%	66.67%	>95.00%	75.00%	28.12%	<10.00%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	NE	NE
White	>95.00%	71.46%	76.65%	56.94%	16.56%	13.79%
Two or more races	NE	NE	NE	<10.00%	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
<b>Measurement definitions</b>	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, 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 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 and third quarters 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.
<b>PY 2009–10 Performance levels</b>	88.00%	79.00%	81.00%	79.50%	69.00%	79.50%	17.00%	13.00%
<b>PY 2009–10 Results</b>	>95.00%	>95.00%	89.28%	>95.00%	>95.00%	>95.00%	34.98%	25.76%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	83.43%	85.86%	84.02%	>95.00%	>95.00%	94.13%	NP	19.95%
Economically disadvantaged students	>95.00%	>95.00%	87.44%	>95.00%	>95.00%	>95.00%	NP	27.24%
Single parents	94.08%	>95.00%	87.72%	>95.00%	>95.00%	>95.00%	NP	26.32%
Displaced homemakers	>95.00%	>95.00%	77.78%	>95.00%	>95.00%	>95.00%	NP	55.56%
Limited English proficient students	>95.00%	>95.00%	85.46%	93.91%	93.94%	>95.00%	NP	25.67%
Migrant students	>95.00%	>95.00%	78.57%	>95.00%	>95.00%	>95.00%	NP	27.27%
Students in nontraditional programs	>95.00%	>95.00%	90.10%	>95.00%	NP	>95.00%	NP	NP
<b>Tech prep</b>	>95.00%	>95.00%	88.13%	>95.00%	>95.00%	>95.00%	NP	28.40%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	>95.00%	>95.00%	88.25%	>95.00%	>95.00%	>95.00%	36.01%	17.01%
Female	>95.00%	>95.00%	90.49%	>95.00%	>95.00%	>95.00%	33.70%	35.83%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	>95.00%	>95.00%	90.91%	>95.00%	>95.00%	NA	NP	31.78%
Asian or Pacific Islander	>95.00%	>95.00%	90.33%	>95.00%	>95.00%	NA	NP	26.21%
Black (not Hispanic)	>95.00%	>95.00%	88.64%	>95.00%	>95.00%	NA	NP	28.95%
Hispanic	>95.00%	>95.00%	88.14%	>95.00%	>95.00%	NA	NP	23.91%
White (not Hispanic)	>95.00%	>95.00%	89.61%	>95.00%	>95.00%	NA	NP	24.42%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NA	NE	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	NA	NA	NA	NA	NA	>95.00%	NA	NA
Asian	NA	NA	NA	NA	NA	>95.00%	NA	NA
Black or African American	NA	NA	NA	NA	NA	>95.00%	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	>95.00%	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	95.00%	NA	NA
White	NA	NA	NA	NA	NA	>95.00%	NA	NA
Two or more races	NA	NA	NA	NA	NA	>95.00%	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.

## Virginia

## Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	66.00%	39.50%	52.00%	73.00%	18.75%	16.00%
<b>PY 2009–10 Results</b>	75.16%	38.29%	68.51%	67.02%	18.08%	15.29%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	65.56%	45.45%	76.50%	54.67%	<10.00%	<10.00%
Economically disadvantaged students	75.25%	41.84%	76.83%	67.14%	<10.00%	<10.00%
Single parents	NP	NP	NP	NP	NP	NP
Displaced homemakers	86.20%	43.00%	68.05%	69.09%	<10.00%	<10.00%
Limited English proficient students	67.65%	<10.00%	88.10%	60.00%	11.92%	<10.00%
Students in nontraditional programs	75.93%	35.03%	69.43%	62.84%	NP	NP
<b>Tech prep</b>	70.99%	44.73%	73.17%	60.59%	<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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	71.77%	35.77%	67.43%	62.34%	11.57%	13.41%
Female	77.57%	40.04%	69.26%	69.92%	23.75%	16.41%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	76.35%	38.56%	71.95%	70.69%	20.43%	19.05%
Asian or Pacific Islander	76.37%	37.28%	72.33%	62.50%	21.62%	19.72%
Black (not Hispanic)	66.92%	35.70%	67.60%	66.23%	20.50%	18.54%
Hispanic	70.20%	31.29%	71.98%	63.73%	20.08%	21.21%
White (not Hispanic)	78.56%	39.99%	68.02%	67.92%	16.03%	13.77%
Race and/or ethnicity unknown	73.61%	32.37%	70.36%	61.92%	21.46%	15.83%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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 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) and who have 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 as described in <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.
<b>PY 2009–10 Performance levels</b>	74.30%	62.40%	NP	87.25%	73.00%	74.86%	26.25%	34.25%
<b>PY 2009–10 Results</b>	87.18%	54.32%	<10.00%	88.37%	42.17%	58.42%	58.91%	60.72%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	37.48%	<10.00%	<10.00%	82.17%	34.08%	34.50%	62.15%	60.96%
Economically disadvantaged students	79.32%	38.78%	<10.00%	84.90%	36.03%	46.12%	61.30%	63.74%
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	34.97%	<10.00%	<10.00%	75.09%	26.38%	36.49%	59.30%	65.37%
Migrant students	69.43%	24.30%	<10.00%	80.30%	33.63%	45.96%	62.74%	70.11%
Students in nontraditional programs	85.74%	49.42%	<10.00%	87.40%	43.85%	56.79%	NP	NP
<b>Tech prep</b>	87.40%	54.15%	<10.00%	88.52%	45.44%	61.01%	61.43%	61.74%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>								
Male	84.87%	56.46%	<10.00%	85.94%	39.95%	54.93%	66.51%	58.21%
Female	89.88%	51.81%	<10.00%	91.25%	44.95%	62.76%	50.06%	64.07%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	79.58%	35.02%	<10.00%	79.60%	38.75%	NA	62.52%	62.82%
Asian or Pacific Islander	90.02%	60.64%	<10.00%	92.45%	44.43%	NA	56.71%	60.24%
Black (not Hispanic)	77.52%	28.68%	<10.00%	83.42%	37.91%	NA	61.37%	65.89%
Hispanic	78.13%	33.46%	<10.00%	83.80%	34.84%	NA	62.10%	68.23%
White (not Hispanic)	88.96%	58.51%	<10.00%	89.46%	43.43%	NA	58.25%	59.52%
Race and/or ethnicity unknown	NP	NP	NP	NP	NP	NA	NP	NP
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	NA	NA	NA	NA	NA	43.88%	NA	NA
Asian	NA	NA	NA	NA	NA	70.42%	NA	NA
Black or African American	NA	NA	NA	NA	NA	54.00%	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	47.78%	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	44.57%	NA	NA
White	NA	NA	NA	NA	NA	59.56%	NA	NA
Two or more races	NA	NA	NA	NA	NA	56.23%	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

## Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	Percentage of CTE concentrators, exiting during the reporting year, who have attained an award (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 or higher GPA.	Percentage of CTE concentrators, exiting during the reporting year, who have attained an award (a degree, certificate, apprenticeship, or an industry certification).	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 exit.	Percentage of CTE participants from underrepresented gender groups who enrolled in a nontraditional program during the reporting period.	Percentage of CTE completers from underrepresented gender groups who enrolled in a nontraditional program during the reporting period.
<b>PY 2009–10 Performance levels</b>	NP	NP	64.40%	58.47%	18.25%	17.75%
<b>PY 2009–10 Results</b>	>95.00%	>95.00%	57.56%	51.81%	17.06%	17.34%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	>95.00%	>95.00%	58.78%	38.37%	18.94%	19.69%
Economically disadvantaged students	>95.00%	>95.00%	66.24%	52.12%	16.87%	16.88%
Single parents	>95.00%	>95.00%	49.98%	49.93%	15.31%	15.77%
Displaced homemakers	>95.00%	>95.00%	59.67%	42.59%	11.43%	15.54%
Limited English proficient students	>95.00%	>95.00%	43.61%	42.56%	16.54%	15.25%
Students in nontraditional programs	>95.00%	>95.00%	48.08%	52.39%	NP	NP
<b>Tech prep</b>	>95.00%	>95.00%	61.54%	57.67%	17.94%	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	>95.00%	>95.00%	54.61%	47.37%	17.32%	17.54%
Female	>95.00%	>95.00%	60.35%	55.49%	16.85%	17.19%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	>95.00%	>95.00%	52.25%	51.35%	21.64%	25.00%
Asian	>95.00%	>95.00%	62.42%	55.64%	20.42%	19.34%
Black or African American	>95.00%	>95.00%	51.68%	45.76%	19.89%	19.24%
Hispanic or Latino	>95.00%	>95.00%	54.41%	53.80%	15.05%	16.33%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	55.34%	53.39%	17.87%	15.15%
White	>95.00%	>95.00%	60.30%	52.37%	16.54%	16.88%
Two or more races	>95.00%	>95.00%	60.61%	54.44%	18.15%	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
<b>Measurement definitions</b>	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 participants who passed end-of-course 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 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 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 (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 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.
<b>PY 2009–10 Performance levels</b>	79.00%	72.00%	72.00%	95.00%	83.00%	91.56%	40.00%	16.00%
<b>PY 2009–10 Results</b>	33.47%	43.90%	73.49%	>95.00%	>95.00%	92.04%	36.41%	17.39%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	<10.00%	15.84%	55.53%	>95.00%	>95.00%	NP	>95.00%	12.06%
Individuals with disabilities ( <i>ESEA/IDEA</i> )	NP	NP	NP	NP	NP	87.34%	NP	NP
Economically disadvantaged students	27.11%	37.19%	70.04%	>95.00%	94.96%	88.81%	>95.00%	14.65%
Single parents	NE	NE	NP	NE	NP	NP	NP	NP
Displaced homemakers	NE	NE	NP	NE	NP	NP	NP	NP
Limited English proficient students	50.00%	75.00%	33.33%	>95.00%	>95.00%	>95.00%	>95.00%	<10.00%
Migrant students	NE	NE	NE	NE	NE	NP	NE	NE
Students in nontraditional programs	48.28%	55.42%	72.59%	>95.00%	>95.00%	91.74%	NP	NP
<b>Tech prep</b>	32.65%	43.46%	73.31%	>95.00%	>95.00%	91.49%	>95.00%	18.83%

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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	26.27%	41.84%	70.82%	>95.00%	>95.00%	92.69%	40.05%	13.82%
Female	45.33%	47.31%	77.89%	>95.00%	>95.00%	90.99%	31.04%	23.41%
<b>Race/ethnicity categories in the 1977 standards*</b>								
American Indian or Alaska Native	NA	NA	NA	NA	NA	NE	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	>95.00%	NA	NA
Black (not Hispanic)	NA	NA	NA	NA	NA	92.05%	NA	NA
Hispanic	NA	NA	NA	NA	NA	94.44%	NA	NA
White (not Hispanic)	NA	NA	NA	NA	NA	92.00%	NA	NA
Race and/or ethnicity unknown	NA	NA	NA	NA	NA	NE	NA	NA
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	50.00%	50.00%	>95.00%	>95.00%	>95.00%	NA	46.15%	<10.00%
Asian	45.45%	63.64%	70.00%	>95.00%	>95.00%	NA	46.41%	10.00%
Black or African American	29.91%	35.04%	59.55%	>95.00%	94.79%	NA	41.76%	15.12%
Hispanic or Latino	28.57%	64.29%	69.23%	>95.00%	92.86%	NA	44.55%	27.27%
Native Hawaiian or Other Pacific Islander	NP	NP	NE	NP	NE	NA	NE	NE
White	33.54%	44.02%	73.83%	>95.00%	>95.00%	NA	36.07%	17.46%
Two or more races	NP	NP	NE	NP	>95.00%	NA	>95.00%	<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.

West Virginia		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	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 (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.
<b>PY 2009–10 Performance levels</b>	85.75%	55.00%	56.50%	74.00%	17.35%	19.25%
<b>PY 2009–10 Results</b>	89.68%	65.66%	57.48%	72.46%	16.32%	18.24%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	86.67%	53.92%	57.09%	69.23%	40.60%	16.67%
Economically disadvantaged students	88.56%	58.96%	57.48%	72.41%	16.31%	18.27%
Single parents	91.84%	71.26%	56.80%	76.00%	15.79%	16.67%
Displaced homemakers	90.00%	65.91%	57.72%	69.23%	16.67%	16.67%
Limited English proficient students	>95.00%	>95.00%	NE	<10.00%	NE	NE
Students in nontraditional programs	>95.00%	61.61%	57.35%	72.50%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	93.97%	61.37%	56.74%	69.91%	30.90%	22.05%
Female	85.73%	68.07%	57.99%	73.88%	<10.00%	16.08%
<b>Race/ethnicity categories in the 1977 standards*</b>						
American Indian or Alaska Native	NE	80.00%	54.76%	66.67%	<10.00%	20.00%
Asian or Pacific Islander	>95.00%	79.31%	48.72%	>95.00%	15.62%	50.00%
Black (not Hispanic)	85.21%	50.62%	54.12%	61.90%	18.45%	42.59%
Hispanic	80.00%	46.67%	58.70%	>95.00%	<10.00%	NE
White (not Hispanic)	90.20%	66.22%	57.54%	72.86%	16.24%	17.51%
Race and/or ethnicity unknown	90.00%	85.71%	65.50%	44.44%	20.59%	14.71%
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
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
<b>Measurement definitions</b>	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 grade 12 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 as described in <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 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.
<b>PY 2009–10 Performance levels</b>	74.00%	73.00%	82.71%	81.75%	82.75%	96.78%	25.00%	90.50%
<b>PY 2009–10 Results</b>	73.75%	69.21%	88.37%	>95.00%	>95.00%	93.54%	22.53%	>95.00%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	28.47%	25.24%	85.04%	85.76%	85.76%	85.78%	20.13%	87.20%
Economically disadvantaged students	56.06%	48.70%	82.58%	92.53%	92.53%	90.59%	27.67%	94.37%
Single parents	41.10%	36.13%	85.29%	90.51%	90.51%	79.65%	36.21%	>95.00%
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	35.94%	36.01%	73.94%	91.37%	91.37%	88.14%	26.93%	91.30%
Migrant students	63.64%	66.67%	>95.00%	NE	NE	NE	<10.00%	>95.00%
Students in nontraditional programs	74.87%	66.36%	84.38%	>95.00%	>95.00%	91.45%	NP	NP
<b>Tech prep</b>	80.39%	77.90%	91.18%	>95.00%	>95.00%	>95.00%	19.21%	>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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	72.73%	72.67%	89.62%	>95.00%	>95.00%	93.18%	<10.00%	92.04%
Female	75.08%	64.71%	87.44%	>95.00%	>95.00%	94.02%	55.63%	>95.00%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	70.39%	60.53%	72.22%	>95.00%	>95.00%	85.94%	16.77%	>95.00%
Asian	62.58%	60.82%	76.97%	94.20%	94.20%	88.55%	29.47%	>95.00%
Black or African American	37.46%	23.88%	72.36%	86.85%	86.85%	86.24%	41.78%	88.91%
Hispanic or Latino	49.67%	41.71%	87.70%	88.30%	88.30%	86.27%	26.62%	92.59%
Native Hawaiian or Other Pacific Islander	72.22%	NE	>95.00%	>95.00%	>95.00%	NE	17.39%	>95.00%
White	77.45%	72.36%	89.95%	>95.00%	>95.00%	94.84%	19.75%	>95.00%
Two or more races	44.42%	34.81%	91.67%	84.40%	84.40%	>95.00%	29.89%	90.12%

\* 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
<b>Measurement definitions</b>	Percentage of CTE concentrators for the measurement period who passed at least 80 percent of the technical courses attempted during the measurement period.	Percentage of CTE concentrators for the measurement period who were reported by the college as a graduate.	Percentage of CTE concentrators for the measurement period who are still enrolled in a Wisconsin Technical College System (WTCS) two-year college at the end of the measurement period or have transferred to a non-WTCS two- or four-year postsecondary institution.	Percentage of CTE concentrators 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.
<b>PY 2009–10 Performance levels</b>	80.50%	44.75%	25.20%	90.00%	11.69%	9.34%
<b>PY 2009–10 Results</b>	80.66%	43.86%	26.52%	90.97%	13.62%	10.41%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	72.71%	36.87%	30.55%	86.85%	16.88%	12.84%
Economically disadvantaged students	76.55%	42.75%	26.89%	88.79%	15.52%	11.48%
Single parents	72.84%	37.94%	28.18%	90.04%	15.46%	11.06%
Displaced homemakers	72.75%	39.67%	26.36%	83.71%	17.59%	11.68%
Limited English proficient students	84.33%	48.04%	30.25%	72.03%	16.26%	<10.00%
Students in nontraditional programs	81.75%	39.83%	53.17%	85.71%	NP	NP
<b>Tech prep</b>	80.85%	53.68%	17.54%	NE	<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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

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
<b>Gender</b>						
Male	81.04%	43.67%	27.40%	90.23%	11.54%	<10.00%
Female	80.33%	44.04%	25.74%	91.57%	15.42%	11.96%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	71.68%	35.47%	27.35%	88.51%	20.29%	12.94%
Asian	78.97%	40.42%	31.35%	89.27%	13.00%	<10.00%
Black or African American	66.48%	30.32%	34.53%	73.90%	21.95%	17.14%
Hispanic or Latino	79.62%	35.50%	31.87%	83.49%	16.00%	10.74%
Native Hawaiian or Other Pacific Islander	71.43%	35.29%	29.41%	>95.00%	15.49%	10.00%
White	81.84%	45.38%	25.58%	91.99%	12.74%	10.24%
Two or more races	>95.00%	>95.00%	<10.00%	NE	16.36%	<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.

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
<b>Measurement definitions</b>	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, 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.	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 (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.
<b>PY 2009–10 Performance levels</b>	67.00%	62.90%	53.00%	90.50%	81.00%	95.00%	30.21%	27.56%
<b>PY 2009–10 Results</b>	66.37%	65.99%	76.49%	>95.00%	94.25%	>95.00%	35.55%	33.12%
<b>Special populations</b>								
Individuals with disabilities ( <i>ADA</i> )	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities ( <i>ESEA/IDEA</i> )	32.54%	33.33%	54.86%	84.83%	91.57%	>95.00%	23.04%	18.37%
Economically disadvantaged students	58.60%	56.64%	67.86%	88.84%	90.87%	>95.00%	36.86%	35.19%
Single parents	54.79%	47.30%	65.64%	88.04%	>95.00%	>95.00%	34.92%	33.82%
Displaced homemakers	50.00%	45.00%	50.00%	77.78%	>95.00%	>95.00%	28.57%	30.77%
Limited English proficient students	42.86%	39.29%	51.85%	75.00%	87.50%	>95.00%	27.85%	34.48%
Migrant students	47.62%	42.86%	50.00%	76.00%	>95.00%	>95.00%	<10.00%	29.17%
Students in nontraditional programs	76.54%	71.54%	83.45%	94.99%	>95.00%	>95.00%	NP	NP
<b>Tech prep</b>	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>								
Male	63.32%	65.92%	70.13%	94.80%	92.69%	>95.00%	48.73%	<10.00%
Female	70.93%	66.08%	84.87%	>95.00%	>95.00%	>95.00%	<10.00%	79.91%
<b>Race/ethnicity categories in the 1977 standards*</b>								
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>								
American Indian or Alaska Native	64.00%	56.00%	73.44%	85.00%	94.44%	>95.00%	41.09%	41.67%
Asian	60.00%	80.00%	91.67%	94.44%	90.91%	NE	37.74%	42.86%
Black or African American	20.00%	20.00%	75.86%	90.00%	94.44%	>95.00%	58.70%	<10.00%
Hispanic or Latino	61.70%	61.97%	69.28%	88.73%	91.15%	>95.00%	33.38%	29.21%
Native Hawaiian or Other Pacific Islander	>95.00%	50.00%	66.67%	>95.00%	NE	NE	60.00%	NE
White	67.18%	66.72%	77.19%	>95.00%	94.50%	>95.00%	35.34%	33.43%
Two or more races	75.00%	87.50%	73.33%	>95.00%	>95.00%	NE	31.71%	<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.

Wyoming		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
<b>Measurement definitions</b>	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 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 remain 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 (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 concentrators from underrepresented gender groups who receive 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.
<b>PY 2009–10 Performance levels</b>	54.00%	32.00%	62.00%	67.00%	20.96%	12.00%
<b>PY 2009–10 Results</b>	26.38%	26.38%	66.67%	85.92%	27.43%	13.49%
<b>Special populations</b>						
Individuals with disabilities ( <i>ADA</i> )	38.98%	38.98%	67.31%	25.00%	29.55%	<10.00%
Economically disadvantaged students	23.75%	23.75%	70.51%	78.35%	34.57%	14.19%
Single parents	32.20%	32.20%	56.45%	>95.00%	23.08%	16.67%
Displaced homemakers	41.30%	41.30%	62.50%	>95.00%	23.08%	21.43%
Limited English proficient students	<10.00%	<10.00%	50.00%	NE	25.00%	<10.00%
Students in nontraditional programs	19.52%	19.52%	69.06%	90.91%	NP	NP
<b>Tech prep</b>	PNO	PNO	PNO	PNO	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; NP—data not provided; PNO—state reported program not offered; NA—data not applicable

*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
<b>Gender</b>						
Male	28.16%	28.16%	59.38%	85.19%	<10.00%	10.89%
Female	25.32%	25.32%	70.33%	86.38%	45.22%	15.28%
<b>Race/ethnicity categories in the 1977 standards*</b>						
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
<b>Race/ethnicity categories in the 1997 revised standards*</b>						
American Indian or Alaska Native	<10.00%	<10.00%	37.50%	>95.00%	43.87%	27.27%
Asian	23.53%	23.53%	61.54%	50.00%	26.67%	25.00%
Black or African American	11.76%	11.76%	73.68%	66.67%	35.71%	50.00%
Hispanic or Latino	21.43%	21.43%	61.34%	88.89%	30.33%	12.50%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	16.67%	NE
White	28.28%	28.28%	67.41%	86.12%	26.71%	12.72%
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.

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# 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 2009–10, 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 2009–10 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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