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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 2015–16

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Career and Technical
Education Act of 2006*

**Report to Congress on State Performance
Program Year 2015–16**

November 2019

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

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November 2019

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Contents

	PAGE
List of Figures.....	vii
List of Tables.....	ix
Abbreviations.....	xi
Executive Summary.....	xiii
States Reported Data on Their <i>Perkins IV</i> Sec. 113(b) Secondary Core Indicators of Performance	xx
Percentage of states meeting at least 90 percent of their performance levels on their secondary core indicators of performance or exceeding them.....	xx
Percentage of states meeting their performance levels on their secondary core indicators of performance or exceeding them.....	xxi
States Reported Data on Their <i>Perkins IV</i> Sec. 113(b) Postsecondary Core Indicators of Performance.....	xxi
Percentage of states meeting at least 90 percent of their performance levels on their postsecondary core indicators of performance or exceeding them.....	xxi
Percentage of states meeting their performance levels on their postsecondary core indicators of performance or exceeding them.....	xxii

	PAGE
Introduction.....	1
A. Accountability for Results	1
B. Establishing Measures and Setting Performance Levels.....	6
C. Efforts to Help States Build and Improve Their <i>Perkins</i> Accountability Systems.....	7
State Performance Data	9
A. Enrollment in Career and Technical Education Programs	9
B. States' Progress in Meeting Their PY 2015–16 Performance Levels for the <i>Perkins IV</i> Sec. 113(b) Core Indicators	30
Conclusion	49
States Reported Data on Their <i>Perkins IV</i> Sec. 113(b) Secondary Core Indicators of Performance	51
Percentage of states meeting at least 90 percent of their performance levels on their secondary core indicators of performance or exceeding them.....	51
Percentage of states meeting their performance levels on their secondary core indicators of performance or exceeding them.....	52
States Reported Data on Their <i>Perkins IV</i> Sec. 113(b) Postsecondary Core Indicators of Performance.....	53
Percentage of states meeting at least 90 percent of their performance levels on their postsecondary core indicators of performance or exceeding them.....	53
Percentage of states meeting their performance levels on their postsecondary core indicators of performance or exceeding them.....	53
Appendixes	55
Appendix A States' Definitions of Career and Technical Education (CTE) Concentrator and Participant for the <i>Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)</i> Secondary and Postsecondary Levels	55

Appendix B Individual State Performance Profiles, Program Year 2015–16	75
Glossary of Terms.....	307
1. Definitions of Special Populations and Other Student Categories	307
2. Glossary of Race/Ethnicity Categories.....	309

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Figures

	PAGE
Figure 1. Career and technical education student enrollment at all levels: Program years 2001–02 to 2015–16	10
Figure 2. Enrollment comparison of <i>secondary</i> CTE concentrators in CTE programs, by career cluster area: Program years 2014–15 and 2015–16.....	20
Figure 3. Enrollment comparison of <i>postsecondary</i> CTE concentrators in CTE programs, by career cluster area: Program years 2014–15 and 2015–16.....	22
Figure 4. Enrollment comparison of <i>adult</i> CTE concentrators in CTE programs, by career cluster area: Program years 2014–15 and 2015–16.....	24
Figure 5. Enrollment of CTE concentrators in CTE programs, by gender and career cluster area: Program year 2015–16	26
Figure 6. Number of states that met or exceeded their secondary performance levels, by <i>Perkins IV</i> Sec. 113(b) secondary core indicator: Program year 2015–16	36
Figure 7. Number of states that met their secondary performance levels by at least 90 percent, by <i>Perkins IV</i> Sec. 113(b) core indicator: Program year 2015–16	38

Figure 8. Number of states that met or exceeded the postsecondary performance levels, by *Perkins IV* Sec. 113(b) core indicator: Program year 2015–16..... 45

Figure 9. Number of states that met the postsecondary performance levels by at least 90 percent, by *Perkins IV* Sec. 113(b) core indicator: Program year 2015–16 47

Tables

	PAGE
Table ES-1. Perkins IV Sec. 113(b) core indicators for career and technical education students at secondary and postsecondary levels.....	xvi
Table 1. Perkins IV Sec. 113(b) core indicators for career and technical education students at secondary and postsecondary levels.....	5
Table 2. Enrollment comparison of postsecondary and secondary CTE students in CTE programs, by state: Program years 2014–15 and 2015–16.....	12
Table 3. Enrollment of CTE students in CTE programs, by disaggregated student category: Program year 2015–16.....	15
Table 4. Enrollment of CTE concentrators in CTE programs, by career cluster area: Program year 2015–16.....	18
Table 5. Enrollment comparison of CTE concentrators in CTE programs, by career cluster area: Program years 2014–15 and 2015–16.....	28
Table 6. Number of states that met by at least 90 percent, or met or exceeded, their secondary performance levels, by <i>Perkins IV</i> Sec. 113(b) core indicator: Program year 2015–16	33

Table 7.	Secondary graduation rates for CTE concentrators, by state: Program year 2015–16	39
Table 8.	Number of states that met by at least 90 percent, or met or exceeded, their postsecondary performance levels, by <i>Perkins IV</i> Sec. 113(b) core indicator: Program year 2015–16	42
Table A-1.	States’ definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels: Program year 2015–16.....	58
Table A-2.	States’ definitions of CTE participant in CTE programs at the secondary and postsecondary levels: Program year 2015–16	69

Abbreviations

ADA	<i>Americans with Disabilities Act of 1990</i>
CAR	Consolidated Annual Report
core indicators	core indicators of performance
CTE	career and technical education
Department	U.S. Department of Education
DQI	Data Quality Institute
EDEN	Education Data Exchange Network
<i>ESEA</i>	<i>Elementary and Secondary Education Act of 1965, as amended</i>
FY	federal fiscal year
GED	General Education Development (test and credential)
<i>IDEA</i>	<i>Individuals with Disabilities Education Act</i>
NASDCTEc	National Association of State Directors of Career Technical Education Consortium
NSWG	Next Steps Work Group
OCTAE	Office of Career, Technical, and Adult Education
OMB	Office of Management and Budget

PCRN	Perkins Collaborative Resource Network
<i>Perkins I</i>	<i>Carl D. Perkins Vocational Education Act</i>
<i>Perkins II</i>	<i>Carl D. Perkins Vocational and Applied Technology Education Act</i>
<i>Perkins III</i>	<i>Carl D. Perkins Vocational and Technical Education Act of 1998</i>
<i>Perkins IV</i>	<i>Carl D. Perkins Career and Technical Education Act of 2006</i>
PIN	personal identification number
PY	program year (July 1–June 30)
SY	school year

Executive Summary

The *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins IV*) requires, in *Title I* Sec. 113(c)(5)(C), that the secretary of education (secretary) provide the appropriate committees of Congress copies of the annual reports received by the U.S. Department of Education (Department), from each eligible agency that receives an allotment¹ under *Title I* (Career and Technical Education [CTE]² Assistance to the States³) of *Perkins IV*. Sec. 113(c)(5)(A) of *Perkins IV* further requires the secretary to make the information contained in such reports available to the general public through a variety of formats, including electronically through the Internet. The Department meets this requirement by

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

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

³ The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States; the District of Columbia; the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau. Each of these 57 states was allotted funds under *Perkins IV Title I*. Of the 57 states, 55 submitted CTE data to the Department for this report. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skills, secondary school completion, secondary graduation rates, and postsecondary technical skills), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. American Samoa and the Commonwealth of the Northern Mariana Islands were not required to report data because they consolidated their *Perkins IV Title I* funds with funds under other formula programs and used these funds for other allowable program purposes rather than for CTE.

providing the data (1) in digital formats on discs and on its website at <https://cte.ed.gov/resources/reports>, and (2) in hard copy text format, on request.

Perkins IV requires states to report to the Department each year on their progress in achieving their adjusted performance levels⁴—negotiated with and approved by the Department—on the core indicators of performance (core indicators) described in Sec. 113(b)(2)(A) and (B) of *Perkins IV*.⁵ The *Perkins IV* Sec. 113(b)(2)(A) core indicators for CTE students at the secondary level⁶ 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 1965⁷ 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.

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

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

⁶ *Perkins IV* Sec. 113(b)(2)(A) indicates that each eligible agency shall identify in the state plan “core indicators of performance for career and technical education students at the secondary level” that are valid and reliable.

⁷ 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*.

- (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 level⁸ include, at a minimum, a measurement 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 part of a community college. For example, the Oklahoma Department of Career and Technology Education supports a network of technology center districts that offer CTE programs for both high school students and adults, as well as provide customized employee training for industry.⁹ For program year (PY) 2015–16, five states operated separate adult-level programs—Florida, Missouri, Ohio, Oklahoma, and Tennessee. Each of those five states negotiated separate performance levels and report data for their adult-level CTE students using the *Perkins IV* Sec. 113(b)(2)(B) postsecondary core indicators.¹⁰

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-1,¹¹ and each state reports data based on its measurement

⁸ *Perkins IV* Sec. 113(b)(2)(B) indicates that each eligible agency shall identify in the state plan “core indicators of performance for career and technical education students at the postsecondary level” that are valid and reliable.

⁹ More information about the Oklahoma Department of Career and Technology is available at <https://www.okcareertech.org/about>.

¹⁰ Adult-level CTE programs may exist in a community college or may be a part of a separate adult education site offering CTE courses.

¹¹ 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*.

definition for each core indicator (see Appendix B). PY¹² 2015–16 (which corresponds to funds appropriated for federal fiscal year [FY] 2016), the ninth PY of *Perkins IV*,¹³ was the eighth year of five-year plans,¹⁴ 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 as CTE participants¹⁵ and CTE concentrators,¹⁶ and annually submits CTE student data to the Department¹⁷ based on its definitions of CTE concentrators and CTE participants.

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

NOTE: Each state reports data based on its measurement definition of each core indicator (see Appendix B) for CTE students based on its definitions of CTE concentrators or CTE participants. See Appendix A, table A-1, for each state’s definition of CTE concentrator and table A-2 for each state’s definition of CTE participant. “*Perkins IV*” means the “*Carl D. Perkins Career and Technical Education Act of 2006*.” PY 2015–16, the ninth PY of *Perkins IV*, is the eighth year states were required to report on all the core indicators of performance under Sec. 113(b) of *Perkins IV*.

¹² The PY generally operates July 1–June 30.

¹³ PY 2015–16, the ninth PY of *Perkins IV*, also is referred to as “PY nine” of *Perkins IV*.

¹⁴ For PY 2015–16, the ninth PY of *Perkins IV*, states are operating under the eighth year of the state plan, and it is the eighth year states were required to report on all of the core indicators of performance under Sec. 113(b) of *Perkins IV*. For PY 2007–08 of *Perkins IV* states submitted a transition plan under Sec. 4 of *Perkins IV*. In the Department’s program memorandum to state directors of CTE regarding guidance for state plan revisions, the eligible agency is provided the opportunity to submit any revisions to its state plan submitted under *Perkins IV* that the state deems necessary. See the Department’s memorandum for it at [https://s3.amazonaws.com/PCRN/uploads/State_Plan_Guidance_Memo_-_Year_Nine\(09\).pdf](https://s3.amazonaws.com/PCRN/uploads/State_Plan_Guidance_Memo_-_Year_Nine(09).pdf).

¹⁵ 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 A, table A-2, for each state’s definition of CTE participant.

¹⁶ See Appendix A, table A-1, for each state’s definition of CTE concentrator.

¹⁷ See Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* at <http://cte.ed.gov/accountability/annual-reporting>.

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 categories¹⁸ listed in Sec. 3(29) of *Perkins IV*¹⁹ and in each of the student categories listed in Sec. 1111(h)(1)(C)(i) of *ESEA*.²⁰ To avoid states reporting duplicative data, the secretary requires states to disaggregate data only in the following categories:²¹

- 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;²²
- individuals with limited English proficiency; and
- migrant students (secondary level only).²³

This report is the Department’s ninth annual report to Congress under *Perkins IV*. It presents data that states submitted to the Department for PY 2015–16. State directors submitted their data electronically to the Department and certified the accuracy and completeness of their data using an electronic personal identification number (PIN).

¹⁸ See the Glossary of Terms in this report for the definitions of each special population category.

¹⁹ 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.”

²⁰ 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).”

²¹ 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*.

²² For the definition of “displaced homemaker,” see the “Definitions of Special Populations and Other Student Categories” in the “Glossary of Terms” section of this report.

²³ For the definition of “migrant student,” see the “Definitions of Special Populations and Other Student Categories” in the “Glossary of Terms” section of this report.

For PY 2015–16, each state, operating under the eighth 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 2015–16:²⁴

- Enrollment data for CTE participants (Appendix A, table A-2) in CTE programs, including disaggregated data for CTE students by gender, race/ethnicity, and special population and other student categories;
- Enrollment data for CTE concentrators (Appendix A, table A-1) in CTE programs, including disaggregated data for CTE students by gender, educational level, and the career clusters²⁵ recognized by the Department; and
- 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 modest increase in the total number of secondary and postsecondary students enrolled (i.e., CTE participants) in CTE courses in PY 2015–16 from the previous program year.** Enrollment figures for PY 2015–16 reflect a percent increase of 4.03 from the previous year.²⁶ CTE student enrollment in PY 2015–16, compared to the previous 14 years of *Perkins III*²⁷ and *Perkins IV* implementation (PYs 2001–02 through 2014–15), was 8.33 percent lower than it was in the year with highest enrollment (PY 2006–07) (figure 1).
- **Eighty-seven percent, or 48 of the 55 states²⁸ that reported complete data on CTE graduation rates, reported having attained a 90 percent or higher secondary**

²⁴ 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.

²⁵ The Department recognizes career clusters in the National Career Clusters Framework, available at <http://www.careertech.org/career-clusters/>. Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require.

²⁶ States report data based on their definitions of “CTE participant” and “CTE concentrator.” See Appendix A, table A-2, for each state’s definition of CTE participant, and table A-1 for each state’s definition of “CTE concentrator.”

²⁷ The *Carl D. Perkins Vocational and Technical Education Act of 1998* (*Perkins III*).

²⁸ Only the 50 U.S. states, the District of Columbia, and the Commonwealth of Puerto Rico were 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). Idaho had an approved timeline extension request, and, therefore, was not required to report an adjusted cohort graduation rate until school year (SY) 2015–16. Puerto Rico was excluded from reporting for SY 2015–16 because it reports a three-year adjusted cohort graduation rate. Fifty-one states in this report refer to the 50 U.S. states and the District of Columbia. The outlying areas of Guam, the Republic of Palau, and United States Virgin Islands were not required to submit secondary graduation data under the *ESEA*.

graduation rate for CTE students (i.e., CTE concentrators) in their respective states (table 7).²⁹

- The three highest enrollment percentages for secondary CTE concentrators were in the following career cluster areas: (1) arts, audio-visual technology, and communication; (2) business management and administration; and (3) health science (table 4).
- The three highest enrollment percentages for postsecondary CTE concentrators were in the following career cluster areas: (1) health science; (2) business management and administration; and (3) law, public safety, and security (table 4).
- Secondary CTE student (i.e., CTE participant) enrollment increased by 8.75 percent in PY 2015–16, when compared to PY 2014–15 (table 2).
- Postsecondary CTE student (i.e., CTE participant) enrollment decreased 3.78 percent in PY 2015–16, when compared to PY 2014–15 (table 2).³⁰
- Adult³¹ CTE student (i.e., CTE participant) enrollment decreased 8.18 percent in PY 2015–16, when compared to PY 2014–15³² (table 3).

²⁹ For general information related to states' secondary performance levels for the *Perkins IV* Sec. 113(b) core indicators, see figures 6 and 7 and tables 6 and 7 of this report and the related information for each of the figures and tables. For specific data for each state, see Appendix B of this report.

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

³¹ Florida, 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.

³² For PY 2014–15, the adult CTE student enrollment was 115,762. For PY 2015–16, the adult CTE student enrollment was 106,297.

States Reported Data on Their *Perkins IV* Sec. 113(b) Secondary Core Indicators of Performance

Percentage of states meeting at least 90 percent of their performance levels on their secondary core indicators of performance or exceeding them

- **Ninety-six percent, or 53 of 55 states³³ that reported data on their *Perkins* Sec. 113(b) core indicators of performance, reported that they met at least 90 percent of their performance levels or exceeded them for secondary student graduation rates (table 6).**
- **Ninety-eight percent, or 54 of 55 states that reported on secondary school completion, met at least 90 percent of their performance levels or exceeded their performance levels (table 6).**
- **Ninety-five percent, or 52 of 55 states that reported data on secondary technical skill attainment, met at least 90 percent of their performance levels or exceeded their performance levels (table 6).**
- **Seventy percent, or 38 of 54 states³⁴ that reported data on academic attainment in reading and language arts, met at least 90 percent of their performance levels or exceeded their performance levels (table 6).**
- **Forty-four percent, or 24 of 55 states, met at least 90 percent of their secondary performance levels or exceeded all of their secondary performance levels (table 6).**

³³ [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 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skills, secondary school completion, secondary graduation rates, and postsecondary technical skills), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. 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. Fifty-five states in this report refer to the 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, and the Republic of Palau.

³⁴ Fifty-four states in this report refer to the 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico, and two of the outlying areas—Guam and the United States Virgin Islands. In this report, 54 states is used as a baseline for reporting data on those indicators of performance for which the outlying area of the Republic of Palau was not required to submit data. The Republic of Palau was required to submit data on only four indicators of performance (secondary technical skills, secondary school completion, secondary graduation rates, and postsecondary technical skills), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16.

Percentage of states meeting their performance levels on their secondary core indicators of performance or exceeding them

- Seventy-six percent, or 42 of 55 states³⁵ 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 6).
- Seventy-three percent, or 40 of 55 states that reported on secondary school completion, met or exceeded their performance levels (table 6).
- Seventy-three percent, or 40 of 55 states that reported data on secondary technical skill attainment, met or exceeded their performance levels (table 6).
- Fifty-six percent, or 30 of 54 states that reported data on academic attainment in reading and language arts, met or exceeded their performance levels (table 6).
- Five percent, or three of 55 states, met their secondary performance levels or exceeded all of their secondary performance levels (table 6).

States Reported Data on Their *Perkins IV* Sec. 113(b) Postsecondary Core Indicators of Performance

Percentage of states meeting at least 90 percent of their performance levels on their postsecondary core indicators of performance or exceeding them

- Ninety-six percent, or 53 of 55 states that reported data on postsecondary technical skill attainment, met at least 90 percent of their performance levels or exceeded their performance levels (table 8).
- Ninety-three percent, or 50 of 54 states that reported data on postsecondary credential, certificate, or degree, met at least 90 percent of their performance levels or exceeded their performance levels (table 8).

³⁵ 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 2015–16. 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. Fifty-four states in this report refers 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. The Republic of Palau was required to submit data on only four indicators of performance (secondary technical skills, secondary school completion, secondary graduation rates, and postsecondary technical skills), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16.

- **Ninety-four percent, or 51 of 54 states that reported data on postsecondary student placement, met at least 90 percent of their performance levels or exceeded their performance levels (table 8).**
- **Fifty-five percent, or 30 of 55 states, met at least 90 percent of all their postsecondary performance levels or exceeded all of their postsecondary performance levels (table 8).**

Percentage of states meeting their performance levels on their postsecondary core indicators of performance or exceeding them

- **Forty-seven percent, or 26 of 55 states that reported data on postsecondary technical skill attainment, met or exceeded their performance levels (table 8).**
- **Fifty-nine percent, or 32 of 54 states that reported data on student placement, met or exceeded their performance levels (table 8).**
- **Seventy-four percent, or 40 of 54 states that reported data on credential, certificate, or degree, met or exceeded their performance levels (table 8).**
- **Fifty-two percent, or 28 of 54 states that reported postsecondary nontraditional completion, met or exceeded their performance levels (table 8).**
- **Nine percent, or five of 55 states, met or exceeded all of their postsecondary performance levels (table 8).**

The remainder of this report to Congress comprises three sections. The introduction describes the *Perkins IV* accountability requirements as well as 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 provides information on states' progress in meeting their performance levels for the required *Perkins IV* Sec. 113(b) core indicators for PY 2015–16. The conclusion reports on the implementation of CTE under *Perkins IV*. Individual state data profiles are provided in Appendix B of this report.

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, provides the principal source of federal funding to states³⁶ for the improvement of secondary and postsecondary career and technical education (CTE)³⁷ programs.³⁸ For program

³⁶ 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. Each of these 57 states was allotted funds under *Perkins IV Title I*. Of the 57 states, 55 submitted CTE data to the Department for this report. Fifty-five states in this report refer to the 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, and the Republic of Palau. The Republic of Palau was required to submit data on four indicators (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. American Samoa and the Commonwealth of the Northern Mariana Islands were not required to report data because they consolidated their *Perkins IV Title I* funds with funds under other formula programs and used these funds for other allowable program purposes rather than for CTE.

³⁷ 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.”

³⁸ The *Smitb-Hughes Act of 1917* was the first authorization for the federal funding of vocational education (now called “career and technical education” or “CTE”). Subsequent legislation that authorized federal funding of CTE 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)*.

year (PY) 2015–16,³⁹ which was the ninth program year⁴⁰ under *Perkins IV* and which corresponds to the U.S. Department of Education’s (Department’s) fiscal year (FY) 2015 appropriation, Congress appropriated just over \$1.13 billion for *Perkins IV* programs that provide funding to states, with approximately \$1.12 billion of that appropriation under *Title I* (Career and Technical Education Assistance to the States) of *Perkins IV*.⁴¹

Each state determines what share of its *Perkins IV Title I* funds should be allocated to its secondary and postsecondary CTE programs. Consistent with past years, for PY 2015–16, states, on average, allocated 62 percent of their funds to secondary CTE programs and 38 percent to postsecondary CTE programs. States distribute their *Perkins IV Title I* funds by statutory formula to local educational agencies, area CTE schools, community colleges, and other public or private nonprofit institutions that offer CTE programs that meet the requirements of *Perkins IV*.

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

Perkins IV requires states to report to the Department each year on their progress in achieving their adjusted performance levels⁴² — which the Department and a state

³⁹ Each of these 57 states was allotted funds under *Perkins IV Title I*. Of the 57 states, 55 submitted CTE data to the Department for this report. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skills, secondary school completion, secondary graduation rates, and postsecondary technical skills), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. American Samoa and the Commonwealth of the Northern Mariana Islands did 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.

⁴⁰ The ninth program year under *Perkins IV* is also referred to as “PY nine.”

⁴¹ Under *Title I* of *Perkins IV*, the Department made grants from FY 2016 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 Republic of Palau was required to submit data on four indicators of performance (secondary technical skills, secondary school completion, secondary graduation rates, and postsecondary technical skills), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. 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.

⁴² 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*.

negotiated and the Department approved — for the core indicators of performance (core indicators) described in Sec. 113(b)(2)(A) and (B) of *Perkins IV*.⁴³ The *Perkins IV* Sec. 113(b)(2)(A) core indicators for CTE students at the secondary level⁴⁴ include, at a minimum, 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.”

⁴³ 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.”

⁴⁴ *Perkins IV* Sec. 113(b)(2)(A) indicates that each eligible agency shall identify in the state plan “core indicators of performance for career and technical education students at the secondary level” that are valid and reliable.

The *Perkins IV* Sec. 113(b)(2)(B) core indicators for CTE students at the postsecondary level⁴⁵ 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 programs⁴⁶ that are not part of a community college regular enrollment program. For PY 2015–16, five states operated separate adult-level programs—Florida, Missouri, Ohio, Oklahoma, and Tennessee. Each of those five states negotiated 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 1,⁴⁷ and each state reports data based on its measurement definition for each core indicator (see Appendix B). For PY 2015–16, each state was required by the secretary of education 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*

⁴⁵ *Perkins IV* Sec. 113(b)(2)(B) indicates that each eligible agency shall identify in the state plan “core indicators of performance for career and technical education students at the postsecondary level” that are valid and reliable.

⁴⁶ Adult-level CTE programs may exist in a community college or may be a part of a separate adult education site offering CTE courses.

⁴⁷ 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*.

Education Act of 2006 for PY 2015–16.⁴⁸ PY 2015–16 was the eighth year of each state’s five-year plan,⁴⁹ submitted to the secretary, pursuant to Sec. 122(a)(1) of *Perkins IV*.

Table 1. Perkins IV Sec. 113(b) core indicators for career and technical education students at secondary and postsecondary levels

Perkins IV Sec. 113(b)(2)(A) Secondary core indicators	Perkins IV Sec. 113(b)(2)(B) Postsecondary core indicators
Academic attainment—reading/language arts	Technical skill attainment
Academic attainment—mathematics	Credential, certificate, or degree
Technical skill attainment	Student retention or transfer
Secondary school completion	Student placement
Student graduation rates	Nontraditional participation
Secondary placement	Nontraditional completion
Nontraditional participation	
Nontraditional completion	

NOTE: Each state reports data based on its measurement definition of each core indicator (see Appendix B) for CTE students based on each state’s definitions of CTE concentrators or CTE participants. See Appendix A, table A-1, for each state’s definition of CTE concentrator and table A-2 for each state’s definition of CTE participant. “*Perkins IV*” means the “*Carl D. Perkins Career and Technical Education Act of 2006*.” PY 2015–16, program year nine of *Perkins IV*, is the eighth year states are required to report on all 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 categories⁵⁰ listed in Sec. 3(29) of *Perkins IV*⁵¹ and in each of the categories listed in

⁴⁸ 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.

⁴⁹ For PY 2015–16, the ninth PY of *Perkins IV*, states are operating under the eighth year of the state plan, and it is the eighth year states were required to report on all of the core indicators of performance under Sec. 113(b) of *Perkins IV*. For PY 2007–08 of *Perkins IV* states submitted a transition plan under Sec. 4 of *Perkins IV*. In the Department’s program memorandum to state directors of CTE regarding guidance for state plan revisions, the eligible agency is provided the opportunity to submit any revisions to its state plan under *Perkins IV* that the state deems necessary. See the Department’s memorandum at [https://s3.amazonaws.com/PCRN/uploads/State_Plan_Guidance_Memo_-_Year_Nine\(09\).pdf](https://s3.amazonaws.com/PCRN/uploads/State_Plan_Guidance_Memo_-_Year_Nine(09).pdf).

⁵⁰ See the Glossary of Terms in this report for definitions of each special population category.

⁵¹ 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 the *ESEA*.⁵² To avoid states reporting duplicative data, the secretary requires states to disaggregate data only in the following categories:⁵³

- 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).

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), beginning in PY 2010–11, states were required to report data disaggregated by race/ethnicity according to “Revision to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997. Disaggregated data (gender, race/ethnicity, special populations) are used by CTE providers to ensure that students are provided with the necessary services and support, as well as equitable access to all CTE programs and services.

B. Establishing Measures and Setting Performance Levels

Perkins IV allows states, with input from their eligible recipients, to solely establish their own measures for the *Perkins IV* Sec. 113(b) core indicators. One exception is the *ESEA*

⁵² 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).”

⁵³ The categories in which states must report disaggregated data reflect the requirement of Sec. 113(c)(3) of *Perkins IV* that the secretary ensure that states do not report duplicative data under Sec. 113(e) of *Perkins IV*.

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 (Appendix A, table A-2) and CTE concentrators (Appendix A, table A-1). Therefore, the data in this report specifies whether the data relate to CTE participants or CTE concentrators. Despite some notable differences, states have generally achieved greater validity, reliability, and comparability in their definitions and measures since *Perkins IV* was introduced in 2006. Among the definitions and measures for which there is now greater validity, reliability, and comparability on the secondary side are academic attainment in reading and mathematics, technical skill attainment, and high school graduation rates; and are on the postsecondary side, technical skill attainment, enrollment, and employment. These changes were prompted by the law itself, which requires states to use specific measures, along with the Department's nonregulatory guidance and technical assistance, which encouraged states to use better measures. The greatest differences among states remain in their definitions of CTE concentrators at the secondary level (Appendix A, table A-1).

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 CTE 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 2015–16 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. Three states—California, Wyoming, and Nebraska—requested

technical assistance for PY 2015–16, bringing to 61 the total number of technical assistance requests since the Department first offered technical assistance on accountability in 2005. California received technical assistance on how to support the incorporation of CTE data into the state’s longitudinal data system; Wyoming received technical assistance on how to develop an effective system to improve the quality of its state evaluation of CTE programs; and Nebraska received technical assistance on how to strengthen its approach to disseminating CTE data and developing new and improved strategies for disaggregating and analyzing data to augment their state tools. The Department hosted monthly Next Steps Work Group (NSWG) conference calls. The NSWG, composed of state CTE directors and their accountability staff, tackles common issues and challenges across states regarding *Perkins IV* accountability systems. Among the issues addressed during PY 2015–16 were (1) identifying meaningful work-based learning metrics; (2) improving data collection processes; (3) using school codes for the exchange of data; (4) analyzing Arizona’s standards and assessment processes; and (5) understanding the importance of the state’s Perkins accountability report to Congress. Also, in order to further address these topics, as well as other topics related to the *Perkins IV* accountability system, during PY 2015–16, the Department hosted a Data Quality Institute (DQI) for CTE directors and their accountability staff.

The Department continued its efforts to review 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 that states used to gather data from local grantees; (2) efforts states made 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 were accurate, reliable, and complete.

Finally, the Department has continuously upgraded its Perkins Collaborative Resource Network (PCRN) website⁵⁴ 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.

⁵⁴ The Department’s Perkins Collaborative Resource Network (PCRN) website is located at <http://cte.ed.gov>.

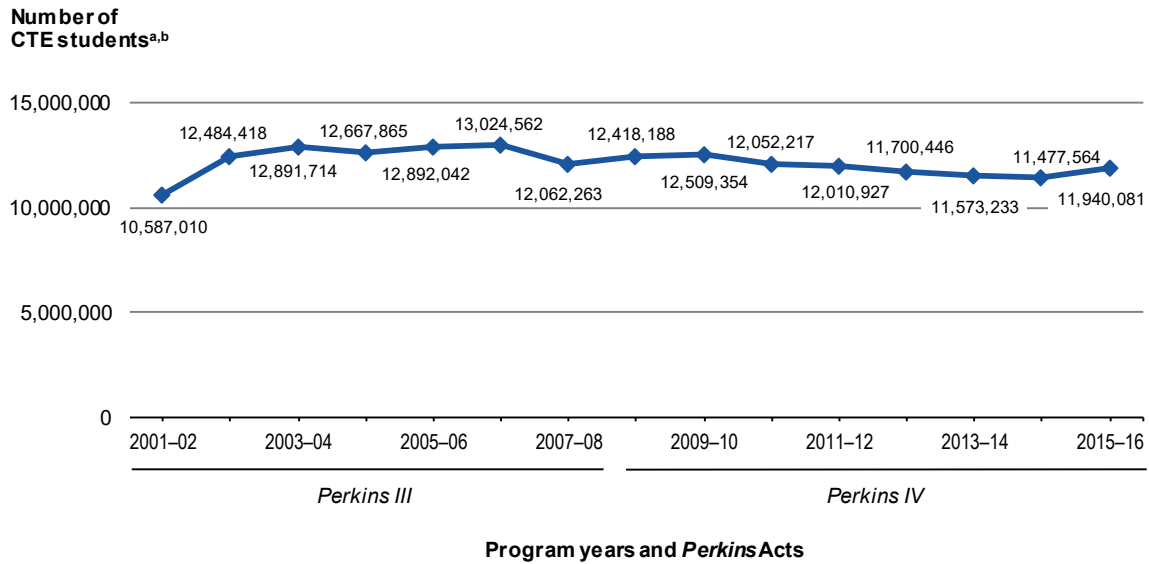
State Performance Data

A. Enrollment in Career and Technical Education Programs

States reported in PY 2015–16 that approximately 11.9 million students enrolled in secondary, postsecondary, and adult-level CTE programs, an increase of 462,517 students or 4.03 percent from PY 2014–15. CTE student enrollment in PY 2015–16, compared to each of the previous 14 years of *Perkins III* and *Perkins IV* implementation (PYs 2001–02 through 2014–15), was 8.33 percent lower than it was in the year with highest enrollment (PY 2006–07) (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.⁵⁵ These courses may or may not be funded with federal *Perkins IV* funds.

⁵⁵ Five states—Florida, 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. Adult-level CTE programs may exist in a community college or may be a part of a separate adult education site offering CTE courses.

Figure 1. Career and technical education student enrollment at all levels: Program years 2001–02 to 2015–16



^a States report data based on their definitions of CTE participant and CTE concentrator. See Appendix A, table A-2 for each state's definition of CTE participant and table A-1 for each state's definition of CTE concentrator.

^b Reflects unduplicated counts of all CTE students (CTE participants and CTE concentrators) as reported by each state as having taken one or more CTE courses or credits at the secondary, postsecondary, and adult levels. See Appendix A, table A-2, for each state's definition of CTE participant and table A-1 for each state's definition of CTE concentrator.

NOTE: "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 the Republic of Palau—were required to report data and information under Perkins IV for PY 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under Perkins IV for PY 2015–16. 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, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands did 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 CTE. Thus, the CTE data reported for PY 2015–16 represent 55 of the 57 states that were allotted funds under Perkins IV.

SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 1998 for PY 2001–02 through PY 2006–07 (OMB Number 1830-0503) and the Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006 for PY 2007–08 through PY 2015–16 (OMB Number 1830-0569).

Table 2 lists the enrollment data for CTE students⁵⁶ for PY 2014–15 and PY 2015–16, by state. Forty-four states reported an increase in their secondary CTE student enrollment, and 13 states reported such increases at the postsecondary level. The percentage of change in the comparisons of the state totals reveals that secondary CTE student enrollment increased 8.75 percent from the previous year, while postsecondary CTE student enrollment decreased 3.78 percent from the previous year.

⁵⁶ States report data based on their definitions of CTE participant and CTE concentrator. See Appendix A, table A-2, for each state's definition of CTE participant and table A-1 for each state's definition of CTE concentrator.

Table 2. Enrollment comparison of postsecondary and secondary CTE students in CTE programs, by state: Program years 2014–15 and 2015–16

States	Secondary CTE students ^a			Postsecondary CTE students ^a		
	PY 2014–15	PY 2015–16	Increase or decrease ^b in enrollment	PY 2014–15	PY 2015–16	Increase or decrease ^b in enrollment
Total	7,448,738	8,100,687		3,935,025	3,786,387	
Percent Difference			8.75%			-3.78%
Alabama	185,071	162,229	-12.34%	43,811	49,726	13.50%
Alaska	11,405	12,651	10.93%	6,630	5,688	-14.21%
Arizona	98,069	102,558	4.58%	118,822	113,987	-4.07%
Arkansas	204,677	175,993	-14.01%	28,579	26,712	-6.53%
California	776,229	772,350	-0.50%	891,755	892,396	0.07%
Colorado	96,854	100,559	3.83%	50,257	47,297	-5.89%
Connecticut	90,864	99,581	9.59%	77,288	73,695	-4.65%
Delaware	28,698	29,746	3.65%	10,273	10,131	-1.38%
District of Columbia	4,634	5,234	12.95%	1,055	981	-7.01%
Florida	290,731	324,750	11.70%	109,496	106,993	-2.29%
Georgia	330,094	344,971	4.51%	108,542	99,556	-8.28%
Guam	2,376	2,609	9.81%	2,790	2,881	3.26%
Hawaii	29,356	29,654	1.02%	9,251	8,935	-3.42%
Idaho	85,198	82,692	-2.94%	6,874	6,324	-8.00%
Illinois	255,713	280,755	9.79%	163,205	151,988	-6.87%
Indiana	161,171	165,205	2.50%	23,376	28,386	21.43%
Iowa	80,155	98,876	23.36%	39,442	13,441	-65.92%
Kansas	53,968	71,109	31.76%	32,844	20,089	-38.84%
Kentucky	139,924	138,200	-1.23%	49,414	44,575	-9.79%
Louisiana	113,983	118,576	4.03%	41,663	42,665	2.41%
Maine	8,006	8,508	6.27%	9,265	9,792	5.69%
Maryland	95,991	97,858	1.94%	63,003	56,073	-11.00%
Massachusetts	57,865	59,293	2.47%	60,919	60,907	-0.02%
Michigan	104,038	107,930	3.74%	110,979	115,354	3.94%
Minnesota	106,613	107,835	1.15%	62,611	59,169	-5.50%
Mississippi	130,058	125,680	-3.37%	24,281	25,343	4.37%
Missouri	129,530	133,520	3.08%	65,932	61,737	-6.36%
Montana	32,019	33,891	5.85%	12,908	11,902	-7.79%
Nebraska	91,206	98,808	8.33%	32,233	32,794	1.74%
Nevada	56,544	63,294	11.94%	26,357	22,127	-16.05%
New Hampshire	9,646	9,387	-2.69%	17,977	14,701	-18.22%
New Jersey	76,764	80,460	4.81%	118,225	113,297	-4.17%
New Mexico	59,891	64,290	7.35%	60,310	58,173	-3.54%
New York	140,688	188,567	34.03%	193,548	189,154	-2.27%
North Carolina	525,879	883,890	68.08%	131,321	121,745	-7.29%
North Dakota	20,291	20,828	2.65%	9,478	10,884	14.83%

See notes at end of table.

Table 2. Enrollment comparison of postsecondary and secondary CTE students in CTE programs, by state: Program years 2014–15 and 2015–16—Continued

States	Secondary CTE students ^a			Postsecondary CTE students ^a		
	PY 2014–15	PY 2015–16	Increase or decrease ^b in enrollment	PY 2014–15	PY 2015–16	Increase or decrease ^b in enrollment
Ohio	117,055	112,888	-3.56%	99,664	93,977	-5.71%
Oklahoma	18,062	18,875	4.50%	40,809	38,005	-6.87%
Oregon	40,693	48,259	18.59%	60,190	58,373	-3.02%
Pennsylvania	62,308	64,166	2.98%	71,409	70,247	-1.63%
Puerto Rico	32,540	34,277	5.34%	2,532	2,796	10.43%
Republic of Palau	650	644	-0.92%	780	762	-2.31%
Rhode Island	14,669	19,941	35.94%	1,804	1,641	-9.04%
South Carolina	184,226	187,219	1.62%	42,836	39,711	-7.30%
South Dakota	25,874	27,113	4.79%	6,050	6,349	4.94%
Tennessee	180,588	186,136	3.07%	37,374	34,954	-6.48%
Texas	1,210,587	1,285,605	6.20%	245,653	231,549	-5.74%
United States Virgin Islands ^c	6,327	5,884	-7.00%	188	68	-63.83%
Utah	120,135	124,365	3.52%	62,210	68,506	10.12%
Vermont	4,963	4,608	-7.15%	3,593	3,401	-5.34%
Virginia	281,026	293,788	4.54%	109,785	103,827	-5.43%
Washington	310,227	313,317	1.00%	174,191	165,554	-4.96%
West Virginia	50,640	65,808	29.95%	21,821	20,633	-5.44%
Wisconsin	88,117	88,531	0.47%	124,734	121,974	-2.21%
Wyoming	15,852	16,926	6.78%	14,688	14,462	-1.54%

^a Reflects unduplicated counts of all CTE students (CTE participants and CTE concentrators) reported by each state as having taken one or more CTE courses or credits at the secondary, postsecondary, and adult levels. States report data based on their definitions of CTE participant and CTE concentrator. See Appendix A, table A-2, for each state's definition of CTE participant and table A-1 for each state's definition of CTE concentrator.

^b Negative percentages (shown in bold) indicate a decrease in secondary or postsecondary CTE participant enrollment in the state.

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

NOTES: Explanations for variances of greater than 25 percent between PY 2014–15 and PY 2015–16 for the following states:

Iowa: The changes in postsecondary CTE enrollment for Iowa were the result of improved data collection system for PY 2015–16.

Iowa now uses the cohort approach to measure CTE participation and concentration.

Kansas: The increase in secondary CTE enrollment in Kansas was due to technical assistance that resulted in improved accuracy in data reporting. The decrease in postsecondary CTE enrollment for Kansas was because many CTE courses were re-classified as non-technical courses that led to a significant decrease in CTE participants. It is expected that the participant numbers may continue to decrease. Kansas reported that many of those CTE programs had courses that were not truly technical courses.

New York: The increase in secondary CTE enrollment in New York was due to a CTE data reporting project in program year 2015–16 that included technical assistance to districts before the end-of-year reporting deadlines.

North Carolina: The increase in secondary CTE enrollment in North Carolina was due to a change in the definition. The definition changed the enrollment reporting from grades 9–12 in PY 2014–15 to grades 6–12 in PY 2015–16.

Rhode Island: The increase in secondary CTE enrollment data for Rhode Island was due to improved data collection, the mapping of CTE courses to the state's teacher, course, and student's records, and the increases in the number of CTE programs offered.

United States Virgin Islands: The decrease in postsecondary CTE enrollment data for the U.S. Virgin Islands was due to the small numbers of students in postsecondary CTE which results in greater variances of percentages. Percent-change may be misleading when the numbers are low.

West Virginia: The increase in secondary CTE enrollment data for West Virginia was due to expanding enrollment as well as revising what the definition of what constitutes a CTE course.

Notes continued on next page.

Table 2. Enrollment comparison of postsecondary and secondary CTE students in CTE programs, by state: Program years 2014–15 and 2015–16—Continued

NOTES (continued): 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. “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 the Republic of Palau—were required to report data and information under *Perkins IV* for PY 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. Of the 57 states that received *Perkins IV*, state grants for PY 2015–16, the CTE data reported above represent 55 states (55 states in this report refer to the 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, and the Republic of Palau). 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 CTE.

SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2015–16 (OMB Number 1830-0569).

Table 3 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 not only may have disabilities but also may be 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 3 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 3. Enrollment of CTE students in CTE programs, by disaggregated student category: Program year 2015–16

CTE student ^b characteristics	Disaggregated student category	Secondary		Postsecondary		Adult ^a	
		Number of students	Percent- age of students	Number of students	Percent- age of students	Number of students	Percent- age of students
Gender^c (unduplicated count)							
Total		8,100,687	100.00%	3,733,097	100.00%	106,297	100.00%
	Male	4,357,405	53.79%	1,760,796	47.17%	58,699	55.22%
	Female	3,743,282	46.21%	1,972,301	52.83%	47,598	44.78%
Race/Ethnicity^d (duplicated count)							
Total ^e		8,064,026	100.00%	3,748,447	100.00%	107,341	100.00%
	American Indian or Alaska Native	73,355	0.91%	41,413	1.10%	1,511	1.41%
	Asian	323,140	4.01%	230,375	6.15%	1,541	1.44%
	Black or African American	1,339,470	16.61%	503,749	13.44%	18,595	17.32%
	Hispanic/Latino	1,989,745	24.67%	738,174	19.69%	15,391	14.34%
	Native Hawaiian or Other Pacific Islander	35,379	0.44%	15,794	0.42%	231	0.22%
	White	4,083,791	50.64%	1,897,868	50.63%	64,030	59.65%
	Two or More Races	219,146	2.72%	119,658	3.19%	1,643	1.53%
	Unknown	— ^f	†	201,416	5.37%	4,399	4.10%
Special Populations and Other Student Categories (duplicated count)							
Total ^e		6,966,314	100.00%	2,865,124	100.00%	70,870	100.00%
	Individuals with disabilities (ADA ^g)	— ^h	†	158,969	5.55%	3,181	4.49%
	Individuals with disabilities (ESEA/IDEA)	868,837	12.47%	— ⁱ	†	— ⁱ	†
	Economically disadvantaged students	3,698,022	53.08%	1,655,196	57.77%	42,658	60.19%
	Single parents	22,356	0.32%	232,874	8.13%	7,602	10.73%
	Displaced homemakers	2,641	0.04%	88,228	3.08%	2,252	3.18%
	Limited English proficient	421,906	6.06%	132,405	4.62%	5,566	7.85%
	Migrant students	57,150	0.82%	— ^j	†	— ^j	†
	Students in nontraditional programs	1,895,402	27.21%	597,452	20.85%	9,611	13.56%

† No data applicable to the cell.

— Data not applicable.

^a For PY 2014–15, the adult CTE student enrollment was 115,762. For PY 2015–16, the adult CTE student enrollment was 106,297. The data represent an 8.18 percent decrease in adult CTE student enrollment in PY 2015–16, when compared to PY 2014–15.^b Reflects unduplicated counts of all students (CTE participants and CTE concentrators) reported by each state as having taken one or more CTE courses or credits at the secondary, postsecondary, and adult levels. States report data based on their definitions of CTE participant and CTE concentrator. See Appendix A, table A-2, for each state's definition of CTE participant and table A-1 for each state's definition of CTE concentrator.^c The sum of the totals for gender corresponds to the total for CTE student enrollment for PY 2015–16 in figure 1.^d According to the Department's Oct. 19, 2007, memorandum titled "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data" (see 72 *Federal Register* 59266), states were required beginning in PY 2010–11 to report data disaggregated by race/ethnicity using the "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" that was issued by OMB in 1997 (<https://www.govinfo.gov/content/pkg/FR-1997-10-30/pdf/97-28653.pdf>). See the Glossary of Race/Ethnicity Categories section in the Glossary of Terms of this report for the meaning of each racial/ethnic disaggregated category in this table.^e The totals for race/ethnicity standards and special populations and other student categories are based on data and information reported by CTE students or their parents. The sum of the totals for disaggregated categories of race/ethnicity and other special populations and other student categories do not correspond to each other or to the CTE student enrollment for PY 2015–16 in figure 1 because (1) a few states did not submit disaggregated data on CTE students for one or more categories; and (2) students can be included in more than one race/ethnicity category, special population category, and/or other student category.

Notes continued on next page.

Table 3. Enrollment of CTE students in CTE programs, by disaggregated student category: Program year 2015–16—Continued

^f Secondary education reports are based on the 1997 Race/Ethnicity categories. The Department does not include a “race and/or ethnicity unknown” category for its aggregate elementary and secondary reporting of racial and ethnic data for the 1997 Race/Ethnicity categories.

^g 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.

^h 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.

ⁱ *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.

^j 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.

NOTE: “CTE” means “career and technical education.” “*Perkins IV*” means the “*Carl D. Perkins Career and Technical Education Act of 2006*.” There is no variation of total value of the cells in the gender section compared with the total for CTE student enrollment for PY 2015–16 in figure 1. However, the total value of the cells in the race/ethnicity and special populations and other categories sections do vary because a few states did not submit disaggregated data on CTE participants for one or more categories and the data for these categories are duplicated counts. 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 the Republic of Palau—were required to report data and information under *Perkins IV* for PY 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. 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 did 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 CTE. Thus, the CTE data reported for PY 2015–16 represent 55 of the 57 states that received *Perkins IV* state grants. Florida, 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 Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2015–16 (OMB Number 1830-0569).

States also reported in PY 2015–16 that in excess of 3 million secondary students and slightly less than 2 million postsecondary students concentrated in CTE (CTE concentrators⁵⁷) 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 4).⁵⁸ The National Career Clusters Framework⁵⁹ is composed of 16 career clusters and related career pathways to help students of all ages explore different career options and provide 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 A, table A-1 of this report provides the definitions for CTE concentrator for each state.

⁵⁷ See Appendix A, table A-1, for each state’s definition of CTE secondary and postsecondary concentrators.

⁵⁸ 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 CTE.

⁵⁹ The National Career Clusters Framework is at <http://www.careertech.org/career-clusters/>.

Table 4 presents the percentage distribution of secondary and postsecondary CTE concentrators for PY 2015–16 in each of the 16 career cluster areas. The three highest enrollment percentages for secondary CTE concentrators were in the following career cluster areas: (1) arts, audio-visual technology, and communication; (2) business management and administration; and (3) health science. The three highest postsecondary enrollments were in the following career cluster areas: (1) health science; (2) business management and administration; and (3) law, public safety, and security.

Table 4. Enrollment of CTE concentrators in CTE programs, by career cluster area: Program year 2015–16

Career cluster areas ^a	Secondary		Postsecondary	
	Number of CTE concentrators ^b	Percentage of CTE concentrators	Number of CTE concentrators ^b	Percentage of CTE concentrators
Total	3,382,694	100.00%	1,905,093	100.00%
Agriculture, food, and natural resources	337,903	9.99%	32,205	1.69%
Architecture and construction	177,024	5.23%	92,530	4.86%
Arts, audio-visual technology, and communication	400,105	11.83%	81,089	4.26%
Business management and administration	398,567	11.78%	300,285	15.76%
Education and training	108,111	3.20%	83,095	4.36%
Finance	114,678	3.39%	32,368	1.70%
Government and public administration	42,613	1.26%	1,432	0.08%
Health science	354,113	10.47%	515,766	27.07%
Hospitality and tourism	191,220	5.65%	52,979	2.78%
Human services	267,743	7.92%	118,430	6.22%
Information technology	209,969	6.21%	142,894	7.50%
Law, public safety, and security	124,126	3.67%	170,944	8.97%
Manufacturing	136,979	4.05%	132,876	6.97%
Market sales and service	132,948	3.93%	25,895	1.36%
Science, technology, engineering, and mathematics	252,931	7.48%	43,101	2.26%
Transportation, distribution, and logistics	133,664	3.95%	79,204	4.16%

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

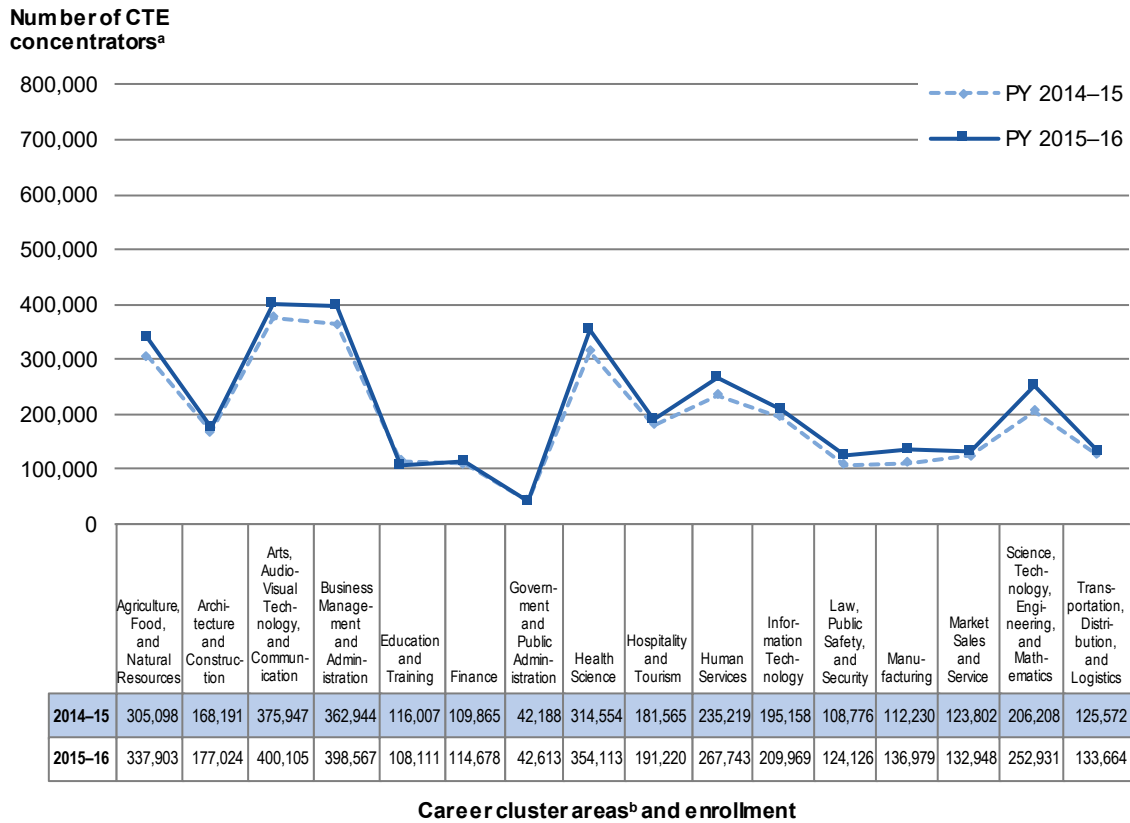
^b See Appendix A, table A-1, for each state's definition of CTE concentrator.

NOTE: "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 the Republic of Palau—were required to report data and information under Perkins IV for PY 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under Perkins IV for PY 2015–16. 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 did 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 CTE. Thus, the CTE data reported for PY 2015–16 represent 55 of the 57 states that received Perkins IV state grants.

SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006 for PY 2015–16 (OMB Number 1830-0569).

Figure 2 illustrates the changes in the enrollment of CTE concentrators from PY 2014–15 to PY 2015–16 at the secondary level. States reported higher enrollments of CTE concentrators at the secondary level in PY 2015–16 compared to the prior year (PY 2014–15), with increases in 15 of the career clusters. However, the states reported a decrease in enrollment in the education and training career cluster at the secondary level.

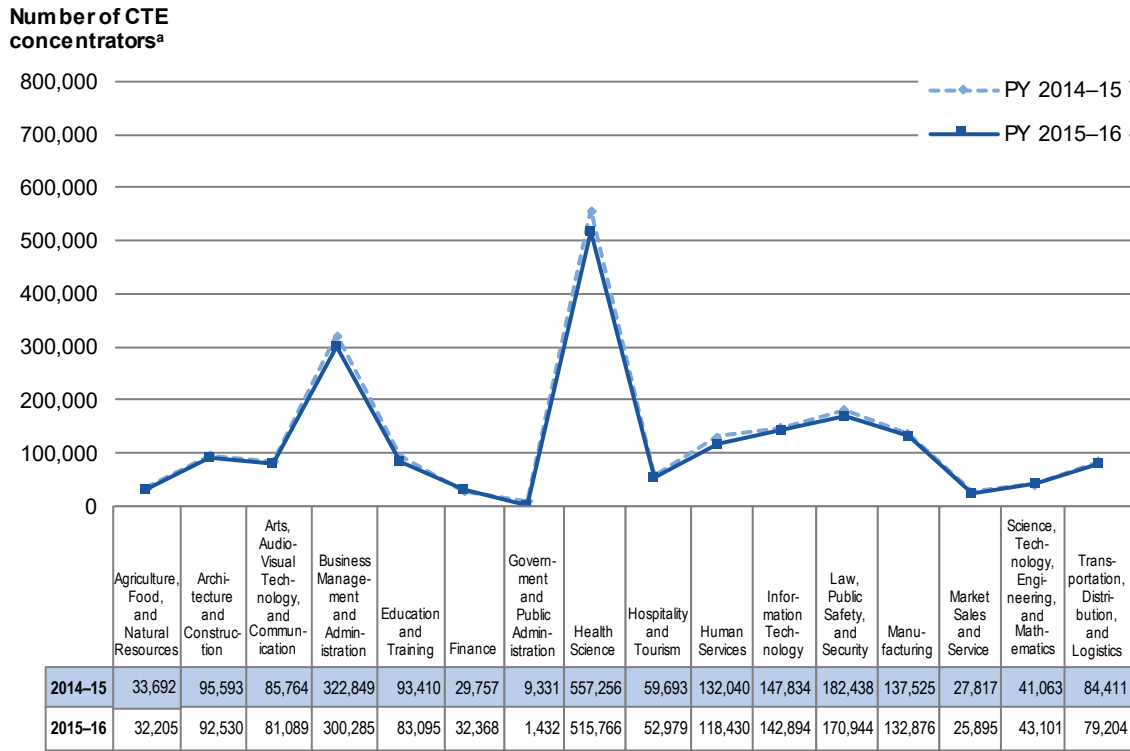
Figure 2. Enrollment comparison of secondary CTE concentrators in CTE programs, by career cluster area: Program years 2014–15 and 2015–16



^a See Appendix A, table A-1, for each state’s definition of secondary CTE concentrator.
^b Based on the National Career Clusters Framework at <https://www.careertech.org/career-clusters/>. Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require.
 NOTE: “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 the Republic of Palau—were required to report data and information under Perkins IV for PY 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under Perkins IV for PY 2015–16. 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 did 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 CTE. Thus, the CTE data reported for PY 2015–16 represent 55 of the 57 states that received Perkins IV state grants.
 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 2015–16 (OMB Number 1830-0569).

Figure 3 illustrates the changes in the enrollment numbers of CTE concentrators from PY 2014–15 to PY 2015–16, by career cluster area at the postsecondary level. States reported lower enrollments of CTE concentrators at the postsecondary level in PY 2015–16 compared to the prior year (PY 2014–15). They reported decreases in 14 of the career clusters at the postsecondary level. However, the finance career cluster and the science, technology, engineering, and mathematics career cluster experienced increased enrollments.

Figure 3. Enrollment comparison of postsecondary CTE concentrators in CTE programs, by career cluster area: Program years 2014–15 and 2015–16

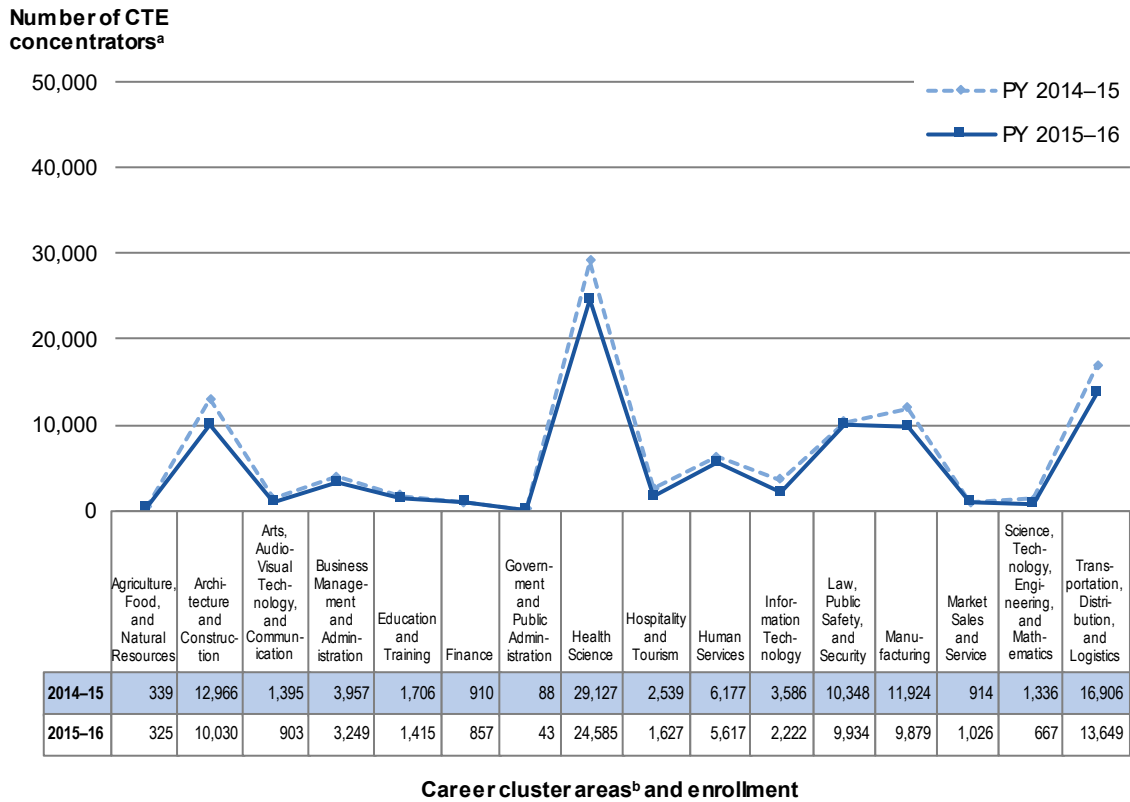


Career cluster areas^b and enrollment

^a See Appendix A, table A-1, for each state’s definition of postsecondary CTE concentrator.
^b Based on the National Career Clusters Framework at <https://www.careertech.org/career-clusters/>. Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require.
 NOTE: “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 the Republic of Palau—were required to report data and information under Perkins IV for PY 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under Perkins IV for PY 2015–16. 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 did 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 CTE. Thus, the CTE data reported for PY 2015–16 represent 55 of the 57 states that received Perkins IV state grants.
 SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006 for PY 2015–16 (OMB Number 1830-0569).

Figure 4 illustrates the changes in adult CTE concentrator enrollment, by career cluster areas in CTE programs from PY 2014–15 to PY 2015–16. States reported lower enrollments of CTE concentrators at the adult level in PY 2015–16 compared to the prior year (PY 2014–15). They reported decreases in enrollment in 15 of the career clusters. However, the states reported an increase in the market sales and service career cluster at the adult level.

Figure 4. Enrollment comparison of adult CTE concentrators in CTE programs, by career cluster area: Program years 2014–15 and 2015–16



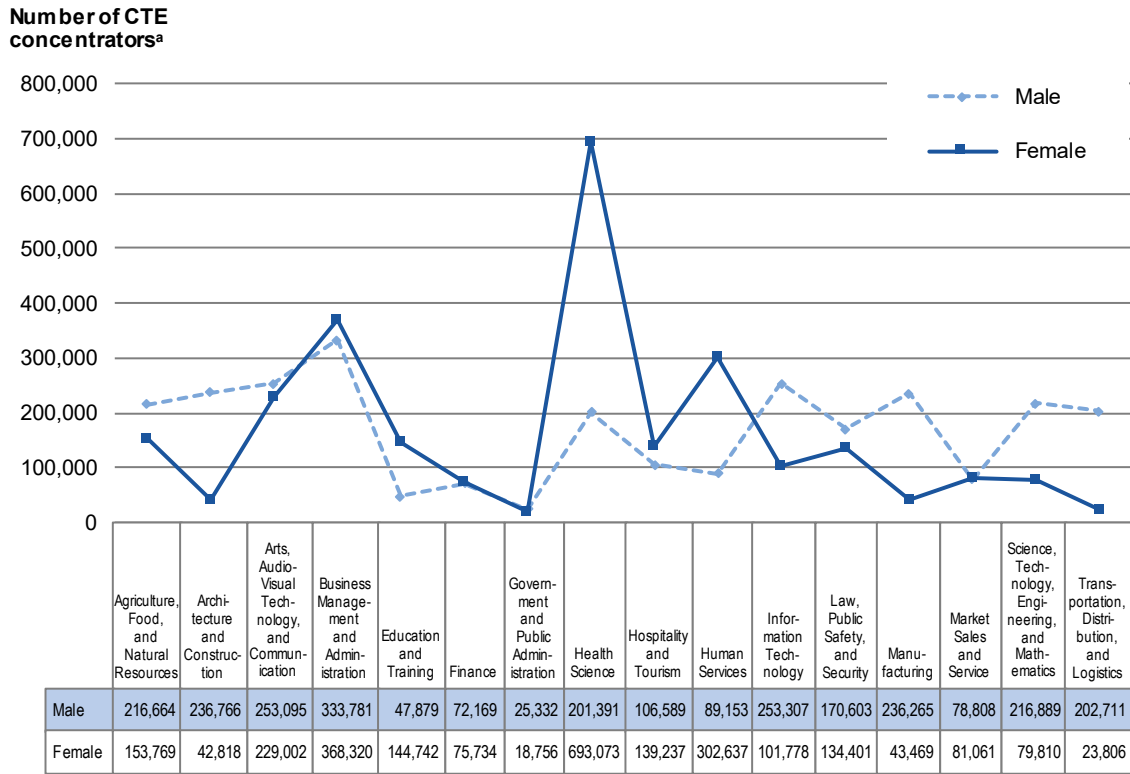
^a See Appendix A, table A-1, for each state’s definition of CTE concentrator. Florida, Missouri, Ohio, Oklahoma, and Tennessee provided performance levels and report data for their adult-level CTE concentrators using the *Perkins IV* Sec. 113(b)(2)(B) postsecondary core indicators.

^b Based on the National Career Clusters Framework at <https://www.careertech.org/career-clusters/>. Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require. NOTE: “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 the Republic of Palau—were required to report data and information under *Perkins IV* for PY 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. 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 did 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 CTE. Thus, the CTE data reported for PY 2015–16 represent 55 of the 57 states that received *Perkins IV* state grants.

SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2015–16 (OMB Number 1830-0569).

Figure 5 illustrates the enrollment of CTE concentrators in CTE programs for PY 2015–16, by career cluster areas and gender. The highest female enrollment was in the health science career cluster, followed by the business management and administration career cluster, and the human services career cluster. The highest male enrollment was in the business management and administration career cluster, followed by the information technology; and the arts, audio-visual technology and communication career cluster. As in previous years, the greatest difference in male and female enrollment was in the health science career cluster.

Figure 5. Enrollment of CTE concentrators in CTE programs, by gender and career cluster area: Program year 2015–16



Career cluster areas^b and enrollment

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

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

NOTE: “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 the Republic of Palau—were required to report data and information under Perkins IV for PY 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under Perkins IV for PY 2015–16. 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 did 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 CTE. Thus, the CTE data reported for PY 2015–16 represent 55 of the 57 states that received Perkins IV state grants.

SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006 for PY 2015–16 (OMB Number 1830-0569).

Table 5 provides a two-year comparison of CTE secondary, postsecondary, and adult concentrator enrollment for PY 2014–15 and PY 2015–16, by career cluster area. Fifteen of the 16 secondary CTE career cluster areas experienced increases in enrollment from PY 2014–15 to PY 2015–16. The largest enrollment increases at the secondary level were reported in the science, technology, engineering, and mathematics career cluster (22.70 percent); the manufacturing career cluster (21.86 percent); and the law, public safety, and security career cluster (14.22 percent), as compared to the previous program year. The only decline was in the education and training career cluster (6.71 percent).

Two CTE career clusters at the postsecondary level experienced increases in their enrollments from PY 2014–15 to PY 2015–16. The largest enrollment increases at the postsecondary level were in the finance career cluster (8.77 percent); and the science, technology, engineering, and mathematics career cluster (4.96 percent). Fourteen of the 16 postsecondary career clusters experienced decreases in their enrollments, as compared to the previous program year. The largest declines were in the government and public administration career cluster (84.65 percent); the hospitality and tourism career cluster (11.25 percent); and the education and training career cluster (11.04 percent).

Fifteen CTE career clusters at the adult level experienced decreased enrollment in PY 2015–16, as compared to the previous program year. The only enrollment increase for the adult-level program was reported in the market sales and services career cluster (12.25 percent). The largest declines were in the government and public administration career cluster (51.14 percent); the science, technology, engineering, and mathematics career cluster (50.07 percent); and the information technology career cluster (38.04 percent).

Table 5. Enrollment comparison of CTE concentrators in CTE programs, by career cluster area: Program years 2014–15 and 2015–16

Career cluster areas ^b	Secondary CTE concentrators ^a			Postsecondary CTE concentrators ^a			Adult CTE concentrators ^a		
	PY	PY	Percentage	PY	PY	Percentage	PY	PY	Percentage
	2014–15	2015–16	difference	2014–15	2015–16	difference	2014–15	2015–16	difference
TOTAL	3,082,975	3,382,694	†	2,040,473	1,905,093	†	104,218	86,028	†
Percent Difference	†	†	9.72%	†	†	-6.63%	†	†	-17.45%
Agriculture, food, and natural resources	305,086	337,903	10.76%	33,692	32,205	-4.41%	339	325	-4.13%
Architecture and construction	168,374	177,024	5.14%	95,593	92,530	-3.20%	12,966	10,030	-22.64%
Arts, audio-visual technology, and communication	375,837	400,105	6.46%	85,764	81,089	-5.45%	1,395	903	-35.27%
Business management and administration	362,914	398,567	9.82%	322,849	300,285	-6.99%	3,957	3,249	-17.89%
Education and training	115,882	108,111	-6.71%	93,410	83,095	-11.04%	1,706	1,415	-17.06%
Finance	109,887	114,678	4.36%	29,757	32,368	8.77%	910	857	-5.82%
Government and public administration	42,063	42,613	1.31%	9,331	1,432	-84.65%	88	43	-51.14%
Health science	314,549	354,113	12.58%	557,256	515,766	-7.45%	29,127	24,585	-15.59%
Hospitality and tourism	181,528	191,220	5.34%	59,693	52,979	-11.25%	2,539	1,627	-35.92%
Human services	235,454	267,743	13.71%	132,040	118,430	-10.31%	6,177	5,617	-9.07%
Information technology	195,146	209,969	7.60%	147,834	142,894	-3.34%	3,586	2,222	-38.04%
Law, public safety, and security	108,676	124,126	14.22%	182,438	170,944	-6.30%	10,348	9,934	-4.00%
Manufacturing	112,407	136,979	21.86%	137,525	132,876	-3.38%	11,924	9,879	-17.15%
Market sales and service	123,561	132,948	7.60%	27,817	25,895	-6.91%	914	1,026	12.25%
Science, technology, engineering, and mathematics	206,133	252,931	22.70%	41,063	43,101	4.96%	1,336	667	-50.07%
Transportation, distribution, and logistics	125,478	133,664	6.52%	84,411	79,204	-6.17%	16,906	13,649	-19.27%

† No data applicable to the cell.

^a See Appendix A, table A-1 for each state's definition of CTE concentrator in CTE programs at the secondary and postsecondary levels for PY 2015–16. Florida, 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.

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

NOTE: "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 2014–15 to PY 2015–16 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 decrease. The enrollment amounts in each of the other columns are summative in the total row. (Continued on next page.)

Notes continued on next page.

**Table 5. Enrollment comparison of CTE concentrators in CTE programs, by career cluster area:
Program years 2014–15 and 2015–16—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 the Republic of Palau—were required to report data and information under *Perkins IV* for PY 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. 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 did 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 CTE. Thus, the CTE data reported for PY 2015–16 represent 55 of the 57 states that received *Perkins IV* state grants.

SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2015–16 (OMB Number 1830-0569).

B. States' Progress in Meeting Their PY 2015–16 Performance Levels for the *Perkins IV* Sec. 113(b) Core Indicators

Appendix B provides individual state profiles containing performance data on each of the secondary and postsecondary *Perkins IV* Sec. 113(b) core indicators that states⁶⁰ were required to report to the Department for PY 2015–16.⁶¹ Each state provides disaggregated data by gender; race/ethnicity; and special population and other student categories. 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 2015–16. State directors were required to certify the accuracy and completeness of their state data by signing their submissions. State directors submitted their state data electronically to the Department and certified 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 (Appendix A, table A-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 B, 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

⁶⁰ Of the 57 states that received allotments under *Perkins IV Title I* for PY 2015–16, two did not submit CTE data. American Samoa and the Commonwealth of the Northern Mariana Islands did not submit data for CTE programs because they consolidated their *Perkins I Title I* allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16.

⁶¹ Five states—Florida, 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. Adult-level CTE programs may exist in a community college or may be a part of a separate adult education site offering CTE courses.

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*.

Secondary

In PY 2015–16, secondary CTE concentrator enrollment was 9.72 percent higher under *Title I* of *Perkins IV*, compared to PY 2014–15 (table 5).

Three of 55 or five 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 2015–16 (table 6). During PY 2015–16, 76 percent, or 42 of 55 states⁶² that reported data, met or exceeded their performance levels for secondary student graduation rates; 73 percent, or 40 of 55 states that reported data, met or exceeded their performance levels for secondary school completion; 73 percent, or 40 of 55 states that reported data, met or exceeded their performance levels for secondary technical skill attainment; and 56 percent, or 30 of 54 states⁶³ that reported data on academic attainment in reading and language arts, met or exceeded their performance levels. 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, 87 percent, or 48 of the 55 states⁶⁴ that reported complete data on CTE graduation rates,⁶⁵ reported having attained secondary graduation rates of 90 percent or higher, for CTE students (i.e., CTE concentrators) in their respective states (table 7).⁶⁶

Twenty-four of 55 or 44 percent of the states that reported CTE data met at least 90 percent of their performance levels or exceeded all of their secondary performance levels, for the

⁶² 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 2015–16. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data for CTE programs because they consolidated their *Perkins I Title I* allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education.

⁶³ Fifty-four states in this report refer to the 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam and the United States Virgin Islands.

⁶⁴ Only the 50 U.S. states, the District of Columbia, and the Commonwealth of Puerto Rico were required to report on academic achievement and general statewide graduation rates under the *ESEA* to the Office of Elementary and Secondary Education in the Education Data Exchange Network (EDEN). Puerto Rico was excluded from reporting for SY 2015–16 because it reports a three-year adjusted cohort graduation rate. Fifty-one states in this report refer to the 50 U.S. states, and the District of Columbia.

⁶⁵ The outlying areas of Guam, the Republic of Palau, and the United States Virgin Islands were not required to submit secondary graduation data under the *ESEA*.

⁶⁶ For general information related to states' secondary performance levels for the *Perkins IV* Sec. 113(b) core indicators, see figures 6 and 7, and tables 6 and 7 of this report and the related information for each of the figures and tables. For specific data for each state, see Appendix B of this report.

required *Perkins IV* Sec. 113(b) core indicators for PY 2015–16 (table 6). During PY 2015–16, 54 of 55 states that reported CTE data met at least 90 percent of their performance levels or exceeded their performance levels for secondary school completion, and 52 of 55 states that reported CTE data met at least 90 percent of their performance levels or exceeded their performance levels for secondary technical skill attainment (table 6).

Thirty-one of the 55 states, or 56 percent of the states, failed to meet one or more of their secondary performance levels by at least 90 percent (table 6). States that missed the 90 percent threshold for one or more indicators were required to develop and implement program improvement plans 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 three indicators of the eight secondary core indicators. Nine states failed to meet the 90 percent threshold for one secondary performance level, 16 states failed to meet the 90 percent threshold for two secondary performance levels, and six states failed to meet the 90 percent threshold for three or more secondary performance levels. Figure 7 provides the total number of states that met at least 90 percent of their performance levels for the *Perkins IV* Sec. 113(b) core indicators for secondary CTE students. 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.

Table 6 identifies those states that met or exceeded their secondary performance levels and those states that met at least 90 percent of their secondary performance levels for each core indicator. The table designates those states that met or exceeded their performance levels for a particular core indicator with the letter “E,” and those states that met at least 90 percent their performance levels for a particular core indicator with the letter “M.”

Table 6. Number of states that met by at least 90 percent, or met or exceeded, their secondary performance levels, by Perkins IV Sec. 113(b) core indicator: Program year 2015–16

States	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 ^a		
	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	
Number of states that met or exceeded the performance level by indicator	30		29		40		40		42		29		28		36		†		
Number of states that met by at least 90 percent the performance level by indicator	38		37		52		54		53		48		49		45		†		
Alabama	E	M	E	M	E	M	E	M	E	M	M	E	M	E	M	7	8		
Alaska		M	E	M	E	M	E	M	E	M	M		M		M	4	8		
Arizona					E	M	E	M	E	M	E	M	E	M	E	M	6	6	
Arkansas				M	E	M	E	M	E	M	M		M	E	M	4	7		
California	E	M	E	M	E	M		M	E	M		M		E	M	5	8		
Colorado		M		M	E	M	E	M	E	M	E	M		M	E	M	5	8	
Connecticut	E	M	E	M				M			E	M		M		M	3	6	
Delaware						M	E	M	E	M	E	M		M		M	3	6	
District of Columbia					E	M		M	E	M			E	M	E	M	4	5	
Florida	E	M	E	M		M	E	M	E	M	E	M	E	M	E	M	7	8	
Georgia			E	M	E	M	E	M	E	M	E	M	E	M	E	M	7	7	
Guam	E	M	E	M	E	M		M	E	M			E	M	E	M	6	7	
Hawaii	E	M	E	M	E	M	E	M	E	M	M	E	M	E	M	E	M	7	8
Idaho						M	E	M	E	M		M	E	M	E	M	4	6	
Illinois	E	M	E	M	E	M	E	M	E	M		M	E	M	E	M	7	8	
Indiana	E	M	E	M		M	E	M	E	M	E	M		M			5	7	
Iowa	E	M	E	M	E	M	E	M	E	M	E	M		M	E	M	7	8	
Kansas					E	M		M	E	M	E	M	E	M			4	5	
Kentucky	E	M	E	M	E	M		M		M			M				3	6	
Louisiana	E	M	E	M	E	M	E	M	E	M			M		M		5	7	
Maine		M				M		M		M		M	E	M	E	M	2	7	
Maryland	E	M	E	M	E	M	E	M	E	M	E	M		M		M	6	8	
Massachusetts	E	M	E	M	E	M	E	M	E	M		M	E	M	E	M	7	8	
Michigan				M			E	M	E	M	E	M	E	M	E	M	5	6	
Minnesota	E	M	E	M	E	M		M	E	M	E	M	E	M	E	M	7	8	
Mississippi	E	M	E	M	E	M	E	M	E	M	E	M					6	6	
Missouri	E	M		M	E	M		M	E	M		M		M	E	M	4	8	
Montana						M	E	M	E	M			E	M	E	M	4	5	
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	6	6	

See notes at end of table.

Table 6. Number of states that met by at least 90 percent, or met or exceeded, their secondary performance levels, by *Perkins IV* Sec. 113(b) core indicator: Program year 2015–16—Continued

States	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
New Hampshire					E	M	E	M	E	M		M		M	E	M	4	6
New Jersey						M	E	M	E	M	E	M	E	M	E	M	5	6
New Mexico	E	M		M	E	M	E	M		M		M		M	E	M	4	8
New York	E	M	E	M	E	M	E	M	E	M	E	M					6	6
North Carolina							E	M	E	M		M	E	M	E	M	4	5
North Dakota		M		M	E	M		M		M	E	M		M	E	M	3	8
Ohio	E	M	E	M		M		M	E	M	E	M	E	M	E	M	6	8
Oklahoma	E	M	E	M	E	M	E	M			E	M		M		M	5	7
Oregon		M			E	M	E	M	E	M				M			3	5
Pennsylvania	E	M	E	M	E	M	E	M	E	M		M		M	E	M	6	8
Puerto Rico	E	M	E	M		M	E	M		M	E	M	E	M	E	M	6	8
Republic of Palau ^b					E	M	E	M	E	M							3	3
Rhode Island						M		M		M	E	M	E	M	E	M	3	6
South Carolina	E	M			E	M	E	M	E	M	E	M		M	E	M	6	7
South Dakota	E	M		M	E	M	E	M		M		M		M	E	M	4	8
Tennessee	E	M	E	M	E	M	E	M	E	M	E	M					6	6
Texas		M	E	M	E	M	E	M	E	M		M	E	M	E	M	6	8
United States Virgin Islands ^c						M				M	E	M	E	M		M	2	5
Utah		M	E	M	E	M	E	M	E	M	E	M	E	M		M	6	8
Vermont					E	M		M		M		M	E	M	E	M	3	6
Virginia	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	8	8
Washington		M		M		M		M		M	E	M		M			1	7
West Virginia	E	M			E	M	E	M	E	M		M				M	4	6
Wisconsin	E	M	E	M	E	M	E	M	E	M		M	E	M	E	M	7	8
Wyoming	E	M	E	M	E	M	E	M		M	E	M					5	6

† No data applicable to the cell.

E State met or exceeded their performance level.

M State met their performance level by at least 90 percent.

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

^a Under the major heading “Totals by State,” in the two columns labeled “Number of targets met or exceeded, by state” and “Number of targets met by 90 percent, by state,” the number “8” means that the state met all its targets for the specified category in that column (except for the Republic of Palau, for which “3” counts as meeting or exceeding the targets [see footnote b, below]). Five percent, or three of 55 states, met their secondary performance levels or exceeded them. Forty-four percent, or 24 of 55 states, met at least 90 percent of their secondary performance levels or exceeded them.

^b The Republic of Palau was required to submit data on four indicators of performance (three secondary indicators of performance — secondary technical skill attainment, secondary placement, and secondary graduation rates, and one postsecondary indicator of performance — postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. Under the major heading “Totals by State,” in the two columns labeled “Number of targets met or exceeded, by state” and “Number of targets met by 90 percent, by state,” the number “3” means that Palau met all its targets for the specified category in that column.

^c 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 continued on the next page.

Table 6. Number of states that met by at least 90 percent, or met or exceeded, their secondary performance levels, by Perkins IV Sec. 113(b) core indicator: Program year 2015–16—Continued

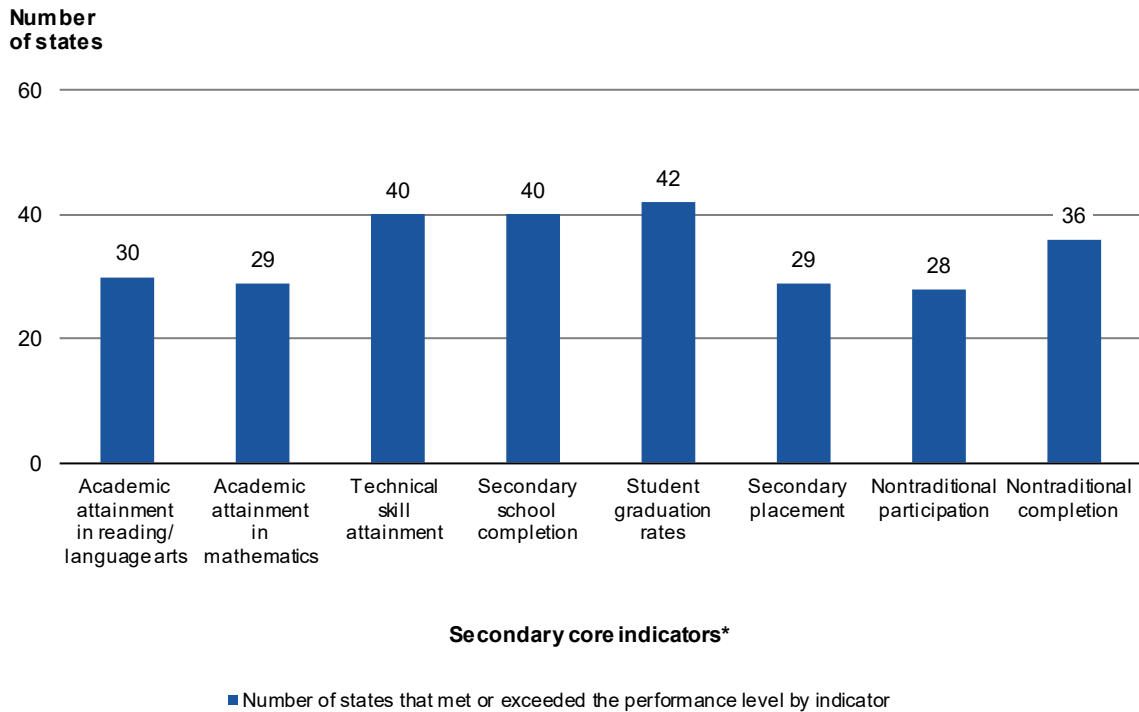
NOTE: The term “state” in Sec. 3(30) of “*Perkins IV*” means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United 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 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 2015–16. American Samoa and the Commonwealth of the Northern Mariana Islands did 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 CTE. Of the 57 states that received *Perkins IV* state grants for PY 2015–16, the CTE data reported above represent 55 states.

SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2015–16 (OMB Number 1830-0569).

Figure 6 presents the total number of states out of 55 states that met or exceeded their agreed-upon secondary performance levels, by indicator, for PY 2015–16. The three most frequently met secondary core indicators were (1) student graduation rates, with 42 states (including the District of Columbia and the outlying areas of Guam and the Republic of Palau); (2) secondary school completion, with 40 states (including the Commonwealth of Puerto Rico and outlying area of the Republic of Palau); and (3) technical skill attainment, with 40 states (including the District of Columbia and the outlying areas of Guam and the Republic of Palau).⁶⁷

⁶⁷ See footnote 36 on page 1 of this report regarding the meaning of the term “state” as used in this report.

Figure 6. Number of states that met or exceeded their secondary performance levels, by Perkins IV Sec. 113(b) secondary core indicator: Program year 2015–16



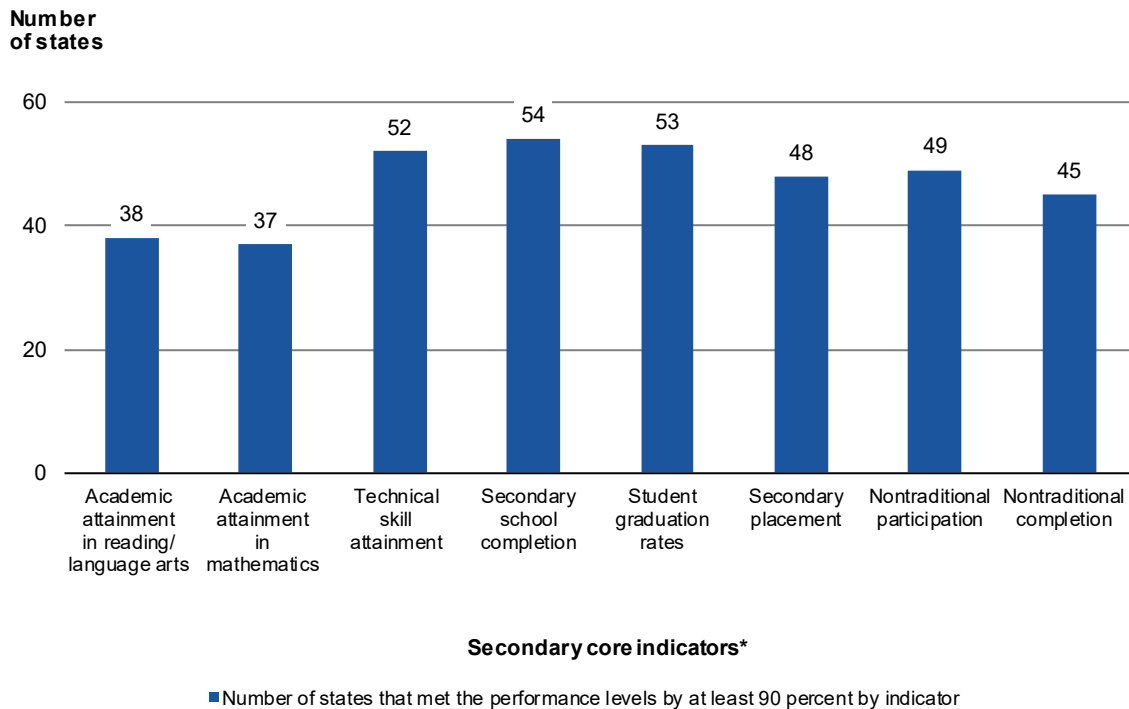
* The core indicators of performance as specified in Sec. 113(b)(2)(A) of Perkins IV.
 NOTE: The term “state” in Sec. 3(30) of Perkins IV means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The 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” 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 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under Perkins IV for PY 2015–16. 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 CTE. Thus, the CTE data reported for PY 2015–16 represent 55 of the 57 states that received Perkins IV state grants.
 The number of states meeting or exceeding their secondary performance levels are as follows: (1) academic attainment in reading/language arts—30 states (including the Commonwealth of Puerto Rico, and the outlying area of Guam); (2) academic attainment in mathematics—29 states (including the Commonwealth of Puerto Rico, and the outlying area of Guam); (3) technical skill attainment—40 states (including the District of Columbia, and outlying areas of Guam and the Republic of Palau); (4) secondary school completion—40 states (including the Commonwealth of Puerto Rico, and the outlying area of the Republic of Palau); (5) student graduation rates—42 states (including the District of Columbia, and the outlying areas of Guam and the Republic of Palau); (6) secondary placement—29 states (including the Commonwealth of Puerto Rico, and the United States Virgin Islands); (7) nontraditional participation—28 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam and the United States Virgin Islands); and (8) nontraditional completion—36 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the outlying area of Guam) (table 6).
 SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006 for PY 2015–16 (OMB Number 1830-0569).

Figure 7 presents the total number of states out of 55 states that met at least 90 percent of their secondary performance levels, for PY 2015–16. The secondary core indicators most frequently met by at least 90 percent were (1) secondary school completion, with 54 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam and the Republic of Palau); (2) student graduation rates, with 53 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam, the Republic of Palau, and the United States Virgin Islands); and (3) technical skill attainment, with 52 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam and the Republic of Palau).⁶⁸

Table 7 provides the secondary graduation rates for CTE students, by state, for PY 2015–16. As evidenced by the data, 87 percent, or 48 of the 55 states that reported complete data on CTE graduation rates, reported having attained at a 90 percent or higher secondary graduation rate for CTE students (i.e., CTE concentrators) in their respective states.

⁶⁸ Ibid.

Figure 7. Number of states that met their secondary performance levels by at least 90 percent, by *Perkins IV* Sec. 113(b) core indicator: Program year 2015–16



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

NOTE: 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*" 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 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment); enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. 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 CTE. Thus, the CTE data reported for PY 2015–16 represent 55 of the 57 states that received *Perkins IV* state grants.

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—38 states (including the Commonwealth of Puerto Rico, and the outlying area of Guam); (2) academic attainment in mathematics—37 states (including the Commonwealth of Puerto Rico, and the outlying area of Guam); (3) technical skill attainment—52 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam, the Republic of Palau, and the United States Virgin Islands); (4) secondary school completion—54 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam and the Republic of Palau); (5) student graduation rates—53 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam, the Republic of Palau, and the United States Virgin Islands); (6) secondary placement—48 states (including the Commonwealth of Puerto Rico, and the outlying area of the United States Virgin Islands); (7) nontraditional participation—49 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam and the United States Virgin Islands); and (8) nontraditional completion—45 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam and the United States Virgin Islands) (table 6).

SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2015–16 (OMB Number 1830-0569).

Table 7. Secondary graduation rates for CTE concentrators, by state: Program year 2015–16

State	State graduation rate percentage for CTE concentrators^a
Alabama	92%
Alaska	94%
Arizona	>95%
Arkansas	>95%
California	92%
Colorado	84%
Connecticut	64%
Delaware	>95%
District of Columbia	92%
Florida	>95%
Georgia	>95%
Guam	92%
Hawaii	>95%
Idaho	>95%
Illinois	>95%
Indiana	>95%
Iowa	>95%
Kansas	>95%
Kentucky	>95%
Louisiana	94%
Maine	93%
Maryland	>95%
Massachusetts	94%
Michigan	>95%
Minnesota	92%
Mississippi	94%
Missouri	>95%
Montana	>95%
Nebraska	>95%
Nevada	85%
New Hampshire	>95%
New Jersey	>95%
New Mexico	88%
New York	92%
North Carolina	>95%
North Dakota	>95%
Ohio	>95%
Oklahoma	82%
Oregon	88%
Pennsylvania	>95%

See notes at end of table.

**Table 7. Secondary graduation rates for CTE concentrators, by state: Program year 2015–16
—Continued**

State	State graduation rate percentage for CTE concentrators ^a
Puerto Rico	>95%
Republic of Palau	>95%
Rhode Island	91%
South Carolina	>95%
South Dakota	>95%
Tennessee	>95%
Texas	>95%
United States Virgin Islands	93%
Utah	94%
Vermont	94%
Virginia	>95%
Washington	88%
West Virginia	>95%
Wisconsin	>95%
Wyoming	93%

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

NOTE: 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. "CTE" means "career and technical education." 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 2015–16. 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. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. American Samoa and the Commonwealth of the Northern Mariana Islands did 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 CTE. Of the 57 states that received *Perkins IV* state grants for PY 2015–16, the CTE data reported above represent 55 states.

SOURCE: U.S. Department of Education, Consolidated State Performance Report for PY 2015–16, and Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2015–16 (OMB Number 1830-0569).

Postsecondary

Postsecondary CTE concentrator enrollment experienced a 6.63 percent decrease under *Title I of Perkins IV* in PY 2015–16, when compared to PY 2014–15 (table 5).

Thirty of 55 states, or 55 percent, of the states that reported data met at least 90 percent of their performance levels or exceeded all of their performance levels for the required *Perkins IV* Sec. 113(b) postsecondary core indicators in PY 2015–16 (table 8). States that missed the 90 percent threshold for one or more indicators were required to develop and implement program improvement plans during the succeeding program year, pursuant to Sec. 123(a)(1) of *Perkins IV*. Ten states failed to meet the 90 percent threshold for one postsecondary performance level, 13 states failed to meet the 90 percent threshold for two performance levels, and two states failed to meet the 90 percent threshold for three or more performance levels.

In terms of performance, states that reported data: (1) 96 percent, or 53 of 55 states, met at least 90 percent of their performance levels or exceeded their postsecondary performance levels for technical skill attainment; (2) 94 percent, or 51 of 54 states, met at least 90 percent of their performance levels or exceeded their postsecondary levels for student placement; and (3) 93 percent, or 50 of 54 states,⁶⁹ met at least 90 percent of their performance levels or exceeded their postsecondary levels for student credential, certificate, or degree

Five of 55 states, or 9 percent of the states that reported data, met their performance levels or exceeded all of their performance levels for the required *Perkins IV* Sec. 113(b) postsecondary core indicators in PY 2015–16 (table 8). In terms of state performance, (1) 74 percent, or 40 of 54 states, met or exceeded their postsecondary performance levels for credential, certificate, or degree; (2) 59 percent, or 32 of 55 states, met or exceeded their postsecondary performance levels for student placement; and (3) 52 percent, or 28 of 54 states, met or exceeded their performance levels for nontraditional completion.

Table 8 identifies those states that met or exceeded their performance levels and those states that met at least 90 percent of their postsecondary performance levels. States that met or exceeded their performance levels are indicated by the letter “E,” whereas states that met at least 90 percent of their performance levels are indicated by the letter “M.”

⁶⁹ In this report, 54 states is used as a baseline for reporting data on those indicators of performance for which the Republic of Palau were not required to submit data. The Republic of Palau was required to submit data on only four indicators of performance (secondary technical skills, secondary school completion, secondary graduation rates, and postsecondary technical skills), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16.

Table 8. Number of states that met by at least 90 percent, or met or exceeded, their postsecondary performance levels, by Perkins IV Sec. 113(b) core indicator: Program year 2015–16

States	Technical skill attainment		Credential, certificate, or degree		Student retention or transfer		Student placement		Nontraditional participation		Nontraditional completion		Totals by state ^a	
	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
Number of states that met or exceeded the performance level by indicator	26		40		23		32		20		28		†	
Number of states that met by at least 90 percent the performance level by indicator	53		50		49		51		38		42		†	
Alabama	E	M	E	M		M		M	E	M		M	3	6
Alaska	E	M	E	M	E	M		M		M	E	M	4	6
Arizona		M	E	M	E	M	E	M		M	E	M	4	6
Arkansas	E	M	E	M		M		M	E	M	E	M	4	6
California		M	E	M	E	M	E	M	E	M	E	M	5	6
Colorado		M		M			E	M		M	E	M	2	5
Connecticut		M				M	E	M		M			1	4
Delaware	E	M	E	M	E	M	E	M		M	E	M	5	6
District of Columbia	E	M	E	M	E	M					E	M	4	4
Florida	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Georgia	E	M	E	M		M	E	M				M	3	5
Guam	E	M	E	M	E	M	E	M		M	E	M	5	6
Hawaii	E	M	E	M		M	E	M	E	M	E	M	5	6
Idaho	E	M	E	M	E	M		M		M	E	M	4	6
Illinois	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Indiana		M	E	M			E	M		M		M	2	5
Iowa		M	E	M			E	M					2	3
Kansas	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Kentucky		M		M		M	E	M	E	M	E	M	3	6
Louisiana	E	M	E	M	E	M	E	M		M		M	4	6
Maine	E	M		M	E	M		M		M		M	2	6
Maryland	E	M	E	M		M		M		M		M	2	6
Massachusetts		M		M		M		M					0	4
Michigan		M	E	M		M			E	M	E	M	3	5
Minnesota		M	E	M		M		M					1	4
Mississippi	E	M	E	M	E	M	E	M					4	4
Missouri	E	M		M		M		M		M		M	1	6
Montana	E	M		M		M	E	M	E	M	E	M	4	6
Nebraska		M			E	M			E	M	E	M	3	4
Nevada		M	E	M		M	E	M		M			2	5
New Hampshire	E	M	E	M	E	M		M					3	4

See notes at end of table.

Table 8. Number of states that met by at least 90 percent, or met or exceeded, their postsecondary school performance levels, by Perkins IV Sec. 113(b) core indicator: Program year 2015–16—Continued

States	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
New Jersey	E	M	E	M	E	M		M	E	M	E	M	5	6
New Mexico		M	E	M		M		M			E	M	2	5
New York		M		M				E	M			M	1	4
North Carolina		M	E	M	E	M	E	M	E	M	E	M	5	6
North Dakota		M		M				E	M			M	1	4
Ohio		M	E	M		M	E	M	E	M	E	M	4	6
Oklahoma		M	E	M		M		M		M			1	5
Oregon		M	E	M		M		M			E	M	2	5
Pennsylvania		M	E	M		M		M		M		M	1	6
Puerto Rico				M		M		M	E	M			1	4
Republic of Palau ^b	E	M											1	1
Rhode Island		M	E	M	E	M	E	M	E	M	E	M	5	6
South Carolina		M	E	M		M	E	M					2	4
South Dakota	E	M	E	M	E	M		M	E	M	E	M	5	6
Tennessee	E	M	E	M	E	M	E	M			E	M	5	5
Texas		M	E	M	E	M		M		M	E	M	3	6
United States Virgin Islands ^c	E	M	E	M	E	M	E	M	E	M	E	M	6	6
Utah		M	E	M	E	M	E	M	E	M		M	4	6
Vermont		M				M	E	M					1	3
Virginia		M		M		M	E	M					1	4
Washington						M	E	M		M		M	1	4
West Virginia		M	E	M		M	E	M		M		M	2	6
Wisconsin	E	M	E	M		M	E	M	E	M	E	M	5	6
Wyoming	E	M	E	M		M		M				M	2	5

† No data applicable to the cell.

E State met or exceeded their performance level.

M State met their performance level by at least 90 percent

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

^a Under the major heading “Totals by State,” in the two columns labeled “Number of targets met or exceeded, by state” and “Number of targets met by 90 percent, by state,” the number “6” means that the state met all its targets for the specified category in that column (except for the Republic of Palau, for which “1” counts as meeting or exceeding the targets [see footnote b, below]). Nine percent, or five of 55 states, met their postsecondary performance levels or exceeded them. Fifty-five percent, or 30 of 55 states, met at least 90 percent of their postsecondary performance levels or exceeded them.

^b The Republic of Palau was required to submit data on four indicators of performance (three secondary indicators of performance — secondary technical skill attainment, secondary placement, and secondary graduation rates, and one postsecondary indicator of performance — postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. Under the major heading “Totals by State,” in the two columns labeled “Number of targets met or exceeded, by state” and “Number of targets met by 90 percent, by state,” the number “1” means that Palau met its target for the specified category in that column.

^c 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 continued on next page.

Table 8. Number of states that met by at least 90 percent, or met or exceeded, their postsecondary school performance levels, by *Perkins IV* Sec. 113(b) core indicator: Program year 2015–16—Continued

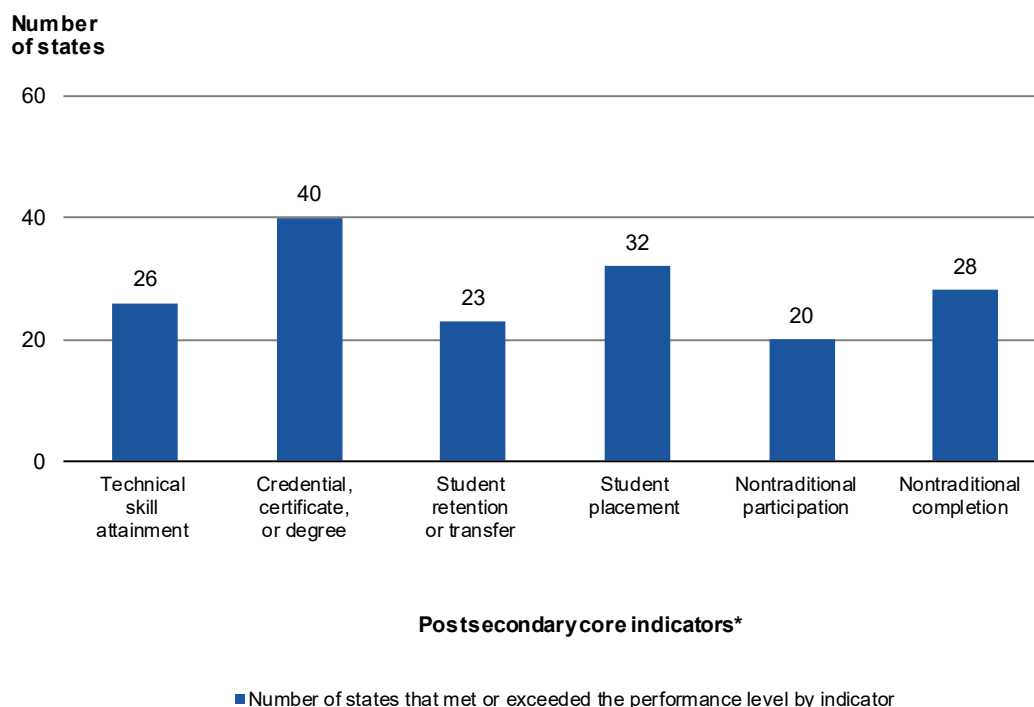
NOTE: The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United 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 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*.” 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 2015–16. American Samoa and the Commonwealth of the Northern Mariana Islands did 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 CTE. Of the 57 states that received *Perkins IV*, state grants for PY 2015–16, the CTE data reported above represent 55 states.

SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2015–16 (OMB Number 1830-0569).

Figure 8 presents the total number of states out of 55 states that met or exceeded their postsecondary performance levels, by indicator, for PY 2015–16. The postsecondary core indicators that states most frequently met or exceeded were: (1) credential, certificate, or degree, with 40 states (including the District of Columbia, and the outlying areas of Guam and the United States Virgin Islands); (2) student placement, with 32 states (including the outlying areas of Guam and the United States Virgin Islands); and (3) nontraditional completion, with 28 states (including the District of Columbia, and the outlying areas of Guam and the United States Virgin Islands).⁷⁰

⁷⁰ See footnote 36 on page 1 of this report regarding the meaning of the term “state” as used in this report.

Figure 8. Number of states that met or exceeded the postsecondary performance levels, by Perkins IV Sec. 113(b) core indicator: Program year 2015–16



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

NOTE: 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" 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 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under Perkins IV for PY 2015–16. 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 CTE. Thus, the CTE data reported for PY 2015–16 represent 55 of the 57 states that received Perkins IV state grants.

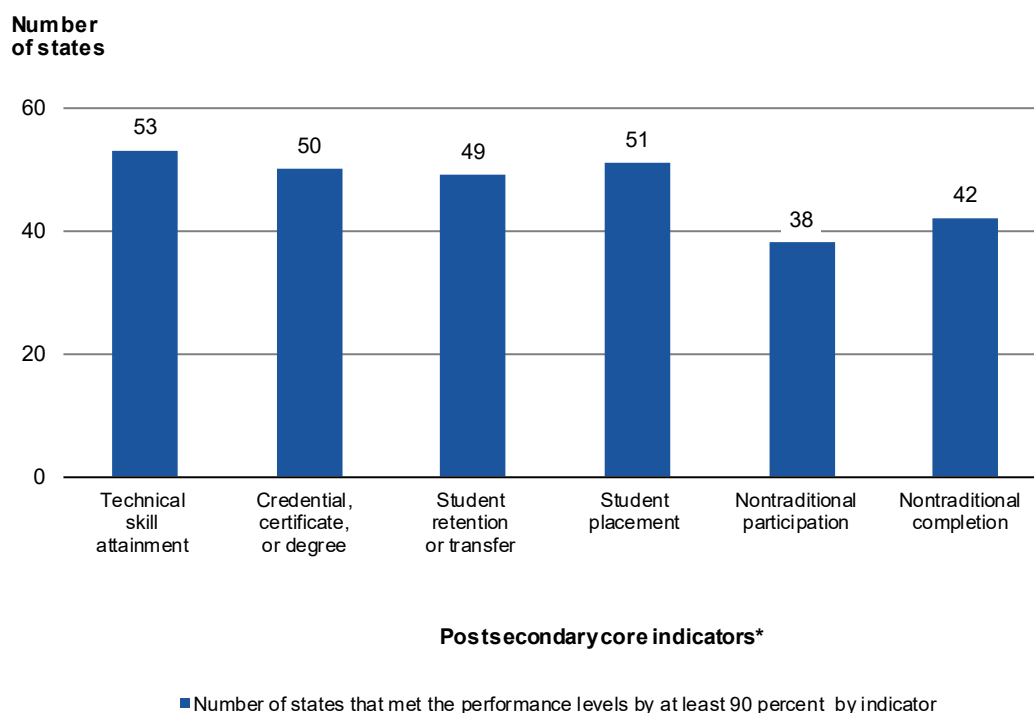
The number of states that met or exceeded their postsecondary performance levels are as follows: (1) technical skill attainment—26 states (including the District of Columbia, and the outlying areas of Guam, the Republic of Palau, and the United States Virgin Islands); (2) credential, certificate, or degree—40 states (including the District of Columbia, and the outlying areas of Guam and the United States Virgin Islands); (3) student retention or transfer—23 states (including the District of Columbia, and the outlying areas of Guam and the United States Virgin Islands); (4) student placement—32 states (including the outlying areas of Guam and the United States Virgin Islands); (5) nontraditional participation—20 states (including the Commonwealth of Puerto Rico, and the outlying area of the United States Virgin Islands); and (6) nontraditional completion—28 states (including the District of Columbia, and the outlying areas of Guam and the United States Virgin Islands) (table 8).

SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006 for PY 2015–16 (OMB Number 1830-0569).

Figure 9 presents the total number of states out of 55 states that met at least 90 percent of their postsecondary performance levels, by indicator, for PY 2015–16. The postsecondary core indicators for which states most frequently met the 90 percent threshold were (1) technical skill attainment, with 53 states (including the District of Columbia, and the outlying areas of Guam, the Republic of Palau, and the United States Virgin Islands); (2) student placement, with 51 states (including the Commonwealth of Puerto Rico, and the outlying areas of Guam and the United States Virgin Islands); (3) credential, certificate, or degree, with 50 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam and the United States Virgin Islands).⁷¹

⁷¹ Ibid.

Figure 9. Number of states that met the postsecondary performance levels by at least 90 percent, by *Perkins IV* Sec. 113(b) core indicator: Program year 2015–16



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

NOTE: 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*" 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 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. 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 CTE. Thus, the CTE data reported for PY 2015–16 represent 55 of the 57 states that received *Perkins IV* state grants.

The number of states that met their postsecondary performance levels by at least 90 percent are as follows: (1) technical skill attainment—53 states (including the District of Columbia, and the outlying areas of Guam, the Republic of Palau, and the United States Virgin Islands); (2) credential, certificate or degree—50 states (including the District of Columbia, the Commonwealth of Puerto Rico and the outlying areas of Guam and the United States Virgin Islands); (3) student retention or transfer—49 states (including the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam and the United States Virgin Islands); (4) student placement—51 states (including the Commonwealth of Puerto Rico, and the outlying areas of Guam and the United States Virgin Islands); (5) nontraditional participation—38 states (including the Commonwealth of Puerto Rico, and the outlying areas of Guam and the United States Virgin Islands); and (6) nontraditional completion—42 states (including the District of Columbia, and the outlying areas of Guam and the United States Virgin Islands) (table 9).

SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2015–16 (OMB Number 1830-0569).

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Conclusion

States⁷² have made progress⁷³ 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) 2015–16. 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 2015–16.⁷⁴ 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 national and customized technical assistance that was offered to the states by the Department; and
- 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 2015–16, states reported the following outcomes for their CTE programs:

⁷² 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.

⁷³ This report does not include performance data from all states because 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.

⁷⁴ When completing the CAR enrollment and accountability forms, a state must use its definitions for a CTE participant and CTE concentrator at the secondary and postsecondary levels. Unless otherwise specified, the data reported are for CTE concentrators.

- **States reported a modest increase in the total number of secondary and postsecondary students enrolled (i.e., CTE participants) in CTE courses in PY 2015–16 from the previous program year.** Enrollment figures for PY 2015–16 reflect a 4.03 percent increase from the previous year.⁷⁵ CTE student enrollment in PY 2015–16, compared to the previous 14 years of *Perkins III*⁷⁶ and *Perkins IV* implementation (PYs 2001–02 through 2014–15), was 8.33 percent lower than it was in the year with highest enrollment (PY 2006–07) (figure 1).
- **Eighty-seven percent, or 48 of the 55 states that reported complete data on CTE graduation rates, reported having attained a 90 percent or higher secondary graduation rate for CTE students (i.e., CTE concentrators) in their respective states** (table 7).⁷⁷
- **The three highest enrollment percentages for secondary CTE concentrators were in the following career cluster areas: (1) arts, audio-visual technology, and communication; (2) business management, and administration; and (3) health science** (table 4).
- **The three highest enrollment percentages for postsecondary CTE concentrators were in the following career cluster areas: (1) health science; (2) business management and administration; and (3) law, public safety, and security** (table 4).
- **Secondary CTE student (i.e., CTE participant) enrollment increased by 8.75 percent in PY 2015–16 when compared to PY 2014–15** (table 2)).
- **Postsecondary CTE student (i.e., CTE participant) enrollment decreased 3.78 percent in PY 2015–16, when compared to PY 2014–15** (table 2).⁷⁸
- **Adult⁷⁹ CTE student (i.e., CTE participant) enrollment decreased 8.18 percent in PY 2015–16, when compared to PY 2014–15⁸⁰** (table 3).

⁷⁵ States report data based on their definitions of CTE participant and CTE concentrator. See Appendix A, table A-2, for each state’s definition of CTE participant and table A-1 for each state’s definition of CTE concentrator.

⁷⁶ The *Carl D. Perkins Vocational and Technical Education Act of 1998* (*Perkins III*).

⁷⁷ For general information related to states’ secondary performance levels for the *Perkins IV* Sec. 113(b) core indicators, see figures 6 and 7 and tables 6 and 7 of this report and the related information for each of the figures and tables. For specific data for each state, see Appendix B of this report.

⁷⁸ For general information related to states’ postsecondary performance levels for the *Perkins IV* Sec. 113(b) core indicators, see figures 8 and 9 and table 8 of this report and the related information for each of the figures and the table. For specific data for each state, see Appendix B of this report.

⁷⁹ Florida, 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.

⁸⁰ For PY 2014–15, the adult CTE student enrollment was 115,762. For PY 2015–16, the adult CTE student enrollment was 106,297.

States Reported Data on Their *Perkins IV* Sec. 113(b) Secondary Core Indicators of Performance

Percentage of states meeting at least 90 percent of their performance levels on their secondary core indicators of performance or exceeding them

- **Ninety-six percent, or 53 of 55 states⁸¹ that reported data on their *Perkins* Sec. 113(b) core indicators of performance, reported that they met at least 90 percent of their performance levels or exceeded them for secondary student graduation rates (table 6).**
- **Ninety-eight percent, or 54 of 55 states that reported on secondary school completion, met at least 90 percent of their performance levels or exceeded their performance levels (table 6).**
- **Ninety-five percent, or 52 of 55 states that reported data on secondary technical skill attainment, met at least 90 percent of their performance levels or exceeded their performance levels (table 6).**
- **Seventy percent, or 38 of 54 states⁸² that reported data on academic attainment in reading and language arts, met at least 90 percent of their performance levels or exceeded their performance levels (table 6).**
- **Forty-four percent, or 24 of 55 states, met at least 90 percent of their secondary performance levels or exceeded all of their secondary performance levels (table 6).**

⁸¹ 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 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skills, secondary school completion, secondary graduation rates, and postsecondary technical skills), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. 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. Fifty-five states in this report refer to the 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, and the Republic of Palau.

⁸² Fifty-four states in this report refer to the 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico, and two of the outlying areas—Guam and the United States Virgin Islands. In this report, 54 states is used as a baseline for reporting data on those indicators of performance for which the outlying area of the Republic of Palau were not required to submit data. The Republic of Palau was required to submit data on only four indicators of performance (secondary technical skills, secondary school completion, secondary graduation rates, and postsecondary technical skills), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16.

Percentage of states meeting their performance levels on their secondary core indicators of performance or exceeding them

- Seventy-six percent, or 42 of 55 states⁸³ 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 6).
- Seventy-three percent, or 40 of 55 states that reported on secondary school completion, met or exceeded their performance levels (table 6).
- Seventy-three percent, or 40 of 55 states that reported data on secondary technical skill attainment, met or exceeded their performance levels (table 6).
- Fifty-six percent, or 30 of 54 states that reported data on academic attainment in reading and language arts, met or exceeded their performance levels (table 6).
- Five percent, or three of 55 states, met their secondary performance levels or exceeded all of their secondary performance levels (table 6).

⁸³ 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 2015–16. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data for CTE programs because they consolidated their *Perkins I Title I* allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE. Fifty-four states in this report refer to the 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of Guam and the United States Virgin Islands.

States Reported Data on Their *Perkins IV* Sec. 113(b) Postsecondary Core Indicators of Performance

Percentage of states meeting at least 90 percent of their performance levels on their postsecondary core indicators of performance or exceeding them

- **Ninety-six percent, or 53 of 55 states that reported data on postsecondary technical skill attainment, met at least 90 percent of their performance levels or exceeded their performance levels (table 8).**
- **Ninety-three percent, or 50 of 54 states that reported data on postsecondary credential, certificate, or degree, met at least 90 percent of their performance levels or exceeded their performance levels (table 8).**
- **Ninety-four percent, or 51 of 54 states that reported data on postsecondary student placement, met at least 90 percent of their performance levels or exceeded their performance levels (table 8).**
- **Fifty-five percent, or 30 of 55 states, met at least 90 percent of all their postsecondary performance levels or exceeded all of their postsecondary performance levels (table 8).**

Percentage of states meeting their performance levels on their postsecondary core indicators of performance or exceeding them

- **Forty-seven percent, or 26 of 55 states that reported data on postsecondary technical skill attainment, met or exceeded their performance levels (table 8).**
- **Fifty-nine percent, or 32 of 54 states that reported data on student placement, met or exceeded their performance levels (table 8).**
- **Seventy-four percent, or 40 of 54 states that reported data on credential, certificate, or degree, met or exceeded their performance levels (table 8).**
- **Fifty-two percent, or 28 of 54 states that reported postsecondary nontraditional completion, met or exceeded their performance levels (table 8).**
- **Nine percent, or three of 55 states, met or exceeded all of their postsecondary performance levels (table 8).**

The Department will continue to assist states in ways that effectively use their *Perkins* accountability data and will ensure 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,

and to offer opportunities for more states to receive customized technical assistance. Some of the future topics identified for continued discussion include

- (1) secondary school course classification systems: school codes for the exchange of data;
- (2) state measurement issues and data collection;
- (3) assessment of student participation and outcomes in nontraditional programs for their gender;
- (4) tracking of student placement into advanced education and employment: state approaches for improving data collection;
- (5) state career pathway systems: the status of metric development; and
- (6) establishment of population and program metrics for CTE reauthorization.

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. The Department will also continue to pursue opportunities for enhancing its guidance and technical assistance to states. The Department has continued over the years to provide continuous guidance and technical assistance to states, as evidenced by the quarterly NSWG teleconference meetings and the annual DQIs. In addition, the Department annually surveys states regarding such issues as technical assistance to states, monitoring visits, state director meetings and the CTE website. Each year, the Department gathers information from the participants of the NSWG and from the DQI to establish next steps and to address performance data issues pertaining to the CAR. Additionally, the Department employs the services of a contractor to provide individualized technical assistance to states that submit requests for technical assistance in accountability and program performance. Examples of technical assistance initiatives can be found on the Perkins Collaborative Resource Network webpage at <https://cte.ed.gov/accountability/technical-assistance-to-states>.

Appendixes

Appendix A

States'⁸⁴ Definitions of Career and Technical Education (CTE) Concentrator⁸⁵ 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

⁸⁴ 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.

⁸⁵ 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.

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 (Appendix A, table A-1) or participant (Appendix A, table A-2).⁸⁶ The Department has indicated in its past reports to Congress on the *Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)* that it was difficult to compare state data⁸⁷ 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 the consistency of CTE concentrator and participant definitions across the states, the U.S. Department of Education issued nonregulatory guidance on student definitions⁸⁸ 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.

⁸⁶ 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. Unless otherwise indicated, the data in this report are for CTE concentrators.

⁸⁷ 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.

⁸⁸ See Program Memorandum from Assistant Secretary Troy R. Justesen, Office of Vocational and Adult Education (now Office of Career, Technical, and Adult Education), U.S. Department of Education (March 13, 2007), <http://cte.ed.gov/docs/nonregulatory/studentdef.pdf>.

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 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) 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 A-1 lists definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels, and table A-2 lists definitions of CTE participants in CTE programs at the secondary and postsecondary levels, for program year (PY) 2015–16 for each of the 50 U.S. states; the District of Columbia; the Commonwealth of Puerto Rico; and the outlying areas of Guam, the Republic of Palau, and the United States Virgin Islands. Tables A-1 and A-2 include each state's definitions for secondary and postsecondary CTE concentrator and participant as submitted in its state plan.

Table A-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels: Program year 2015–16

State	Definitions of career and technical education ^a (CTE) concentrator ^b in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
Alabama	A secondary student who has earned two credits in a single CTE program area where two-credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.	A postsecondary/adult student who (1) completes 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) 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.
Alaska	A secondary student who has 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 has documented proficiencies that are equivalent to this criteria.	A CTE concentrator is a participant who (1) within the past two program years has earned at least 12 technical or academic credit units (or 360 contact hours of coursework at a non-credit institution), or (2) completed this program year a short-term CTE program sequence, which program consists of at least six credit units (at least 180 contact hours for non-credit institutions), that results in an industry-recognized credential, or a credential as established by the postsecondary institution.
Arizona	A secondary student who has transcribed two or more Carnegie units/credits in a state-designated sequence in an approved CTE program.	A postsecondary/adult student who (1) completes at least 12 transcribed 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. In order to ensure that a student has established an occupational pathway, ^c the student must complete nine occupational credits with a given occupational program within a two-year time frame; 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.
Arkansas	A secondary student who enrolls in a minimum of three units of credit, including the core-required courses, in a CTE program of study. ^c	A student who has declared intent, enrolled in a CTE program of study, ^c and completed the following thresholds: six semester credit hours for a certificate of proficiency; 12 semester credit hours for a technical certificate; 24 semester credit hours for an associate level degree; and the equivalent of 24 semester credit hours for students enrolled in a technical institute. Hours must have been earned in the most recent four academic years.

See notes at end of table.

Table A-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

State	Definitions of career and technical education ^a (CTE) concentrator ^b in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
California	A student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single, state-recognized, multi-hour course and is enrolled in the second half of that course.	For <i>Perkins</i> accountability purposes, a higher education CTE program “concentrator” is defined as a student who has, within the previous three years, completed a minimum threshold of 12 or more units of related coursework in a CTE program area (defined as a two-digit TOP ^d code) with at least one of those courses teaching job-specific skills.
Colorado	A secondary student who completed at least one-half of the credits required within any CTE program where credit, course(s), and academic term are defined in the CTE program approval documentation.	A postsecondary student who completed at least 50 percent of the minimum CTE credit hours required within a single CTE program area that terminates in a certificate or degree within the reporting year.
Connecticut	A concentrator is a student who is enrolled in courses that specifically address instruction in the Connecticut CTE Performance Standards and Competencies; totaling a minimum of two credits, regardless of credit delineation; and is tested in one or more of the recognized Connecticut CTE Areas of Concentration of the State CTE Assessment program.	A concentrator is defined as any student in a given year who is enrolled in a program of study leading to an occupational degree or certificate (excludes all liberal arts and general studies students) and has completed at least 15 semester hours' worth of course work.
Delaware	A secondary student who successfully completed at least 50 percent of the credits required to complete a state-approved CTE pathway of sequenced courses and is enrolled in a course at the next level in the same pathway.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is 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 of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.
District of Columbia	A secondary student who is enrolled in a public or public charter high school in grades nine to 12 and earned at least three credits or CUs in a recognized CTE program sequence of four credit units (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 ^e requiring less than 12 credits.
Florida	A secondary student who has earned three or more credits in a single CTE program or two credits in a single CTE program, but only in those programs where two-credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.	A postsecondary student who completes 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, a certificate, or a degree.
Georgia	A secondary student who earned three or more credits in a single CTE program area.	A student who had at least 12 credit hours in their enrollment history and is in a CTE-credit program.

See notes at end of table.

Table A-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

State	Definitions of career and technical education ^a (CTE) concentrator ^b in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
Guam	A secondary student who has earned two or more credits in a single CTE program during the reporting year.	A student who has declared a CTE program who (1) completes 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) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.
Hawaii	A 12th-grade student who has completed the requirements for her or his selected State Certified Career and Technical Education Program of Study. ^c A program of study includes two Carnegie units in the proper sequence in a single career pathway program area plus one required academic course.	A student in a declared CTE program who has completed at least 12 credits or the equivalent in a CTE program.
Idaho	Any secondary junior or senior student who (1) completed three state-approved CTE courses in a program sequence and is enrolled in a capstone* course; (2) enrolled in a professional-technical school, and is in a capstone course; or (3) completed all of the CTE courses in a program sequence if less than three. <small>*A capstone course is a culminating course in a sequence of courses.</small>	A postsecondary participant who has completed at least 18 credits within a program area or completed a program of between 12 to 17 credits that terminates in an industry-recognized credential, certificate, or degree.
Illinois	A secondary student who earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those CTE program areas where two-credit sequences at the secondary level are recognized by the state.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single program area sequence that is composed of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence with a credential, certificate, or degree.
Indiana	A secondary student who earned six or more Indiana credits in a single CTE career cluster or four Indiana credits in a single CTE career cluster in those program areas where four Indiana-credit sequences at the secondary level are recognized by the Indiana Department of Education. For one-credit courses, a student must earn credits in a sequence of at least four one-credit courses for those one-credit courses to be counted toward the student meeting the definition of a secondary CTE concentrator.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single program area sequence that is 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 of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

See notes at end of table.

Table A-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

State	Definitions of career and technical education ^a (CTE) concentrator ^b in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
Iowa	A secondary student who earned one and one-half or more units in a CTE program area.	A student who has earned one or more credits in a CTE program area. A CTE concentrator is defined as a student who (1) completes at least 12 academic or technical credits within a single career and technical education program sequence that is composed of 12 or more academic or technical credits that terminates in the award of an industry-recognized credential, a certificate, diploma, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credits that terminates with an award of an industry-recognized credential, or a certificate.
Kansas	A secondary student who has earned three or more CTE credits in a single CTE program area.	A postsecondary/adult student who (1) earns at least 12 technical credits within a single CTE program area sequence that is composed 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) completes a short-term CTE program sequence of less than 16-credit hours that terminates in an industry-recognized credential, a certificate, or associate degree.
Kentucky	A secondary student who successfully completes 50 percent of four credits and is enrolled in a third course, in a sequence of at least four-credit courses of a CTE program that requires at least four credits to complete the program.	A postsecondary student who completes 12 hours in a sequence of courses in a program of study ^c and is enrolled in at least the 13th credit-hour course in the program of study leading to a certificate, diploma, or associate degree.
Louisiana	A secondary student who (1) has earned three or more credits in a single CTE program area (e.g., health care or business services), or (2) 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.	A postsecondary/adult student who completes at least 12 academic or CTE credits within a single sequence of courses/pathway 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.
Maine	A secondary student who completes 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, completes (1) at least 12 academic or CTE credits within a single CTE 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 of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

See notes at end of table.

Table A-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

State	Definitions of career and technical education ^a (CTE) concentrator ^b in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
Maryland	A secondary student who enrolls in a CTE course within a state-recognized sequence or program after completing earned credits in 50 percent of the total number of credits within the state-recognized sequence or CTE program.	A postsecondary student who completes at least 12 academic or CTE credits within a single CTE 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.
Massachusetts	A secondary student who was enrolled in a CTE program for two years.	A student who is a CTE participant who earned 12 or more college CTE credits.
Michigan	A secondary student who has completed a minimum of 50 percent of state-approved standards, plus enrolled in more credits, courses, hours, or units in a single program area to meet additional standards.	A postsecondary/adult student who (1) completes at least 12 academic or CTE credits within a single CTE 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 (these credits must have been earned as of the beginning of the reporting year); (2) completes a short-term CTE program sequence of less than 12 credits that terminates in an industry-recognized credential, a certificate, or a degree.
Minnesota	A secondary student who has 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 is enrolled in a long-term CTE program, and declared as their degree intent (major) a CTE award; or a two-year college student in the Minnesota State Colleges and Universities System who belongs in a particular fiscal year cohort, is enrolled in a short-term CTE program, declared as their degree intent (major) a CTE award, and completed and received the award in which they declared their intent.
Mississippi	A vocational student who has 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 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 of less than 12 CTE credit units that terminates in an industry-recognized credential, a certificate, or a degree.

See notes at end of table.

Table A-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

State	Definitions of career and technical education ^a (CTE) concentrator ^b in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
Missouri	A secondary student who has earned three or more units of credit in a sequence in a Missouri Department-approved CTE program area.	A postsecondary student who completes a minimum of 12 CTE credits in a Missouri Department-approved CTE program area that terminates in a degree, certificate, or industry-recognized credential.
Montana	A secondary student who earned three or more credits in any CTE program area.	A postsecondary student who completes (1) at least 12 academic or CTE credits within a single CTE program area sequence that is composed 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.
Nebraska	A secondary student who earned three or more credits in a single CTE program of study ^c 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 completes (1) at least 12 academic or CTE credits within a single CTE 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 of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.
Nevada	An enrolled secondary student who has earned a minimum of two credits in any CTE program area.	A postsecondary student who (1) completes at least 12 CTE credits within a CTE program area that is composed of 12 or more technical credits and terminates in the award of an industry-recognized credential, a state or locally recognized certificate, or a degree; or (2) completes a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, a state or locally recognized degree, or certificate.
New Hampshire	A secondary student who has completed greater than 50 percent of the required sequence of instruction in his/her CTE program and is enrolled in the second half of the program as of Oct. 1 or March 1.	A matriculated postsecondary/adult student who (1) completes at least 12 academic or CTE credits within a single CTE 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) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

See notes at end of table.

Table A-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

State	Definitions of career and technical education ^a (CTE) concentrator ^b in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
New Jersey	A secondary student who completes 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.
New Mexico	A secondary student who has 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 (A) completes at least 12 academic or CTE credits, of which nine credits are CTE, within a single program area that is composed of 12 or more academic and CTE credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (B) completes a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.
New York	A secondary student who has successfully completed, as determined by the program service provider, (1) two courses/units of study out of a three courses/units of study CTE program; or (2) a student who has successfully completed, as determined by the program service provider, three courses/units of study out of a four or more courses/units of study CTE program.	A postsecondary/adult student who completes at least 12 academic or CTE credits within a single CTE 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.
North Carolina	A secondary student who earns four or more credits in a single pathway (career cluster), at least one of which is in a second-level course (a course with at least one required prerequisite).	A postsecondary student who completes a minimum of 12 academic and technical credits in a program of study ^c that terminates in the award of a degree, certificate, credential, or diploma.
North Dakota	A secondary student who has earned two or more credits in a single CTE program area (e.g., health care or business services) recognized by the state.	A postsecondary/adult student who (1) completes 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) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

See notes at end of table.

Table A-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

State	Definitions of career and technical education ^a (CTE) concentrator ^b in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
Ohio	A secondary student who completed a minimum of 50 percent of the high school credits allowed for a single CTE workforce development program (e.g., health sciences or marketing), and enrolled for additional credit at the secondary level.	A postsecondary/adult student who completed (1) at least 12 CTE credits within a single CTE 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 of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.
Oklahoma	A secondary student who has enrolled in three or more credits in a single CTE pathway.	A postsecondary student who (1) completes at least 30 academic or CTE credit hours toward a certificate or associate in applied science degree program that is composed of 30 or more academic and technical credit hours; or (2) completes a short-term CTE program sequence of less than 30 credit hours that terminates in an industry-recognized credential, a certificate, or a degree.
Oregon	Any secondary student who has earned one or more credits in a technical skill course(s) part of an Oregon state-approved CTE program of study, of which at least one-half credit must be designated as a "required" CTE course for program completion.	A postsecondary student who is enrolled for credit in the current academic year who 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.
Pennsylvania	A secondary 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 Pennsylvania Department of Education 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-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.
Puerto Rico	A secondary student who has earned two or more credits in a CTE program area.	A postsecondary student who declared a major in a CTE program of study ^c and completed (1) 12 hours in CTE programs that 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.
Republic of Palau	A secondary student enrolled in Career Academies in their senior year (12th grade).	A postsecondary student enrolled in a CTE program who takes and passes the technical skills assessment.

See notes at end of table.

Table A-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

State	Definitions of career and technical education ^a (CTE) concentrator ^b in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
Rhode Island	A secondary student who has completed at least two or more courses in a single CTE program area (e.g., health care or business services) where a program sequence represents three or more courses or one course in a single CTE program area, but only in those 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 (1) completes 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) 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.
South Carolina	A secondary student with an assigned classification of instructional programs (CIP) code who has earned three Carnegie units of credit in a state-recognized CTE program.	A postsecondary student who (1) completes at least 12 academic or CTE credits within any CTE program area sequence and is seeking a CTE degree 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) 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.
South Dakota	Students in grades nine to 12 who have earned two unit credits in a single CTE Cluster program area.	A postsecondary/adult student who (1) completes 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) 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.
Tennessee	Secondary students who have earned three or more credits in any CTE program area.	A postsecondary student who is designated as a sophomore, with 30 college-level semester hours during the fall of the cohort year in a defined CTE program of study ^d that terminates in an industry-recognized associate degree or other award.
Texas	A secondary student who has earned three or more credits in two or more courses in a CTE program of study.	A postsecondary student who (1) completes at least 12 academic or CTE credits in a single CTE 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) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

See notes at end of table.

Table A-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

State	Definitions of career and technical education ^a (CTE) concentrator ^b in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
United States Virgin Islands	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.	A postsecondary student who enrolled in the vocational education program and is taking more than two courses in sequence with plans to continue toward completion in a specific career pathway.
Utah	A secondary student reported as a senior, who has completed at least one-half the credits in a single CTE program of study, including at least one of the required foundation courses indicated for a CTE program of study in grades nine to 12.	A postsecondary participant who (1) completes at least 12 CTE credits within a single program area (program of study 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; (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; or (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.
Vermont	A secondary student enrolled in a state-approved CTE program who has 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 program or who has completed half of the program's required skill assessments.	A postsecondary student who has completed 50 percent of the credits required for earning the program's degree or certificate.
Virginia	A secondary student who earned three or more credits in a single CTE program area (e.g., health care or business services) or two credits in a single CTE program area, but only in those CTE program areas where two-credit sequences at the secondary level are recognized by the state.	A postsecondary student who has completed (1) at least 12 CTE credits within a single CTE 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 of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.
Washington	A secondary student who has enrolled in two or more CTE courses above the exploratory level in a single career cluster.	A postsecondary CTE participant who has completed at least 12 CTE credits or completed an industry-recognized credential or formal award.

See notes at end of table.

Table A-1. States' definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

State	Definitions of career and technical education ^a (CTE) concentrator ^b in CTE programs at the secondary and postsecondary levels	
	Secondary (S)	Postsecondary (PS)
West Virginia	Concentrators are 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 (1) completes 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) 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.
Wisconsin	A secondary student who completes 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.
Wyoming	A secondary student who has completed three or more courses in a CTE program, including those who may be currently enrolled in their third course.	A student who: (1) completes at least 12 technical or academic credits within a single program area or across multiple CTE program areas, or (2) completes 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.

^a 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."

^b 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.

^c 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.

^d 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.

NOTE: 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 the Republic of Palau—were required to report data and information under *Perkins IV* for PY 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. 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. "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 A-2. States' definitions of CTE participant in CTE programs at the secondary and postsecondary levels: Program year 2015–16

Definitions of career and technical education ^a (CTE) participant ^b in CTE programs at the secondary and postsecondary levels		
State	Secondary (S)	Postsecondary (PS)
Alabama	Students who have 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
Alaska	A secondary student who has earned credit in one or more approved course(s) in any CTE program area	A student admitted to a postsecondary CTE program, which program consists of at least six credits for credit-bearing institutions or at least 180 contact hours for a non-credit institution, and who takes a CTE course during the program year.
Arizona	A secondary student who has earned one or more transcribed Carnegie units/credits in any CTE program area in the reporting year.	A postsecondary/adult student who has earned one or more transcribed credits in any CTE program area in the reporting year.
Arkansas	Students who enroll in one unit of credit in CTE.	Students who have declared intent, enrolled in a CTE program area, and earned a minimum of 3 semester credit hours.
California	A secondary CTE participant is a student who has completed the equivalent of a conventional 50-minute class taken five times per week for 180 school days or approximately 150 hours of instruction in a state-recognized CTE sequence or program.	Participation does not use any "threshold of enrollments" to determine if a student is vocational. Any enrollment in a course determined to be vocational, as indicated by the TOP code vocational flag and the SAM Priority codes A–D, ^c qualifies the student as a participant. This definition was put in place to comply with requirements set by OVAE ⁸⁹ for 2002–03 nontraditional participation reporting.
Colorado	A secondary student who has completed one or more credits or courses within any CTE program where credit, course(s), and academic term are defined in the program approval documentation.	A postsecondary student who has completed six CTE credit hours within any CTE program area (defined by CIP ^d code) within the reporting year.
Connecticut	A student who takes at least one CTE course.	A student who is enrolled in a program of study leading to an occupational degree or certificate (excludes all liberal arts and general studies students).
Delaware	A secondary student who has completed one course in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.

See notes at end of table.

⁸⁹ On Jan. 18, 2014, the name of the Office of Vocational and Adult Education (OVAE) was officially changed to the Office of Career, Technical, and Adult Education (OCTAE). The state appropriately used OVAE since their definition submission to the Department was prior to the name change.

Table A-2. States' definitions of CTE participant in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

Definitions of career and technical education ^a (CTE) participant ^b in CTE programs at the secondary and postsecondary levels		
State	Secondary (S)	Postsecondary (PS)
District of Columbia	Students enrolled in D.C. public or public charter high schools in grades nine to 12 who have earned at least one credit (Carnegie unit) in a recognized CTE program sequence of four CUs or more.	Students enrolled at the University of the District of Columbia who have earned at least one credit in a recognized CTE program of study/major leading to the award of an industry-recognized credential and/or a degree or certificate.
Florida	A 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.
Georgia	A student who has earned one or more credits in any CTE program area.	Students having taken at least one CTE course.
Guam	A student who has earned half or more credits in any CTE program during the reporting year.	A student who has earned one or more credits in a CTE program area during the reporting year.
Hawaii	A student who has earned one or more credits in any CTE program area.	A student in a declared CTE program who has completed at least one credit or the equivalent in a CTE program.
Idaho	Any secondary student who has earned one or more credits in any professional-technical state-approved program.	A postsecondary matriculated student who has earned one or more credits in any state-approved professional-technical program. (A matriculated student is defined as a student enrolled in courses at a college who has applied for admission and has been accepted in a certificate or degree program.)
Illinois	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.
Indiana	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.
Iowa	A secondary student who has earned one-half or more units in any CTE program area.	A postsecondary student who has earned one or more credits in a CTE program.
Kansas	A secondary student who has earned one or more CTE credits in any CTE program area.	A postsecondary/adult student who has earned one or more CTE credits in any CTE program area.
Kentucky	Students enrolled in the beginning sequence of courses leading to two credits in a CTE program that requires at least four credits to complete the program.	Students who are enrolled in a sequence of courses in a CTE major (program of study) and have completed 12 hours or less for credit toward a certificate, diploma, or associate degree.

See notes at end of table.

Table A-2. States' definitions of CTE participant in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

Definitions of career and technical education ^a (CTE) participant ^b in CTE programs at the secondary and postsecondary levels		
State	Secondary (S)	Postsecondary (PS)
Louisiana	A secondary student who enrolled in a vocational education course. The threshold level to be a participant is defined by the state, with most states defining a CTE participant as a student who has completed at least one course (or a substantial portion of it), and may be enrolled in another course. This definition includes students who have reached the threshold level of concentrator.	A postsecondary/adult student who has earned one or more credits in any CTE program area.
Maine	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.
Maryland	A secondary student who enrolls in a course or unit of instruction within a state-recognized sequence or program.	A postsecondary/adult student who enrolls in one or more credits in a state-recognized CTE program that terminates in an industry-recognized credential, certificate, or degree.
Massachusetts	A student at the secondary level who was enrolled for one year in any CTE program. In Massachusetts, the Student Information Management System (SIMS) is used to capture data on participants on the secondary level. The students reported in SIMS as enrolled in a CTE program in October and June of the same school year are participants.	A student who has been formally admitted (matriculated) into a specific CTE program and is enrolled in at least one for-credit course for the fall semester.
Michigan	A secondary student who has completed a minimum of 10 percent of state-approved standards in any CTE program area.	A postsecondary/adult student who has one or more credits in any CTE program area.
Minnesota	A secondary student who earns one or more credits in any CTE field.	A two-year college student in the Minnesota State Colleges and Universities System who belongs to a particular fiscal year cohort, and is enrolled in a CTE program, and declared as their degree intent (major) a CTE award; or a two-year college student in the Minnesota State Colleges and Universities System who belongs to a particular fiscal year cohort, and enrolls in a CTE course.
Mississippi	A student enrolled in a vocational and technical program.	A postsecondary/adult student who has earned one or more <i>Perkins</i> credits in any CTE program area.

See notes at end of table.

Table A-2. States' definitions of CTE participant in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

Definitions of career and technical education ^a (CTE) participant ^b in CTE programs at the secondary and postsecondary levels		
State	Secondary (S)	Postsecondary (PS)
Missouri	A secondary student who has earned one or more credits in any Missouri Department-approved CTE program area.	A postsecondary student who has earned one or more credits in any Missouri Department-approved CTE program area.
Montana	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary student who has enrolled in a CTE program.
Nebraska	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary student who has earned one or more credits in any CTE program area.
Nevada	A secondary student who has earned a minimum of one credit in any CTE program area.	A postsecondary student who has earned a minimum of one credit in any CTE program area.
New Hampshire	A secondary student who has earned one or more credits in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.
New Jersey	A secondary student who has earned credit for 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.
New Mexico	A secondary student who has completed one or more courses in any CTE program area.	A postsecondary student who has completed at least one CTE course in any CTE program area.
New York	A student who has successfully completed, as determined by the program service provider, at least one course or unit of study in a CTE program.	A postsecondary/adult student who has earned one or more credits in any CTE program area.
North Carolina	A 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.
North Dakota	A secondary student who has completed one or more course(s) in any CTE program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.
Ohio	A secondary student who has earned credit in one or more courses in any CTE workforce development program area.	A postsecondary/adult student who has earned one or more credits in any CTE program area.
Oklahoma	A secondary student who has enrolled in less than 360 course hours (three Carnegie units of credit) in a single CTE pathway. <ul style="list-style-type: none"> • A secondary credit is the secondary instructional time required to earn a standard Carnegie unit for high school credit in Oklahoma. 	A postsecondary student who has earned one or more semester credit hours in any CTE program area.

See notes at end of table.

Table A-2. States' definitions of CTE participant in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

Definitions of career and technical education^a (CTE) participant^b in CTE programs at the secondary and postsecondary levels		
State	Secondary (S)	Postsecondary (PS)
Oregon	Any secondary student who has earned one-half or more credits in any technical skill course part of an Oregon state-approved CTE program of study.	A postsecondary student who has earned one or more CTE credits in any CTE program of study within the reporting year.
Pennsylvania	A student who, by the end of the reporting school year, was reported as having earned at least 10 percent of the minimum technical instructional hours required for Pennsylvania Department of Education program approval.	A postsecondary student, who by the end of the reporting school year, was reported as having earned more than one academic or CTE credits required by an approved occupational program.
Puerto Rico	A secondary student who has enrolled in one or more credits in any CTE program area.	A postsecondary student who has enrolled in one or more credits in a CTE program area.
Republic of Palau	A student who enrolls in at least one CTE course or program (every secondary student is a CTE participant since all students must enroll in at least one CTE course or program).	A student who enrolls in at least one CTE course or program.
Rhode Island	A student enrolled in any one or more nonsequential CTE courses.	A postsecondary student who has earned one or more credits in any CTE program area.
South Carolina	A secondary student enrolled in a state-approved CTE course.	A postsecondary student who has earned one or more credits in any CTE program area.
South Dakota	A secondary student who has enrolled in any CTE program.	A postsecondary/adult student who has earned one or more credits in any CTE program area.
Tennessee	Secondary students who have earned one or more CTE credits.	A postsecondary student who is enrolled on the 14th day of the beginning of the fall term in any CTE program area.
Texas	A secondary student who has earned credit in any CTE course.	A postsecondary student who has earned one or more credits in any CTE program area.
United States Virgin Islands	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.
Utah	A secondary student who has earned one or more semester credits in any CTE program area, grades nine to 12, reporting as seniors.	A postsecondary student who has earned one or more credits in any CTE program area.
Vermont	A secondary student who is enrolled in a state-approved technical education program that addresses the core academic and technical competencies identified as needed for employment and/or further education in a career cluster.	A postsecondary student who has earned at least six credits required by their degree/certificate program and is enrolled in at least one academic or CTE three-credit course in their degree/certificate program during the fall semester of the reporting year.

See notes at end of table.

Table A-2. States' definitions of CTE participant in CTE programs at the secondary and postsecondary levels: Program year 2015–16—Continued

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

^a 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."

^b 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.

^c 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.

^d "CIP" means "classification of instructional program."

NOTE: 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 2015–16. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment); enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16. 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. "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.

Appendix B

Individual State⁹⁰ Performance Profiles, Program Year 2015–16

Appendix B provides state profiles containing performance data⁹¹ 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) 2015–16. 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 2015–16.⁹²

For PY 2015–16, the ninth PY of *Perkins IV*, each state operating under the eighth year of its five-year plan,⁹³ 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,⁹⁴ and special populations and other student categories. Each special population or other student category and each

⁹⁰ 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.

⁹¹ This report does not include *Perkins IV Title I* performance data from all states because 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. The Republic of Palau was required to submit data on four indicators of performance (secondary technical skill attainment, secondary placement, secondary graduation rates, and postsecondary technical skill attainment), enrollment data, technical skill assessments, and other information under *Perkins IV* for PY 2015–16.

⁹² 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.

⁹³ For PY 2015–16, the ninth PY of *Perkins IV*, states are operating under the eighth year of the state plan, and it is the seventh year states were required to report on all of the core indicators of performance under Sec. 113(b) of *Perkins IV*. For PY 2007–08 of *Perkins IV* states submitted a transition plan under Sec. 4 of *Perkins IV*. In the Department’s program memorandum to state directors of CTE regarding guidance for state plan revisions, the eligible agency is provided the opportunity to submit any revisions to its state plan under *Perkins IV* that the state deems necessary. See the Department’s memorandum at https://s3.amazonaws.com/PCRN/uploads/FY-2013_State_Plan_Guidance_for_PY7_Grant_Awards.pdf.

⁹⁴ 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 required in PY 2015–16 to report data disaggregated by race/ethnicity using the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” guide that was issued by OMB in 1997 (<https://www.govinfo.gov/content/pkg/FR-1997-10-30/pdf/97-28653.pdf>).

race/ethnicity category is defined in the Glossary of Terms section of this report. Beginning in PY 2010–11, states were required to use 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.”⁹⁵

Some states operate separate adult-level programs that are not included in the states’ community college settings. Therefore, such states reported data for those programs operated outside of community college settings as adult-level programs. Five states—Florida, 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.⁹⁶

In summary, Appendix B profiles include the student data related to all of the *Perkins IV* Sec. 113(b) core indicators at the secondary, postsecondary, and adult⁹⁷ levels. The data are disaggregated for each state by gender, race/ethnicity, and special populations and other student categories. The measurement definitions for the secondary, postsecondary, and adult levels are included in Appendix B, 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 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 certified the accuracy and completeness of their data using an electronic personal identification number (PIN).

⁹⁵ See <https://www.govinfo.gov/content/pkg/FR-1997-10-30/pdf/97-28653.pdf>.

⁹⁶ Adult-level CTE programs may exist in a community college or may be a part of a separate adult education site offering CTE courses.

⁹⁷ When reporting on adult-level programs, each of the five states used its definition of CTE concentrator at the postsecondary level.

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 <https://cte.ed.gov/accountability/about-accountability>. 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 in their state profiles at <https://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
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	48.00%	21.00%	91.00%	90.00%	88.00%	95.00%	19.00%	15.00%
PY 2015–16 Results	51.34%	29.64%	92.46%	94.32%	91.88%	93.26%	21.06%	18.70%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	10.81%	<10.00%	83.84%	91.22%	88.82%	25.00%	14.99%	12.63%
Economically disadvantaged students	41.40%	19.11%	90.01%	92.56%	89.41%	91.79%	21.61%	19.09%
Single parents	53.85%	26.92%	77.91%	>95.00%	>95.00%	92.98%	29.09%	13.33%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	14.75%	<10.00%	89.04%	91.16%	87.32%	84.30%	14.69%	14.74%
Migrant students	36.59%	14.63%	93.21%	93.02%	62.90%	88.03%	22.81%	30.43%
Students in nontraditional programs	56.52%	29.79%	94.70%	93.58%	93.19%	93.20%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	46.98%	30.51%	89.71%	93.61%	90.55%	92.26%	<10.00%	<10.00%
Female	55.30%	28.84%	94.99%	94.96%	93.13%	94.13%	54.27%	45.86%
Race/ethnicity								
American Indian or Alaska Native	58.85%	31.10%	>95.00%	>95.00%	91.91%	94.26%	23.39%	19.57%
Asian	77.21%	72.07%	>95.00%	>95.00%	93.49%	93.67%	28.53%	25.37%
Black or African American	38.00%	15.66%	87.88%	>95.00%	92.47%	93.41%	24.75%	22.69%
Hispanic or Latino	40.73%	23.55%	93.94%	94.33%	>95.00%	88.89%	19.73%	19.39%
Native Hawaiian or Other Pacific Islander	23.08%	11.54%	89.47%	>95.00%	90.00%	87.50%	42.11%	<10.00%
White	61.12%	39.45%	>95.00%	93.25%	91.36%	93.49%	18.93%	16.32%
Two or more races	65.40%	34.12%	93.74%	93.12%	63.46%	87.74%	19.59%	20.74%

Alabama		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	90.00%	60.00%	77.00%	79.00%	20.00%	15.00%
PY 2015–16 Results	90.62%	64.62%	72.68%	72.69%	34.89%	13.71%
Special populations						
Individuals with disabilities (<i>ADA</i>)	90.75%	63.93%	80.12%	59.15%	32.54%	17.48%
Economically disadvantaged students	82.96%	63.88%	72.20%	73.87%	37.48%	13.72%
Single parents	>95.00%	67.92%	75.24%	76.35%	38.68%	21.74%
Displaced homemakers	>95.00%	66.89%	71.43%	69.82%	28.01%	16.39%
Limited English proficient students	>95.00%	55.88%	75.61%	69.25%	41.45%	18.18%
Students in nontraditional programs	90.50%	54.13%	73.07%	70.51%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	89.50%	65.00%	70.64%	70.66%	<10.00%	13.87%
Female	91.77%	64.29%	74.28%	74.40%	54.69%	13.60%
Race/ethnicity						
American Indian or Alaska Native	89.44%	57.33%	78.06%	67.52%	31.44%	10.94%
Asian	89.66%	65.73%	77.42%	48.61%	39.76%	24.71%
Black or African American	87.46%	61.08%	69.10%	71.98%	38.86%	15.29%
Hispanic or Latino	91.35%	65.99%	75.59%	69.86%	35.70%	12.25%
Native Hawaiian or Other Pacific Islander	>95.00%	33.33%	80.00%	70.00%	55.00%	<10.00%
White	91.77%	67.53%	73.25%	74.02%	32.91%	13.07%
Two or more races	87.34%	57.01%	71.43%	70.98%	40.40%	18.52%

Alaska Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.
PY 2015–16 Performance levels	82.22%	71.95%	91.00%	86.00%	90.00%	80.50%	33.00%	28.25%
PY 2015–16 Results	82.12%	72.70%	93.42%	89.97%	94.27%	78.91%	30.20%	25.86%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	38.14%	27.97%	92.59%	81.58%	85.48%	69.54%	25.17%	13.25%
Economically disadvantaged students	73.26%	61.23%	92.37%	87.26%	91.52%	70.57%	30.83%	28.49%
Single parents	NP	NP	NE	NE	NE	50.00%	50.00%	NE
Displaced homemakers	NP	NP	NE	NE	NE	>95.00%	NE	NE
Limited English proficient students	13.04%	10.87%	84.00%	78.26%	88.68%	91.67%	29.18%	<10.00%
Migrant students	79.31%	68.38%	92.42%	87.18%	>95.00%	68.94%	29.51%	30.21%
Students in nontraditional programs	83.93%	75.84%	92.22%	91.89%	94.21%	81.33%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	81.79%	74.53%	93.23%	88.93%	93.66%	75.05%	18.68%	19.53%
Female	82.57%	70.24%	93.68%	91.37%	>95.00%	85.10%	54.77%	38.92%
Race/ethnicity								
American Indian or Alaska Native	74.21%	62.83%	90.84%	86.21%	93.50%	70.32%	34.49%	26.63%
Asian	78.63%	72.65%	86.44%	94.16%	>95.00%	81.72%	32.08%	29.23%
Black or African American	70.59%	54.90%	90.48%	93.75%	94.55%	78.95%	38.32%	26.09%
Hispanic or Latino	77.48%	58.56%	>95.00%	84.29%	93.16%	76.06%	27.64%	25.45%
Native Hawaiian or Other Pacific Islander	68.18%	36.36%	90.00%	82.86%	90.00%	73.68%	27.27%	<10.00%
White	86.28%	79.69%	>95.00%	91.37%	94.90%	81.92%	28.79%	25.78%
Two or more races	82.79%	69.67%	94.23%	89.33%	92.37%	73.10%	28.89%	25.00%

Alaska		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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.
PY 2015–16 Performance levels	84.00%	4.00%	52.00%	74.50%	17.00%	10.00%
PY 2015–16 Results	86.01%	48.51%	62.35%	71.52%	16.84%	17.71%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP
Economically disadvantaged students	76.32%	21.43%	48.78%	57.14%	12.77%	<10.00%
Single parents	70.97%	10.00%	48.57%	55.56%	13.16%	<10.00%
Displaced homemakers	NP	NP	NP	NP	NP	NP
Limited English proficient students	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	83.06%	51.16%	63.67%	70.11%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	84.00%	48.02%	60.45%	71.29%	12.94%	<10.00%
Female	87.43%	49.07%	63.67%	71.70%	20.29%	30.35%
Race/ethnicity						
American Indian or Alaska Native	82.95%	51.10%	58.74%	77.72%	16.47%	15.79%
Asian	81.10%	37.18%	66.82%	77.03%	16.52%	<10.00%
Black or African American	82.22%	27.27%	68.57%	65.91%	20.12%	25.00%
Hispanic or Latino	80.16%	49.38%	62.21%	70.71%	18.35%	29.41%
Native Hawaiian or Other Pacific Islander	70.27%	20.00%	41.46%	54.17%	15.56%	<10.00%
White	87.86%	49.47%	63.17%	73.16%	15.91%	18.09%
Two or more races	84.93%	40.87%	66.18%	70.94%	20.88%	21.43%

Arizona Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	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.
PY 2015–16 Performance levels	30.00%	30.00%	80.00%	91.00%	90.00%	68.00%	27.00%	18.00%
PY 2015–16 Results	26.81%	15.40%	80.92%	>95.00%	>95.00%	77.57%	37.21%	27.67%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	<10.00%	<10.00%	51.82%	>95.00%	>95.00%	62.41%	29.01%	13.21%
Economically disadvantaged students	19.51%	13.02%	77.05%	>95.00%	>95.00%	73.34%	37.42%	27.67%
Single parents	<10.00%	16.67%	20.00%	>95.00%	>95.00%	>95.00%	37.50%	20.00%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	<10.00%	<10.00%	21.05%	93.94%	93.94%	58.93%	35.20%	13.33%
Migrant students	16.44%	23.53%	69.03%	>95.00%	>95.00%	78.33%	31.70%	16.19%
Students in nontraditional programs	27.37%	15.32%	82.67%	>95.00%	>95.00%	78.05%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	26.16%	16.61%	80.53%	>95.00%	>95.00%	76.08%	14.98%	13.83%
Female	27.50%	14.18%	81.32%	>95.00%	>95.00%	79.08%	60.83%	40.36%
Race/ethnicity								
American Indian or Alaska Native	10.33%	<10.00%	62.71%	>95.00%	>95.00%	71.34%	37.84%	19.61%
Asian	49.37%	31.21%	88.31%	>95.00%	>95.00%	85.83%	37.80%	34.38%
Black or African American	19.72%	12.87%	78.66%	>95.00%	>95.00%	78.37%	40.69%	33.01%
Hispanic or Latino	19.22%	12.70%	76.13%	>95.00%	>95.00%	76.43%	37.25%	27.09%
Native Hawaiian or Other Pacific Islander	14.29%	18.52%	75.00%	>95.00%	>95.00%	81.40%	36.42%	23.53%
White	36.06%	19.86%	88.01%	>95.00%	>95.00%	78.72%	36.63%	28.83%
Two or more races	27.42%	14.30%	81.63%	>95.00%	>95.00%	81.47%	38.26%	27.06%

Arizona		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill or end of program assessments that are aligned with industry-recognized standards during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two-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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	92.25%	45.00%	65.00%	40.50%	28.00%	24.00%
PY 2015–16 Results	89.51%	48.10%	68.44%	47.90%	27.55%	26.54%
Special populations						
Individuals with disabilities (<i>ADA</i>)	82.43%	46.54%	70.28%	40.30%	30.70%	23.00%
Economically disadvantaged students	89.52%	43.53%	69.50%	51.81%	29.82%	26.29%
Single parents	94.78%	37.65%	71.12%	43.88%	23.79%	16.16%
Displaced homemakers	90.91%	66.67%	71.43%	20.83%	39.71%	40.00%
Limited English proficient students	95.00%	39.94%	67.42%	42.99%	23.79%	35.42%
Students in nontraditional programs	92.06%	48.16%	70.72%	41.94%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	86.87%	45.12%	64.85%	47.66%	26.06%	18.69%
Female	92.04%	50.98%	71.83%	48.12%	28.78%	33.53%
Race/ethnicity						
American Indian or Alaska Native	91.91%	39.67%	61.74%	41.15%	23.46%	28.84%
Asian	88.33%	50.23%	69.04%	45.39%	28.17%	30.60%
Black or African American	82.50%	43.54%	67.53%	34.72%	29.14%	33.81%
Hispanic or Latino	88.83%	49.58%	69.97%	55.57%	29.01%	27.57%
Native Hawaiian or Other Pacific Islander	81.82%	42.17%	62.32%	51.11%	22.22%	33.33%
White	90.12%	48.21%	67.92%	46.93%	26.41%	24.71%
Two or more races	79.71%	42.11%	70.43%	44.44%	32.01%	32.03%

Arkansas Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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 leaving the secondary system during the reporting year who have an average score of proficient on all end-of-course skill assessments taken in grades 9-12 within their program of study area or who have received an industry-recognized credential or certificate within their program of study area.	Percentage of CTE concentrators that graduate or receive a General Education Development (GED) credential during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate 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.
PY 2015–16 Performance levels	76.50%	79.00%	75.00%	96.50%	91.00%	94.70%	28.50%	21.55%
PY 2015–16 Results	34.33%	74.69%	76.25%	>95.00%	>95.00%	94.58%	27.95%	21.90%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	25.00%	37.18%	37.06%	>95.00%	>95.00%	83.33%	17.78%	10.94%
Economically disadvantaged students	28.00%	66.70%	69.08%	>95.00%	>95.00%	91.76%	28.29%	21.76%
Single parents	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	PNO	54.59%	52.98%	>95.00%	>95.00%	93.72%	21.03%	11.64%
Migrant students	PNO	63.83%	65.45%	>95.00%	>95.00%	90.77%	25.32%	10.00%
Students in nontraditional programs	39.29%	75.86%	75.61%	>95.00%	>95.00%	94.25%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	28.21%	75.80%	74.51%	>95.00%	>95.00%	94.88%	<10.00%	<10.00%
Female	42.86%	73.63%	77.90%	>95.00%	>95.00%	94.30%	61.50%	66.53%
Race/ethnicity								
American Indian or Alaska Native	PNO	78.67%	82.72%	>95.00%	>95.00%	92.65%	31.58%	24.44%
Asian	>95.00%	84.68%	88.33%	>95.00%	>95.00%	>95.00%	31.28%	22.00%
Black or African American	14.29%	51.81%	57.51%	>95.00%	>95.00%	92.92%	30.18%	21.50%
Hispanic or Latino	33.33%	74.27%	69.93%	>95.00%	>95.00%	>95.00%	26.81%	20.39%
Native Hawaiian or Other Pacific Islander	PNO	54.29%	67.65%	94.87%	94.87%	88.89%	27.32%	27.78%
White	50.00%	81.39%	82.34%	>95.00%	>95.00%	94.92%	27.46%	22.17%
Two or more races	66.67%	76.96%	79.05%	>95.00%	>95.00%	93.84%	29.28%	16.88%

Arkansas		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments.	Percentage of CTE concentrators who received an industry-recognized credential, 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.
PY 2015–16 Performance levels	86.50%	65.00%	82.80%	72.00%	23.05%	18.65%
PY 2015–16 Results	88.68%	66.20%	79.63%	70.80%	25.40%	20.85%
Special populations						
Individuals with disabilities (<i>ADA</i>)	79.25%	69.95%	82.04%	24.82%	21.93%	37.97%
Economically disadvantaged students	87.72%	65.33%	79.13%	70.49%	17.78%	10.89%
Single parents	90.58%	67.77%	79.00%	70.28%	16.37%	10.28%
Displaced homemakers	88.80%	72.30%	78.51%	63.94%	14.40%	10.05%
Limited English proficient students	91.52%	39.44%	78.80%	70.30%	29.88%	13.40%
Students in nontraditional programs	86.89%	62.66%	82.23%	68.31%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	88.72%	65.51%	76.92%	70.03%	17.98%	17.88%
Female	88.65%	66.66%	81.11%	71.30%	30.23%	22.82%
Race/ethnicity						
American Indian or Alaska Native	81.48%	68.25%	77.98%	73.44%	30.14%	13.64%
Asian	83.93%	52.75%	80.95%	63.74%	31.30%	25.81%
Black or African American	82.80%	61.56%	77.39%	68.71%	23.08%	20.98%
Hispanic or Latino	89.62%	58.53%	81.79%	69.89%	29.06%	22.22%
Native Hawaiian or Other Pacific Islander	>95.00%	71.43%	64.29%	71.43%	35.00%	25.00%
White	90.10%	68.52%	80.30%	72.04%	23.61%	20.65%
Two or more races	93.62%	62.86%	78.19%	67.14%	22.71%	23.38%

California Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of grade 12 CTE concentrators with valid scores who have met the proficient or advanced level on the reading and language arts portion of the California High School Exit 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.
PY 2015–16 Performance levels	58.50%	56.00%	90.00%	92.50%	92.00%	94.00%	37.50%	29.00%
PY 2015–16 Results	58.99%	60.78%	90.71%	92.24%	92.24%	93.15%	36.42%	32.59%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	23.43%	26.34%	84.76%	84.65%	84.23%	89.46%	31.18%	25.60%
Economically disadvantaged students	51.92%	54.62%	88.35%	91.06%	90.78%	93.31%	37.20%	32.42%
Single parents	44.24%	48.55%	85.75%	86.26%	86.26%	89.96%	38.28%	33.53%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	38.77%	43.90%	87.07%	88.59%	88.22%	91.24%	35.15%	29.85%
Migrant students	41.59%	48.42%	87.91%	89.16%	89.16%	92.59%	37.45%	33.41%
Students in nontraditional programs	59.84%	59.18%	90.56%	91.88%	92.43%	93.24%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	56.28%	63.08%	88.94%	91.19%	91.19%	92.66%	42.23%	18.61%
Female	62.18%	58.08%	92.80%	93.49%	93.49%	93.74%	34.23%	50.46%
Race/ethnicity								
American Indian or Alaska Native	52.20%	51.84%	91.83%	91.91%	91.91%	91.78%	37.70%	31.84%
Asian	72.56%	80.14%	94.77%	94.62%	94.62%	94.68%	37.33%	35.27%
Black or African American	49.84%	46.06%	85.49%	90.26%	90.26%	91.22%	39.86%	34.08%
Hispanic or Latino	50.37%	52.67%	89.01%	91.13%	91.13%	92.06%	36.94%	32.30%
Native Hawaiian or Other Pacific Islander	61.97%	64.61%	90.19%	93.82%	93.82%	91.44%	37.52%	31.63%
White	72.81%	72.55%	94.24%	93.77%	93.77%	94.83%	34.34%	32.38%
Two or more races	62.70%	65.38%	82.63%	94.31%	94.31%	94.91%	35.54%	29.22%

California		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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.
PY 2015–16 Performance levels	91.00%	83.00%	88.00%	68.00%	24.00%	28.00%
PY 2015–16 Results	87.53%	87.81%	89.73%	78.41%	25.17%	28.39%
Special populations						
Individuals with disabilities (<i>ADA</i>)	85.40%	91.82%	93.32%	62.30%	25.94%	27.50%
Economically disadvantaged students	88.89%	89.32%	91.78%	76.85%	25.80%	28.41%
Single parents	88.01%	88.30%	91.49%	77.05%	25.62%	26.14%
Displaced homemakers	89.19%	89.47%	91.88%	69.73%	24.21%	24.45%
Limited English proficient students	87.82%	91.80%	92.35%	70.20%	22.54%	24.60%
Students in nontraditional programs	87.02%	90.95%	91.76%	76.70%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	87.03%	84.30%	88.28%	79.54%	18.60%	24.58%
Female	88.02%	91.03%	91.27%	77.33%	31.82%	31.77%
Race/ethnicity						
American Indian or Alaska Native	84.45%	88.07%	91.05%	72.05%	27.05%	31.39%
Asian	89.29%	92.66%	89.94%	77.61%	28.48%	31.53%
Black or African American	83.04%	83.45%	89.19%	69.92%	27.36%	30.47%
Hispanic or Latino	87.04%	86.74%	90.55%	82.12%	24.14%	27.54%
Native Hawaiian or Other Pacific Islander	85.47%	85.80%	88.76%	78.83%	23.75%	31.78%
White	88.50%	87.55%	88.91%	76.99%	24.35%	27.17%
Two or more races	89.06%	86.77%	89.80%	77.90%	28.02%	30.77%

Colorado **Secondary Level**

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators and completers in their fourth or greater high school year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> and who in the reporting year, have met locally-defined requirements for a high school diploma.	Percentage of CTE concentrators and completers in their fourth or greater high school year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> and who in the reporting year, 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 two quarters after the end of the academic 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.
PY 2015–16 Performance levels	75.00%	35.50%	60.50%	89.00%	80.00%	94.50%	44.00%	39.00%
PY 2015–16 Results	74.64%	34.94%	61.23%	90.06%	84.33%	>95.00%	43.12%	39.80%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	23.11%	<10.00%	60.22%	73.14%	65.19%	94.08%	42.28%	36.38%
Economically disadvantaged students	60.77%	18.25%	61.07%	85.33%	74.68%	>95.00%	42.93%	39.46%
Single parents	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	13.95%	<10.00%	59.59%	77.83%	70.90%	>95.00%	44.35%	39.45%
Migrant students	32.50%	<10.00%	56.34%	80.36%	70.91%	>95.00%	47.73%	43.33%
Students in nontraditional programs	72.98%	33.40%	58.01%	90.67%	84.47%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	71.37%	37.37%	62.47%	88.36%	81.49%	>95.00%	59.50%	51.19%
Female	78.23%	32.28%	59.77%	92.00%	87.49%	>95.00%	19.12%	22.21%
Race/ethnicity								
American Indian or Alaska Native	63.12%	22.70%	64.63%	81.87%	74.31%	>95.00%	39.62%	37.18%
Asian	81.09%	54.73%	61.76%	90.44%	90.25%	>95.00%	48.93%	48.24%
Black or African American	58.81%	16.87%	58.15%	85.38%	80.20%	>95.00%	47.98%	47.14%
Hispanic or Latino	59.41%	17.29%	61.93%	86.20%	77.28%	>95.00%	42.28%	38.06%
Native Hawaiian or Other Pacific Islander	75.68%	27.78%	61.86%	91.67%	80.26%	>95.00%	42.22%	37.84%
White	82.19%	43.05%	61.25%	92.33%	87.86%	>95.00%	42.99%	39.81%
Two or more races	77.30%	38.34%	57.45%	90.06%	83.45%	>95.00%	42.83%	42.36%

Colorado Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who completed an approved CTE program during the reporting year.	Percentage of CTE concentrators who completed an approved CTE program during the reporting year.	Percentage of CTE participants within the current reporting year who were participants 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 two quarters after the end of the academic reporting year.	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.
PY 2015–16 Performance levels	58.00%	58.00%	44.25%	95.00%	15.50%	14.00%
PY 2015–16 Results	57.50%	57.50%	39.80%	>95.00%	14.86%	17.26%
Special populations						
Individuals with disabilities (<i>ADA</i>)	66.17%	66.17%	53.86%	93.57%	19.01%	18.05%
Economically disadvantaged students	54.40%	54.40%	39.69%	>95.00%	15.80%	14.23%
Single parents	52.13%	52.13%	18.45%	>95.00%	14.17%	12.32%
Displaced homemakers	55.91%	55.91%	13.27%	>95.00%	16.35%	16.22%
Limited English proficient students	71.28%	71.28%	64.57%	>95.00%	<10.00%	<10.00%
Students in nontraditional programs	68.31%	68.31%	58.90%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	48.84%	48.84%	38.81%	>95.00%	12.86%	21.06%
Female	67.36%	67.36%	40.85%	>95.00%	17.10%	14.10%
Race/ethnicity						
American Indian or Alaska Native	53.68%	53.68%	38.50%	>95.00%	19.35%	28.57%
Asian	61.59%	61.59%	39.46%	>95.00%	16.91%	18.36%
Black or African American	54.75%	54.75%	33.30%	>95.00%	18.54%	21.63%
Hispanic or Latino	58.47%	58.47%	37.01%	>95.00%	15.08%	16.86%
Native Hawaiian or Other Pacific Islander	45.71%	45.71%	31.30%	91.30%	17.65%	24.00%
White	55.65%	55.65%	40.31%	>95.00%	14.16%	16.81%
Two or more races	57.21%	57.21%	34.99%	94.12%	20.48%	19.85%

Connecticut Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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.
PY 2015–16 Performance levels	53.00%	30.00%	45.00%	95.00%	94.00%	88.00%	40.00%	33.00%
PY 2015–16 Results	89.75%	81.64%	37.32%	95.00%	63.77%	92.25%	39.57%	31.43%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	50.88%	25.00%	13.24%	>95.00%	64.10%	83.86%	38.89%	30.51%
Economically disadvantaged students	77.51%	68.17%	26.55%	>95.00%	63.70%	86.61%	39.46%	31.76%
Single parents	NP	NP	NP	>95.00%	NP	91.94%	41.38%	33.10%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	17.39%	<10.00%	<10.00%	>95.00%	60.87%	72.17%	39.62%	32.32%
Migrant students	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Students in nontraditional programs	NP	NP	NP	92.70%	NP	NP	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	88.47%	83.76%	32.07%	>95.00%	61.92%	91.72%	41.75%	25.93%
Female	91.25%	79.17%	43.88%	92.94%	66.00%	92.92%	36.53%	39.33%
Race/ethnicity								
American Indian or Alaska Native	>95.00%	>95.00%	37.14%	90.57%	62.07%	>95.00%	41.25%	23.65%
Asian	89.86%	80.00%	42.50%	>95.00%	59.67%	92.43%	40.98%	37.34%
Black or African American	83.33%	67.54%	24.91%	>95.00%	67.89%	87.54%	42.32%	34.50%
Hispanic or Latino	77.36%	66.98%	25.65%	>95.00%	61.99%	86.25%	40.01%	32.16%
Native Hawaiian or Other Pacific Islander	85.71%	71.43%	NE	>95.00%	83.33%	>95.00%	35.34%	30.43%
White	94.83%	88.74%	41.32%	92.54%	63.93%	94.20%	38.92%	30.54%
Two or more races	85.00%	85.00%	31.63%	>95.00%	60.78%	92.64%	38.18%	31.03%

Connecticut		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who graduate during the reporting year with a GPA of 2.5 or higher.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they graduated from postsecondary education.	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.
PY 2015–16 Performance levels	93.00%	19.00%	65.00%	78.00%	33.00%	30.00%
PY 2015–16 Results	92.39%	15.24%	63.19%	78.48%	30.32%	26.67%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	17.84%	79.55%	57.58%	33.33%	16.67%
Economically disadvantaged students	93.00%	15.22%	64.29%	72.46%	29.68%	27.19%
Single parents	>95.00%	16.47%	80.43%	83.64%	20.31%	28.57%
Displaced homemakers	>95.00%	20.59%	65.52%	78.57%	31.25%	<10.00%
Limited English proficient students	90.91%	13.25%	59.46%	54.55%	13.64%	<10.00%
Students in nontraditional programs	91.78%	14.72%	62.39%	76.29%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	89.11%	14.87%	61.91%	77.54%	39.03%	36.56%
Female	94.52%	15.49%	64.10%	79.09%	22.64%	19.61%
Race/ethnicity						
American Indian or Alaska Native	>95.00%	11.76%	75.61%	62.50%	22.22%	<10.00%
Asian	94.19%	14.25%	66.96%	70.35%	25.84%	11.90%
Black or African American	83.73%	11.47%	60.20%	80.85%	32.42%	31.22%
Hispanic or Latino	92.29%	12.68%	62.60%	79.37%	31.78%	29.00%
Native Hawaiian or Other Pacific Islander	>95.00%	<10.00%	50.00%	75.00%	33.33%	50.00%
White	94.07%	17.58%	64.19%	79.82%	29.47%	24.78%
Two or more races	94.23%	15.22%	60.25%	78.43%	28.05%	35.00%

Delaware **Secondary Level**

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	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.
PY 2015–16 Performance levels	70.00%	70.20%	96.00%	94.00%	96.00%	56.15%	35.00%	28.00%
PY 2015–16 Results	53.05%	20.42%	>95.00%	94.92%	>95.00%	63.29%	34.77%	27.73%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	15.63%	<10.00%	93.13%	91.53%	91.55%	37.87%	31.73%	27.44%
Economically disadvantaged students	43.21%	11.23%	93.66%	94.11%	>95.00%	51.90%	34.90%	26.85%
Single parents	50.00%	16.67%	>95.00%	>95.00%	>95.00%	16.67%	<10.00%	<10.00%
Displaced homemakers	>95.00%	>95.00%	>95.00%	NE	NE	NE	<10.00%	<10.00%
Limited English proficient students	<10.00%	<10.00%	90.38%	91.07%	92.86%	38.18%	31.31%	15.79%
Migrant students	NE	NE	NE	NE	NE	NE	<10.00%	NE
Students in nontraditional programs	58.98%	24.97%	>95.00%	>95.00%	>95.00%	65.65%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	47.20%	21.75%	>95.00%	93.20%	>95.00%	57.55%	28.40%	24.57%
Female	59.33%	19.00%	>95.00%	>95.00%	>95.00%	68.95%	42.51%	30.97%
Race/ethnicity								
American Indian or Alaska Native	54.17%	25.00%	>95.00%	85.71%	92.86%	69.23%	36.00%	39.13%
Asian	67.62%	39.05%	94.96%	>95.00%	>95.00%	80.83%	37.87%	34.07%
Black or African American	44.26%	<10.00%	94.99%	94.05%	>95.00%	59.54%	35.55%	24.72%
Hispanic or Latino	48.90%	15.37%	>95.00%	94.96%	>95.00%	55.07%	32.38%	25.00%
Native Hawaiian or Other Pacific Islander	71.43%	28.57%	>95.00%	>95.00%	>95.00%	<10.00%	10.53%	16.67%
White	58.08%	26.52%	>95.00%	>95.00%	>95.00%	66.18%	34.64%	29.23%
Two or more races	53.62%	21.74%	90.12%	>95.00%	>95.00%	65.96%	38.88%	38.33%

Delaware		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	91.00%	80.00%	72.00%	85.00%	20.00%	18.00%
PY 2015–16 Results	92.97%	83.02%	74.09%	87.37%	19.48%	18.12%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NE	83.91%	82.50%	74.60%	25.66%	28.57%
Economically disadvantaged students	88.00%	83.20%	67.65%	84.07%	24.22%	19.06%
Single parents	>95.00%	85.00%	75.38%	87.76%	13.98%	10.53%
Displaced homemakers	NE	81.62%	79.69%	87.63%	10.59%	12.50%
Limited English proficient students	>95.00%	87.50%	84.38%	84.44%	22.33%	11.76%
Students in nontraditional programs	87.84%	78.70%	70.27%	86.09%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	>95.00%	81.80%	78.02%	88.72%	21.40%	26.53%
Female	90.43%	84.01%	69.93%	86.13%	17.69%	11.47%
Race/ethnicity						
American Indian or Alaska Native	>95.00%	87.50%	75.00%	>95.00%	24.00%	<10.00%
Asian	78.57%	81.94%	80.00%	72.88%	18.94%	21.43%
Black or African American	83.72%	79.93%	67.61%	90.04%	25.62%	29.03%
Hispanic or Latino	88.89%	81.45%	82.09%	84.31%	25.27%	21.52%
Native Hawaiian or Other Pacific Islander	NE	50.00%	<10.00%	66.67%	22.22%	<10.00%
White	94.47%	84.37%	75.23%	88.13%	16.39%	14.94%
Two or more races	>95.00%	70.83%	36.36%	83.33%	29.41%	43.48%

District of Columbia Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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) credential, 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.
PY 2015–16 Performance levels	58.50%	43.50%	65.00%	97.00%	78.00%	93.50%	30.00%	30.00%
PY 2015–16 Results	33.30%	30.50%	>95.00%	91.09%	91.55%	78.60%	36.23%	31.54%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	<10.00%	<10.00%	>95.00%	88.89%	91.04%	68.75%	23.44%	25.00%
Economically disadvantaged students	31.92%	29.72%	>95.00%	90.85%	91.53%	76.88%	37.08%	32.19%
Single parents	NE	NE	NE	NE	NE	NE	>95.00%	NE
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	11.43%	10.26%	>95.00%	82.35%	73.68%	88.46%	28.43%	14.29%
Migrant students	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Students in nontraditional programs	32.37%	22.14%	88.89%	>95.00%	87.93%	81.08%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	26.75%	24.77%	>95.00%	88.66%	86.97%	80.00%	<10.00%	<10.00%
Female	39.82%	36.10%	92.31%	93.17%	>95.00%	77.54%	93.94%	82.69%
Race/ethnicity								
American Indian or Alaska Native	50.00%	50.00%	NE	>95.00%	>95.00%	NE	NE	NE
Asian	28.57%	57.14%	NE	>95.00%	>95.00%	>95.00%	20.00%	<10.00%
Black or African American	32.71%	30.21%	>95.00%	90.63%	92.14%	78.04%	37.87%	33.58%
Hispanic or Latino	27.03%	23.68%	>95.00%	93.18%	83.33%	80.00%	28.25%	16.67%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	NE	NE	<10.00%	NE
White	78.57%	54.55%	>95.00%	>95.00%	>95.00%	71.43%	27.27%	<10.00%
Two or more races	66.67%	62.50%	NE	>95.00%	>95.00%	>95.00%	33.33%	<10.00%

District of Columbia		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed industry-based technical skill assessments. Proxy Measure: 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.
PY 2015–16 Performance levels	57.00%	55.00%	26.50%	39.00%	32.00%	35.00%
PY 2015–16 Results	86.67%	66.67%	37.08%	14.61%	24.28%	36.84%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NE	NE	NE	NE	NE	NE
Economically disadvantaged students	NE	NE	41.07%	16.07%	NE	NE
Single parents	NE	NE	NE	NE	NE	NE
Displaced homemakers	NE	NE	NE	NE	NE	NE
Limited English proficient students	NE	NE	66.67%	<10.00%	NE	NE
Students in nontraditional programs	71.43%	61.90%	35.00%	<10.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	>95.00%	63.89%	37.89%	12.63%	<10.00%	<10.00%
Female	75.00%	70.37%	36.14%	16.87%	>95.00%	>95.00%
Race/ethnicity						
American Indian or Alaska Native	NE	>95.00%	NE	NE	<10.00%	<10.00%
Asian	NE	NE	NE	NE	<10.00%	NE
Black or African American	85.71%	65.91%	35.22%	15.72%	23.68%	28.95%
Hispanic or Latino	NE	NE	80.00%	<10.00%	<10.00%	NE
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	NE	NE
White	>95.00%	75.00%	50.00%	<10.00%	11.11%	25.00%
Two or more races	NE	NE	NE	NE	NE	NE

Florida **Secondary Level**

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.
PY 2015–16 Performance levels	67.33%	62.48%	88.00%	95.68%	87.00%	81.28%	32.50%	95.72%
PY 2015–16 Results	83.56%	90.64%	85.50%	>95.00%	>95.00%	81.58%	36.21%	>95.00%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	55.39%	67.62%	82.99%	90.47%	91.57%	74.48%	29.08%	90.70%
Economically disadvantaged students	78.24%	88.22%	85.25%	>95.00%	94.70%	80.68%	36.69%	94.84%
Single parents	65.93%	80.68%	87.00%	88.46%	91.11%	70.00%	44.96%	71.43%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	28.57%	72.69%	76.56%	76.03%	74.52%	76.54%	34.29%	80.49%
Migrant students	73.79%	90.91%	85.71%	94.59%	93.88%	87.41%	34.18%	76.47%
Students in nontraditional programs	82.46%	90.12%	86.29%	>95.00%	>95.00%	82.56%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	85.69%	90.92%	84.11%	>95.00%	>95.00%	78.53%	16.34%	>95.00%
Female	81.55%	90.39%	86.67%	>95.00%	>95.00%	84.50%	54.99%	>95.00%
Race/ethnicity								
American Indian or Alaska Native	86.30%	92.70%	90.00%	>95.00%	94.84%	80.18%	38.45%	>95.00%
Asian	87.23%	>95.00%	88.37%	>95.00%	>95.00%	83.95%	37.76%	>95.00%
Black or African American	70.47%	85.13%	83.83%	94.06%	94.08%	79.62%	39.02%	93.71%
Hispanic or Latino	83.37%	91.01%	84.71%	>95.00%	>95.00%	83.63%	35.36%	>95.00%
Native Hawaiian or Other Pacific Islander	88.24%	87.50%	76.47%	92.11%	94.29%	62.96%	40.78%	>95.00%
White	88.44%	92.37%	86.43%	>95.00%	>95.00%	81.26%	35.13%	>95.00%
Two or more races	86.80%	91.25%	86.04%	>95.00%	>95.00%	80.41%	38.17%	>95.00%

Florida		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who earned an industry-certified credential through a third-party assessment or earned 75 percent of the program hours required with a GPA of 2.5 or higher.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the 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.
PY 2015–16 Performance levels	46.00%	49.00%	70.50%	86.00%	28.25%	23.32%
PY 2015–16 Results	47.43%	50.02%	77.36%	89.06%	28.88%	32.08%
Special populations						
Individuals with disabilities (<i>ADA</i>)	45.61%	45.91%	79.47%	81.69%	25.99%	31.30%
Economically disadvantaged students	47.41%	50.85%	79.92%	89.94%	29.74%	32.84%
Single parents	NE	NE	NE	NE	NE	NE
Displaced homemakers	NE	NE	NE	NE	NE	NE
Limited English proficient students	53.69%	57.78%	80.26%	86.93%	31.99%	43.81%
Students in nontraditional programs	47.63%	50.41%	76.39%	89.70%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	46.94%	49.26%	75.00%	89.28%	22.42%	32.13%
Female	47.79%	50.61%	79.07%	88.90%	33.23%	32.06%
Race/ethnicity						
American Indian or Alaska Native	47.76%	52.48%	77.63%	82.14%	28.85%	37.04%
Asian	49.94%	52.99%	80.99%	86.65%	31.16%	39.19%
Black or African American	41.92%	44.79%	75.43%	90.43%	31.95%	32.19%
Hispanic or Latino	46.03%	51.63%	78.60%	90.42%	30.22%	34.67%
Native Hawaiian or Other Pacific Islander	45.70%	53.15%	78.40%	85.19%	23.39%	42.86%
White	49.77%	50.92%	77.36%	88.44%	26.65%	30.17%
Two or more races	44.95%	47.99%	77.57%	89.57%	30.66%	28.40%

Florida						Adult Level
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who 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.
PY 2015–16 Performance levels	83.50%	59.75%	57.06%	76.27%	13.00%	25.00%
PY 2015–16 Results	86.21%	67.38%	57.62%	80.79%	13.04%	52.77%
Special populations						
Individuals with disabilities (<i>ADA</i>)	84.09%	52.37%	57.03%	70.23%	12.17%	34.42%
Economically disadvantaged students	87.79%	69.20%	58.82%	79.41%	12.08%	46.93%
Single parents	88.51%	68.06%	58.01%	78.73%	10.99%	40.91%
Displaced homemakers	90.68%	70.14%	53.93%	74.25%	10.75%	58.33%
Limited English proficient students	88.68%	55.73%	45.58%	79.38%	11.55%	41.42%
Students in nontraditional programs	84.44%	60.74%	55.54%	81.56%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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		
Gender								
Male	86.18%	63.90%	56.74%	81.36%	<10.00%	48.05%		
Female	86.25%	71.24%	58.69%	80.19%	18.38%	55.36%		
Race/ethnicity								
American Indian or Alaska Native	88.98%	77.55%	55.22%	74.47%	16.20%	72.73%		
Asian	89.91%	73.18%	67.93%	78.32%	15.27%	65.33%		
Black or African American	84.36%	61.00%	52.82%	81.43%	15.65%	48.54%		
Hispanic or Latino	86.27%	61.84%	56.91%	79.57%	12.35%	45.80%		
Native Hawaiian or Other Pacific Islander	81.40%	70.18%	75.76%	80.65%	19.15%	53.33%		
White	86.99%	72.90%	60.35%	81.00%	11.56%	58.30%		
Two or more races	89.55%	69.25%	65.38%	81.51%	17.10%	58.42%		

Georgia Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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 in 12th grade 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) credential, 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.
PY 2015–16 Performance levels	93.00%	46.30%	48.00%	95.00%	92.50%	77.00%	19.20%	16.40%
PY 2015–16 Results	77.31%	63.07%	60.20%	>95.00%	94.79%	>95.00%	19.54%	17.54%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	33.92%	28.87%	NE	91.77%	80.52%	>95.00%	16.98%	17.36%
Economically disadvantaged students	70.88%	58.08%	NE	>95.00%	93.55%	>95.00%	19.77%	18.46%
Single parents	51.43%	20.00%	58.46%	>95.00%	NE	>95.00%	<10.00%	<10.00%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	38.43%	51.80%	NE	>95.00%	89.46%	>95.00%	19.01%	14.78%
Migrant students	68.70%	60.00%	44.19%	>95.00%	94.52%	>95.00%	16.10%	10.00%
Students in nontraditional programs	80.36%	68.35%	PNO	>95.00%	>95.00%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	74.62%	64.43%	56.70%	>95.00%	93.21%	>95.00%	18.85%	22.61%
Female	79.98%	61.44%	63.46%	>95.00%	>95.00%	>95.00%	20.34%	13.25%
Race/ethnicity								
American Indian or Alaska Native	80.45%	52.00%	62.79%	>95.00%	>95.00%	>95.00%	19.35%	12.00%
Asian	87.22%	77.92%	70.15%	>95.00%	>95.00%	>95.00%	25.55%	17.93%
Black or African American	67.96%	50.99%	51.06%	>95.00%	94.61%	>95.00%	21.99%	19.98%
Hispanic or Latino	78.23%	67.48%	56.27%	>95.00%	93.93%	>95.00%	18.73%	16.00%
Native Hawaiian or Other Pacific Islander	71.26%	66.67%	63.27%	>95.00%	92.86%	>95.00%	25.19%	30.00%
White	83.72%	72.93%	67.11%	>95.00%	>95.00%	>95.00%	17.50%	16.20%
Two or more races	85.25%	72.79%	61.81%	>95.00%	>95.00%	>95.00%	19.95%	17.03%

Georgia Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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.
PY 2015–16 Performance levels	79.25%	46.25%	53.30%	98.25%	17.65%	13.50%
PY 2015–16 Results	82.46%	59.44%	53.15%	>95.00%	15.63%	13.38%
Special populations						
Individuals with disabilities (<i>ADA</i>)	78.59%	59.40%	62.69%	>95.00%	18.33%	16.40%
Economically disadvantaged students	80.18%	55.81%	51.46%	>95.00%	16.31%	14.07%
Single parents	78.52%	52.42%	50.81%	>95.00%	16.99%	16.74%
Displaced homemakers	80.28%	57.70%	50.00%	>95.00%	17.10%	15.67%
Limited English proficient students	86.12%	66.99%	67.29%	>95.00%	15.96%	15.34%
Students in nontraditional programs	80.35%	61.58%	49.46%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	83.24%	65.50%	47.15%	>95.00%	10.61%	<10.00%
Female	81.95%	55.23%	57.41%	>95.00%	19.50%	19.36%
Race/ethnicity						
American Indian or Alaska Native	82.01%	57.67%	57.14%	>95.00%	15.00%	11.54%
Asian	88.56%	65.42%	73.91%	>95.00%	16.24%	12.71%
Black or African American	76.04%	55.14%	49.78%	>95.00%	18.26%	16.66%
Hispanic or Latino	84.05%	59.30%	62.45%	>95.00%	16.10%	13.33%
Native Hawaiian or Other Pacific Islander	86.49%	52.31%	33.33%	>95.00%	19.35%	15.38%
White	87.58%	63.05%	54.24%	>95.00%	12.87%	10.84%
Two or more races	81.22%	54.26%	56.14%	>95.00%	18.79%	17.21%

Guam **Secondary Level**

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the grade-appropriate high school reading and language arts assessment administered by the Guam Department of Education and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the grade-appropriate high school mathematics assessment administered by the Guam Department of Education 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 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, graduated as per data provided by the Guam Department of Education, Financial, Student, and Administrative Information Systems Office.	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields, during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields, during the reporting year.
PY 2015–16 Performance levels	85.00%	77.00%	91.00%	92.00%	92.00%	89.00%	26.00%	25.00%
PY 2015–16 Results	91.21%	89.84%	94.98%	90.74%	92.13%	65.49%	33.88%	35.06%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NE	NE	NE	NE	NE	NE	NE	NE
Individuals with disabilities (<i>ESEA/IDEA</i>)	91.67%	88.89%	87.37%	89.47%	91.89%	50.00%	18.42%	19.44%
Economically disadvantaged students	>95.00%	>95.00%	>95.00%	>95.00%	>95.00%	75.00%	34.04%	50.00%
Single parents	NE	NE	NE	NE	NE	NE	NE	NE
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	86.05%	86.27%	91.94%	87.25%	89.00%	52.50%	35.11%	38.30%
Migrant students	90.12%	90.00%	93.52%	90.59%	91.67%	75.00%	38.23%	37.04%
Students in nontraditional programs	91.01%	89.11%	>95.00%	90.81%	91.30%	71.43%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender								
Male	90.36%	89.06%	93.61%	89.86%	92.19%	64.66%	15.73%	15.38%
Female	92.08%	90.62%	>95.00%	91.70%	92.06%	66.36%	54.64%	56.20%
Race/ethnicity								
American Indian or Alaska Native	>95.00%	NE	>95.00%	>95.00%	>95.00%	NE	50.00%	<10.00%
Asian	>95.00%	94.39%	>95.00%	>95.00%	>95.00%	91.84%	36.20%	36.93%
Black or African American	>95.00%	NE	>95.00%	>95.00%	>95.00%	50.00%	33.33%	50.00%
Hispanic or Latino	NE	NE	>95.00%	NE	NE	NE	<10.00%	NE
Native Hawaiian or Other Pacific Islander	88.47%	86.86%	>95.00%	88.18%	90.37%	57.56%	33.11%	35.18%
White	66.67%	50.00%	93.75%	66.67%	66.67%	>95.00%	31.25%	<10.00%
Two or more races	92.86%	90.00%	>95.00%	92.86%	92.86%	NE	27.45%	14.29%

Guam		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, 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.	Percentage of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields, during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields, during the reporting year.
PY 2015–16 Performance levels	80.00%	28.50%	65.00%	80.00%	32.00%	19.50%
PY 2015–16 Results	93.33%	29.91%	71.53%	>95.00%	31.59%	30.16%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NE	41.67%	72.41%	>95.00%	22.50%	11.11%
Economically disadvantaged students	>95.00%	23.68%	78.70%	>95.00%	16.26%	36.07%
Single parents	NE	21.21%	75.00%	>95.00%	21.92%	19.51%
Displaced homemakers	NE	NE	>95.00%	NE	<10.00%	NE
Limited English proficient students	88.89%	33.21%	73.05%	>95.00%	31.29%	32.39%
Students in nontraditional programs	>95.00%	31.10%	73.61%	NE	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	>95.00%	24.75%	71.30%	>95.00%	23.44%	23.83%
Female	88.89%	34.05%	71.70%	>95.00%	38.45%	35.58%
Race/ethnicity						
American Indian or Alaska Native	NE	NE	NE	NE	NE	NE
Asian	90.00%	43.45%	79.62%	>95.00%	33.33%	33.73%
Black or African American	NE	16.67%	84.62%	NE	33.33%	25.00%
Hispanic or Latino	NE	NE	66.67%	NE	25.00%	<10.00%
Native Hawaiian or Other Pacific Islander	>95.00%	20.58%	64.13%	>95.00%	30.53%	28.18%
White	NE	20.00%	78.26%	NE	25.71%	27.78%
Two or more races	NE	60.00%	72.73%	NE	NE	16.67%

Hawaii Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.
PY 2015–16 Performance levels	75.00%	44.00%	65.00%	95.00%	95.00%	100.00%	36.00%	36.00%
PY 2015–16 Results	75.91%	53.95%	91.02%	>95.00%	>95.00%	>95.00%	37.64%	41.83%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	25.31%	<10.00%	91.30%	>95.00%	>95.00%	>95.00%	26.83%	31.27%
Economically disadvantaged students	69.14%	46.54%	90.86%	>95.00%	>95.00%	>95.00%	37.10%	41.80%
Single parents	NE	NE	NE	NE	NE	NE	NE	NE
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	<10.00%	<10.00%	>95.00%	>95.00%	>95.00%	>95.00%	31.22%	25.81%
Migrant students	NE	NE	NE	NE	NE	NE	NE	NE
Students in nontraditional programs	77.35%	53.71%	91.37%	>95.00%	>95.00%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	72.27%	53.39%	90.85%	>95.00%	>95.00%	>95.00%	24.00%	10.75%
Female	79.42%	54.49%	91.12%	>95.00%	>95.00%	>95.00%	46.05%	78.89%
Race/ethnicity								
American Indian or Alaska Native	78.95%	42.11%	>95.00%	>95.00%	>95.00%	>95.00%	33.87%	43.75%
Asian	79.54%	63.62%	93.50%	>95.00%	>95.00%	>95.00%	36.55%	41.23%
Black or African American	82.98%	47.92%	70.00%	>95.00%	>95.00%	>95.00%	40.38%	33.33%
Hispanic or Latino	73.58%	52.33%	83.72%	>95.00%	>95.00%	>95.00%	39.33%	41.52%
Native Hawaiian or Other Pacific Islander	65.09%	36.88%	90.74%	>95.00%	>95.00%	>95.00%	37.20%	40.80%
White	85.06%	58.39%	85.92%	>95.00%	>95.00%	>95.00%	39.86%	42.96%
Two or more races	80.67%	51.49%	85.96%	>95.00%	>95.00%	>95.00%	40.90%	50.22%

Hawaii		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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.
PY 2015–16 Performance levels	92.00%	51.00%	81.00%	63.87%	22.00%	22.00%
PY 2015–16 Results	94.41%	54.84%	75.55%	66.19%	23.25%	22.84%
Special populations						
Individuals with disabilities (<i>ADA</i>)	88.00%	43.00%	75.43%	40.87%	29.12%	26.98%
Economically disadvantaged students	93.26%	53.67%	77.29%	72.77%	23.60%	23.37%
Single parents	89.22%	44.91%	76.92%	63.47%	27.39%	25.26%
Displaced homemakers	91.86%	41.86%	75.39%	40.96%	28.21%	33.33%
Limited English proficient students	94.89%	68.61%	67.72%	45.00%	30.29%	28.38%
Students in nontraditional programs	94.46%	55.45%	75.56%	63.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	93.96%	56.62%	72.94%	65.49%	12.21%	12.89%
Female	94.84%	53.13%	78.11%	66.82%	36.85%	34.23%
Race/ethnicity						
American Indian or Alaska Native	>95.00%	50.00%	88.24%	61.54%	27.78%	25.00%
Asian	>95.00%	60.82%	74.27%	69.14%	21.75%	22.20%
Black or African American	86.49%	40.54%	81.58%	58.82%	22.83%	16.00%
Hispanic or Latino	>95.00%	58.00%	74.26%	64.41%	33.33%	30.00%
Native Hawaiian or Other Pacific Islander	92.32%	49.37%	74.82%	68.15%	23.29%	22.73%
White	94.81%	50.56%	77.67%	52.05%	25.17%	22.71%
Two or more races	92.02%	53.07%	78.76%	69.53%	25.10%	25.28%

Idaho **Secondary Level**

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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 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, 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 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.
PY 2015–16 Performance levels	NP	NP	75.60%	96.00%	93.00%	94.20%	30.00%	26.00%
PY 2015–16 Results	NA	NA	72.44%	>95.00%	>95.00%	93.87%	42.73%	39.08%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NA	NA	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	NA	NA	55.82%	>95.00%	>95.00%	91.03%	44.11%	32.77%
Economically disadvantaged students	NA	NA	72.23%	>95.00%	>95.00%	91.47%	46.20%	37.65%
Single parents	NA	NA	64.86%	63.79%	91.67%	>95.00%	45.85%	36.17%
Displaced homemakers	NA	NA	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	NA	NA	53.33%	89.32%	>95.00%	>95.00%	49.69%	48.42%
Migrant students	NA	NA	33.33%	>95.00%	>95.00%	92.86%	34.83%	<10.00%
Students in nontraditional programs	NA	NA	77.28%	>95.00%	>95.00%	94.97%	NA	NA
Tech prep	NA	NA	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	NA	NA	73.15%	>95.00%	>95.00%	91.56%	51.90%	37.79%
Female	NA	NA	71.69%	>95.00%	>95.00%	>95.00%	30.54%	40.93%
Race/ethnicity								
American Indian or Alaska Native	NA	NA	73.33%	>95.00%	>95.00%	92.06%	45.04%	40.95%
Asian	NA	NA	84.96%	>95.00%	>95.00%	>95.00%	46.97%	41.94%
Black or African American	NA	NA	51.28%	>95.00%	>95.00%	94.29%	44.95%	37.50%
Hispanic or Latino	NA	NA	62.35%	>95.00%	>95.00%	91.21%	43.89%	36.46%
Native Hawaiian or Other Pacific Islander	NA	NA	42.86%	>95.00%	>95.00%	>95.00%	48.72%	62.65%
White	NA	NA	74.00%	>95.00%	>95.00%	94.22%	42.33%	38.84%
Two or more races	NA	NA	77.78%	94.83%	94.55%	>95.00%	38.62%	40.00%

Idaho		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed a state approved technical skill assessment during the reporting year.	Percentage of CTE concentrators who 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.
PY 2015–16 Performance levels	92.50%	74.40%	75.50%	95.50%	15.00%	13.00%
PY 2015–16 Results	93.11%	79.70%	78.58%	>95.00%	13.70%	13.35%
Special populations						
Individuals with disabilities (<i>ADA</i>)	89.29%	66.67%	74.60%	94.44%	44.44%	20.69%
Economically disadvantaged students	93.43%	79.55%	78.88%	94.42%	13.65%	12.63%
Single parents	87.88%	73.91%	87.07%	91.61%	11.01%	<10.00%
Displaced homemakers	NP	NP	NP	NP	NP	NP
Limited English proficient students	73.68%	79.31%	84.38%	>95.00%	14.63%	<10.00%
Students in nontraditional programs	93.95%	90.96%	86.02%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	91.99%	78.95%	72.63%	94.99%	13.91%	<10.00%
Female	94.42%	80.64%	85.11%	>95.00%	13.50%	19.16%
Race/ethnicity						
American Indian or Alaska Native	80.00%	68.75%	68.42%	>95.00%	14.74%	13.04%
Asian	>95.00%	74.07%	79.17%	82.35%	25.32%	16.67%
Black or African American	>95.00%	76.92%	>95.00%	85.71%	13.33%	<10.00%
Hispanic or Latino	88.73%	86.26%	84.51%	94.74%	14.90%	12.37%
Native Hawaiian or Other Pacific Islander	>95.00%	58.33%	33.33%	75.00%	<10.00%	16.67%
White	94.04%	79.32%	78.21%	>95.00%	12.81%	13.01%
Two or more races	84.62%	82.61%	93.75%	94.74%	10.17%	<10.00%

Illinois **Secondary Level**

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	5.00%	2.00%	60.00%	95.00%	95.00%	64.00%	33.00%	24.00%
PY 2015–16 Results	25.61%	<10.00%	>95.00%	>95.00%	>95.00%	63.05%	68.76%	53.12%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	<10.00%	<10.00%	81.97%	>95.00%	>95.00%	41.10%	70.87%	52.18%
Economically disadvantaged students	18.82%	<10.00%	>95.00%	>95.00%	>95.00%	53.12%	69.89%	52.26%
Single parents	12.50%	10.00%	85.71%	>95.00%	>95.00%	47.06%	67.47%	47.37%
Displaced homemakers	<10.00%	<10.00%	NE	>95.00%	>95.00%	>95.00%	73.33%	>95.00%
Limited English proficient students	<10.00%	<10.00%	77.42%	>95.00%	>95.00%	39.25%	70.90%	49.70%
Migrant students	<10.00%	NE	>95.00%	>95.00%	>95.00%	50.00%	86.54%	<10.00%
Students in nontraditional programs	25.73%	<10.00%	>95.00%	>95.00%	>95.00%	63.08%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender								
Male	21.09%	<10.00%	>95.00%	>95.00%	>95.00%	59.07%	67.05%	48.75%
Female	31.88%	<10.00%	>95.00%	>95.00%	>95.00%	68.47%	70.85%	59.00%
Race/ethnicity								
American Indian or Alaska Native	20.00%	<10.00%	>95.00%	>95.00%	>95.00%	52.56%	65.35%	49.12%
Asian	43.37%	18.87%	>95.00%	>95.00%	>95.00%	82.46%	66.32%	49.66%
Black or African American	17.18%	<10.00%	>95.00%	>95.00%	>95.00%	58.13%	73.47%	55.72%
Hispanic or Latino	14.77%	<10.00%	>95.00%	>95.00%	>95.00%	56.55%	64.87%	44.72%
Native Hawaiian or Other Pacific Islander	25.00%	<10.00%	>95.00%	>95.00%	>95.00%	66.67%	71.43%	62.50%
White	27.37%	<10.00%	>95.00%	>95.00%	>95.00%	64.77%	68.91%	55.09%
Two or more races	25.31%	<10.00%	>95.00%	>95.00%	>95.00%	62.58%	71.79%	54.25%

Illinois		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who completed a degree or occupational certificate or who are still enrolled in the institution or have transferred within four years of enrollment.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	75.40%	60.20%	45.51%	67.40%	19.10%	14.75%
PY 2015–16 Results	77.92%	64.67%	69.93%	68.91%	19.23%	15.08%
Special populations						
Individuals with disabilities (<i>ADA</i>)	76.42%	60.99%	72.56%	65.97%	18.06%	14.61%
Economically disadvantaged students	78.39%	66.51%	69.90%	70.08%	19.73%	15.97%
Single parents	77.40%	65.44%	67.50%	74.13%	19.84%	15.20%
Displaced homemakers	77.59%	70.12%	67.42%	63.21%	20.68%	16.94%
Limited English proficient students	70.47%	48.25%	70.39%	60.92%	23.72%	18.33%
Students in nontraditional programs	75.86%	60.02%	71.16%	67.53%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	73.28%	59.92%	66.42%	63.65%	10.54%	15.08%
Female	81.58%	68.40%	72.75%	73.29%	30.23%	15.08%
Race/ethnicity						
American Indian or Alaska Native	74.07%	58.33%	58.33%	58.09%	22.29%	24.10%
Asian	83.75%	69.38%	75.50%	50.42%	27.66%	21.95%
Black or African American	71.48%	53.39%	65.69%	59.91%	22.96%	18.68%
Hispanic or Latino	75.05%	58.21%	71.10%	74.40%	21.59%	14.33%
Native Hawaiian or Other Pacific Islander	77.03%	60.81%	65.52%	64.71%	21.71%	19.15%
White	79.67%	68.12%	70.46%	72.13%	17.09%	13.68%
Two or more races	72.99%	58.04%	66.79%	67.85%	24.02%	19.72%

Indiana Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	70.00%	80.00%	89.00%	96.00%	95.00%	90.00%	29.50%	20.00%
PY 2015–16 Results	78.65%	88.15%	86.75%	>95.00%	>95.00%	>95.00%	28.99%	17.78%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	44.46%	66.97%	83.50%	>95.00%	88.56%	>95.00%	18.69%	11.05%
Economically disadvantaged students	71.72%	83.82%	85.57%	>95.00%	93.96%	>95.00%	27.60%	16.24%
Single parents	72.22%	87.16%	91.18%	>95.00%	>95.00%	>95.00%	30.17%	15.25%
Displaced homemakers	NP	NP	NP	NP	>95.00%	>95.00%	NP	NP
Limited English proficient students	50.00%	73.33%	90.91%	>95.00%	93.33%	>95.00%	25.40%	17.39%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	85.05%	91.25%	82.62%	>95.00%	>95.00%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	77.10%	87.35%	87.03%	>95.00%	>95.00%	>95.00%	<10.00%	<10.00%
Female	80.59%	89.15%	86.36%	>95.00%	>95.00%	>95.00%	70.09%	35.98%
Race/ethnicity								
American Indian or Alaska Native	84.09%	90.70%	86.11%	>95.00%	93.48%	>95.00%	32.72%	13.89%
Asian	78.87%	93.49%	80.95%	>95.00%	>95.00%	>95.00%	35.01%	37.13%
Black or African American	61.80%	77.38%	78.68%	>95.00%	>95.00%	94.08%	29.60%	19.07%
Hispanic or Latino	74.68%	88.21%	84.46%	>95.00%	>95.00%	94.44%	27.91%	17.25%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	66.67%	>95.00%	>95.00%	>95.00%	28.57%	<10.00%
White	81.29%	89.56%	88.00%	>95.00%	>95.00%	>95.00%	28.91%	17.41%
Two or more races	74.33%	84.68%	84.75%	>95.00%	>95.00%	>95.00%	29.07%	18.15%

Indiana		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the year prior to the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the previous reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	85.00%	27.00%	69.00%	85.00%	30.00%	30.00%
PY 2015–16 Results	82.87%	28.30%	57.88%	>95.00%	28.33%	29.97%
Special populations						
Individuals with disabilities (<i>ADA</i>)	62.50%	>95.00%	NE	>95.00%	NE	NE
Economically disadvantaged students	NE	NE	NE	NE	NE	NE
Single parents	NE	NE	NE	NE	NE	NE
Displaced homemakers	NE	NE	NE	NE	NE	NE
Limited English proficient students	NE	NE	NE	NE	NE	NE
Students in nontraditional programs	62.50%	28.90%	55.19%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	77.62%	23.93%	57.63%	>95.00%	<10.00%	<10.00%
Female	86.38%	32.74%	58.15%	>95.00%	70.84%	60.06%
Race/ethnicity						
American Indian or Alaska Native	NE	<10.00%	55.56%	>95.00%	25.00%	33.33%
Asian	<10.00%	18.18%	41.67%	>95.00%	44.83%	83.33%
Black or African American	80.00%	14.85%	44.74%	>95.00%	35.69%	31.58%
Hispanic or Latino	85.71%	31.19%	58.99%	>95.00%	36.91%	23.40%
Native Hawaiian or Other Pacific Islander	NE	<10.00%	NE	NE	<10.00%	NE
White	83.33%	30.56%	59.98%	>95.00%	26.32%	29.40%
Two or more races	80.00%	26.76%	54.20%	>95.00%	29.29%	36.59%

Iowa Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	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 the underrepresented gender group who completed a CTE program that leads to employment in a nontraditional field for their gender and left school during the reporting year.
PY 2015–16 Performance levels	80.00%	80.20%	92.00%	92.91%	92.69%	88.00%	40.45%	33.62%
PY 2015–16 Results	>95.00%	>95.00%	93.06%	>95.00%	>95.00%	92.92%	39.41%	34.00%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	94.94%	94.94%	82.24%	94.40%	94.29%	85.68%	32.51%	27.42%
Economically disadvantaged students	>95.00%	>95.00%	89.71%	>95.00%	>95.00%	88.09%	41.27%	37.26%
Single parents	>95.00%	>95.00%	93.45%	93.16%	93.16%	84.62%	37.04%	35.29%
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	93.33%	>95.00%	89.13%	82.93%	>95.00%	81.99%	40.36%	24.32%
Migrant students	>95.00%	>95.00%	87.10%	>95.00%	>95.00%	>95.00%	21.88%	NE
Students in nontraditional programs	>95.00%	>95.00%	92.92%	>95.00%	>95.00%	93.20%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	>95.00%	>95.00%	92.28%	>95.00%	>95.00%	92.33%	17.04%	11.06%
Female	>95.00%	>95.00%	94.18%	>95.00%	>95.00%	93.68%	84.24%	91.59%
Race/ethnicity								
American Indian or Alaska Native	>95.00%	>95.00%	89.47%	>95.00%	>95.00%	92.31%	42.31%	40.00%
Asian	>95.00%	>95.00%	94.31%	>95.00%	94.84%	88.21%	42.87%	50.00%
Black or African American	93.60%	94.02%	82.79%	93.58%	93.59%	86.96%	51.36%	44.29%
Hispanic or Latino	>95.00%	>95.00%	90.96%	>95.00%	>95.00%	87.95%	40.70%	34.55%
Native Hawaiian or Other Pacific Islander	90.91%	90.91%	89.47%	92.86%	92.86%	71.43%	36.73%	<10.00%
White	>95.00%	>95.00%	93.68%	>95.00%	>95.00%	93.68%	38.35%	33.51%
Two or more races	>95.00%	>95.00%	87.38%	>95.00%	>95.00%	90.42%	45.63%	43.66%

Iowa		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender group who completed a CTE program that leads to employment in nontraditional fields for their gender and left college during the reporting year.
PY 2015–16 Performance levels	92.00%	38.00%	71.22%	67.80%	16.81%	31.00%
PY 2015–16 Results	90.30%	41.26%	42.46%	84.16%	14.78%	13.70%
Special populations						
Individuals with disabilities (<i>ADA</i>)	92.42%	37.00%	26.94%	79.17%	14.64%	<10.00%
Economically disadvantaged students	88.10%	35.15%	40.78%	83.30%	13.95%	12.13%
Single parents	88.67%	19.36%	40.71%	79.45%	13.90%	15.38%
Displaced homemakers	80.00%	18.52%	23.33%	80.00%	17.65%	<10.00%
Limited English proficient students	86.36%	21.82%	29.87%	72.73%	26.32%	14.29%
Students in nontraditional programs	91.93%	39.84%	48.06%	87.20%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	90.06%	43.21%	34.28%	82.37%	11.72%	<10.00%
Female	90.64%	38.54%	50.60%	86.95%	17.94%	20.40%
Race/ethnicity						
American Indian or Alaska Native	90.00%	32.08%	32.61%	88.24%	15.16%	<10.00%
Asian	>95.00%	32.26%	42.03%	75.00%	19.42%	12.00%
Black or African American	77.88%	13.30%	49.15%	72.22%	13.98%	19.54%
Hispanic or Latino	91.05%	31.63%	39.52%	83.87%	<10.00%	16.13%
Native Hawaiian or Other Pacific Islander	80.00%	50.00%	62.50%	>95.00%	31.25%	25.00%
White	91.02%	44.71%	42.03%	84.63%	18.07%	13.25%
Two or more races	83.05%	27.00%	45.13%	88.89%	19.67%	16.22%

Kansas Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	85.00%	85.00%	94.00%	98.00%	89.00%	90.00%	24.00%	23.00%
PY 2015–16 Results	32.73%	22.22%	>95.00%	>95.00%	>95.00%	93.45%	27.57%	18.38%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	<10.00%	<10.00%	>95.00%	>95.00%	>95.00%	88.11%	22.78%	13.50%
Economically disadvantaged students	16.67%	<10.00%	>95.00%	>95.00%	>95.00%	92.04%	25.24%	18.34%
Single parents	NE	NE	>95.00%	>95.00%	>95.00%	76.67%	27.85%	25.00%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	<10.00%	<10.00%	>95.00%	90.96%	>95.00%	91.62%	22.06%	13.93%
Migrant students	NE	NE	>95.00%	>95.00%	>95.00%	60.00%	33.72%	33.33%
Students in nontraditional programs	33.33%	25.00%	>95.00%	>95.00%	>95.00%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	35.71%	28.57%	>95.00%	>95.00%	>95.00%	92.68%	18.94%	<10.00%
Female	29.63%	15.38%	>95.00%	>95.00%	>95.00%	94.39%	42.71%	33.46%
Race/ethnicity								
American Indian or Alaska Native	>95.00%	<10.00%	>95.00%	>95.00%	>95.00%	88.68%	22.96%	17.86%
Asian	<10.00%	<10.00%	>95.00%	>95.00%	>95.00%	91.49%	36.01%	19.51%
Black or African American	NE	NE	>95.00%	>95.00%	>95.00%	>95.00%	27.15%	14.86%
Hispanic or Latino	20.00%	<10.00%	>95.00%	>95.00%	>95.00%	91.39%	24.93%	16.49%
Native Hawaiian or Other Pacific Islander	NE	NE	>95.00%	>95.00%	>95.00%	NE	37.50%	NE
White	36.11%	34.29%	>95.00%	>95.00%	>95.00%	93.79%	27.79%	18.95%
Two or more races	50.00%	<10.00%	>95.00%	>95.00%	>95.00%	93.04%	27.06%	15.15%

Kansas		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two-or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	79.00%	67.00%	59.00%	74.50%	16.00%	10.10%
PY 2015–16 Results	93.19%	73.69%	74.16%	83.44%	30.62%	11.03%
Special populations						
Individuals with disabilities (<i>ADA</i>)	88.10%	70.91%	77.66%	75.45%	30.33%	10.53%
Economically disadvantaged students	92.59%	72.50%	74.44%	83.89%	26.34%	11.34%
Single parents	92.60%	67.05%	64.29%	86.32%	23.87%	<10.00%
Displaced homemakers	93.75%	80.00%	78.57%	86.67%	10.71%	15.38%
Limited English proficient students	84.62%	67.96%	60.00%	83.81%	33.16%	13.58%
Students in nontraditional programs	88.24%	31.13%	72.87%	80.49%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	95.00%	71.70%	72.30%	82.51%	28.32%	11.56%
Female	91.14%	76.00%	78.11%	84.54%	33.32%	10.53%
Race/ethnicity						
American Indian or Alaska Native	94.05%	74.42%	59.70%	82.56%	26.40%	<10.00%
Asian	89.52%	75.59%	70.54%	73.23%	42.86%	19.27%
Black or African American	85.63%	66.53%	68.60%	74.95%	34.69%	21.86%
Hispanic or Latino	89.95%	68.49%	65.32%	81.58%	27.80%	<10.00%
Native Hawaiian or Other Pacific Islander	>95.00%	76.47%	58.33%	88.24%	40.54%	<10.00%
White	93.80%	74.36%	74.00%	85.03%	30.20%	10.38%
Two or more races	93.75%	66.40%	70.48%	76.98%	35.19%	<10.00%

Kentucky							Secondary Level	
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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.
PY 2015–16 Performance levels	33.69%	33.60%	70.50%	99.50%	98.00%	92.00%	38.00%	22.00%
PY 2015–16 Results	55.89%	36.29%	73.61%	>95.00%	>95.00%	80.14%	34.49%	16.50%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	16.62%	14.54%	50.91%	>95.00%	>95.00%	72.37%	29.41%	10.48%
Economically disadvantaged students	48.20%	29.63%	68.99%	>95.00%	>95.00%	78.94%	34.81%	16.56%
Single parents	30.00%	21.78%	59.30%	>95.00%	>95.00%	75.53%	21.71%	19.44%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	<10.00%	15.08%	36.04%	>95.00%	>95.00%	87.04%	35.82%	11.40%
Migrant students	62.50%	20.00%	75.00%	>95.00%	90.91%	PNO	36.88%	33.33%
Students in nontraditional programs	61.33%	38.34%	66.11%	>95.00%	>95.00%	79.43%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender								
Male	50.01%	35.37%	72.06%	>95.00%	>95.00%	80.69%	21.63%	<10.00%
Female	62.41%	37.31%	75.21%	>95.00%	>95.00%	79.51%	51.16%	25.90%
Race/ethnicity								
American Indian or Alaska Native	38.71%	41.38%	60.71%	>95.00%	93.94%	81.82%	33.67%	28.00%
Asian	56.13%	59.12%	68.71%	>95.00%	>95.00%	82.57%	41.06%	11.01%
Black or African American	37.40%	24.07%	60.53%	>95.00%	>95.00%	79.75%	38.56%	19.91%
Hispanic or Latino	48.75%	29.06%	67.10%	>95.00%	>95.00%	80.84%	35.44%	15.53%
Native Hawaiian or Other Pacific Islander	68.75%	62.50%	76.47%	>95.00%	>95.00%	>95.00%	41.18%	<10.00%
White	57.68%	37.46%	75.01%	>95.00%	>95.00%	80.24%	33.83%	16.29%
Two or more races	59.38%	30.14%	70.83%	>95.00%	>95.00%	75.44%	37.36%	16.18%

Kentucky		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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 degree, that entered the military service or apprenticeship programs, were employed or retained in employment, or employed or retained in employment that is high skill, high demand, or high wage occupations or professions in the second quarter.	Percentage of nontraditional participants enrolled in a 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.
PY 2015–16 Performance levels	76.00%	76.00%	91.00%	74.00%	23.00%	13.00%
PY 2015–16 Results	74.19%	74.23%	86.62%	79.30%	26.68%	13.20%
Special populations						
Individuals with disabilities (<i>ADA</i>)	72.80%	75.86%	86.18%	60.61%	26.31%	15.85%
Economically disadvantaged students	72.25%	72.28%	86.34%	77.65%	27.74%	12.43%
Single parents	88.37%	88.37%	94.05%	90.24%	21.76%	<10.00%
Displaced homemakers	>95.00%	>95.00%	NE	66.67%	<10.00%	<10.00%
Limited English proficient students	>95.00%	>95.00%	>95.00%	<10.00%	27.87%	<10.00%
Students in nontraditional programs	71.69%	71.82%	86.36%	71.32%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	70.85%	70.90%	86.95%	78.90%	13.44%	11.13%
Female	76.63%	76.65%	86.31%	79.54%	36.77%	14.80%
Race/ethnicity						
American Indian or Alaska Native	68.75%	68.75%	90.74%	>95.00%	29.91%	<10.00%
Asian	79.01%	79.01%	89.31%	78.26%	28.52%	16.88%
Black or African American	66.81%	66.81%	83.01%	71.01%	29.52%	13.41%
Hispanic or Latino	76.35%	76.35%	89.36%	73.44%	31.09%	<10.00%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	>95.00%	50.00%	36.84%	50.00%
White	76.21%	76.26%	87.80%	80.65%	26.03%	13.39%
Two or more races	73.25%	73.25%	87.54%	85.11%	29.13%	13.82%

Louisiana Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	64.00%	64.00%	80.00%	80.00%	86.00%	60.00%	17.00%	12.50%
PY 2015–16 Results	78.18%	69.27%	84.03%	>95.00%	94.11%	52.61%	15.78%	12.04%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	30.84%	29.81%	76.11%	>95.00%	81.53%	22.97%	20.18%	16.47%
Economically disadvantaged students	70.80%	61.27%	82.71%	>95.00%	92.03%	42.86%	16.39%	12.49%
Single parents	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	27.65%	38.27%	83.72%	88.89%	78.53%	31.98%	12.81%	<10.00%
Migrant students	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Students in nontraditional programs	71.12%	67.44%	81.53%	>95.00%	NP	NP	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	75.25%	68.90%	82.54%	>95.00%	92.38%	45.55%	20.55%	17.24%
Female	80.92%	69.63%	85.71%	>95.00%	>95.00%	59.21%	<10.00%	<10.00%
Race/ethnicity								
American Indian or Alaska Native	82.82%	70.45%	90.04%	>95.00%	93.14%	44.33%	14.41%	<10.00%
Asian	90.70%	90.00%	89.13%	>95.00%	>95.00%	74.11%	24.14%	17.78%
Black or African American	66.67%	55.90%	79.84%	>95.00%	92.27%	47.90%	18.22%	14.32%
Hispanic or Latino	78.52%	69.89%	86.60%	>95.00%	93.89%	49.28%	16.50%	10.76%
Native Hawaiian or Other Pacific Islander	55.56%	66.67%	76.92%	>95.00%	90.91%	41.67%	20.00%	<10.00%
White	86.09%	78.33%	85.70%	>95.00%	>95.00%	55.68%	13.55%	10.54%
Two or more races	87.56%	76.53%	91.28%	>95.00%	>95.00%	50.26%	17.77%	<10.00%

Louisiana		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they completed a postsecondary education credential, certificate, or diploma.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	33.00%	30.50%	64.00%	38.00%	18.65%	16.00%
PY 2015–16 Results	73.34%	57.91%	67.21%	60.72%	18.02%	15.27%
Special populations						
Individuals with disabilities (<i>ADA</i>)	72.22%	54.63%	83.16%	30.48%	23.01%	23.60%
Economically disadvantaged students	70.61%	58.41%	66.25%	61.36%	18.81%	16.48%
Single parents	68.36%	56.05%	59.97%	60.52%	16.02%	17.21%
Displaced homemakers	73.42%	58.96%	72.82%	53.95%	19.88%	19.88%
Limited English proficient students	73.13%	55.05%	57.65%	58.36%	19.26%	17.22%
Students in nontraditional programs	73.45%	57.88%	72.40%	63.46%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	73.72%	56.16%	66.09%	62.32%	17.70%	10.16%
Female	73.03%	59.49%	68.11%	59.59%	18.25%	20.07%
Race/ethnicity						
American Indian or Alaska Native	76.45%	55.08%	65.33%	47.55%	15.36%	17.19%
Asian	80.20%	89.35%	77.37%	47.11%	22.70%	19.85%
Black or African American	66.23%	51.87%	61.75%	59.32%	18.49%	15.23%
Hispanic or Latino	76.25%	65.00%	71.04%	55.64%	21.98%	17.26%
Native Hawaiian or Other Pacific Islander	75.47%	72.73%	44.44%	88.89%	26.00%	82.61%
White	77.52%	61.12%	71.95%	64.44%	16.39%	14.88%
Two or more races	71.79%	60.67%	72.11%	49.36%	32.54%	16.50%

Louisiana						Adult Level
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they completed a postsecondary education credential, certificate, or diploma.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	NP	NP	NP	NP	NP	NP
PY 2015–16 Results	NA	NA	NA	NA	NA	NA
Special populations						
Individuals with disabilities (<i>ADA</i>)	NA	NA	NA	NA	NA	NA
Economically disadvantaged students	NA	NA	NA	NA	NA	NA
Single parents	NA	NA	NA	NA	NA	NA
Displaced homemakers	NA	NA	NA	NA	NA	NA
Limited English proficient students	NA	NA	NA	NA	NA	NA
Students in nontraditional programs	NA	NA	NA	NA	NA	NA
Tech prep	NA	NA	NA	NA	NA	NA

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	NA	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA	NA
Race/ethnicity						
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

Maine Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	32.00%	28.50%	98.00%	98.00%	98.00%	99.00%	22.50%	22.50%
PY 2015–16 Results	31.46%	10.37%	90.82%	90.56%	92.74%	>95.00%	23.04%	22.59%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	NE	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	<10.00%	<10.00%	86.27%	85.27%	88.12%	>95.00%	18.08%	17.24%
Economically disadvantaged students	26.46%	<10.00%	88.51%	88.04%	89.99%	>95.00%	24.95%	24.58%
Single parents	38.98%	10.17%	78.67%	90.67%	91.67%	>95.00%	20.47%	18.52%
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	<10.00%	<10.00%	88.75%	85.06%	90.54%	>95.00%	15.56%	10.81%
Migrant students	<10.00%	<10.00%	>95.00%	>95.00%	>95.00%	>95.00%	36.36%	33.33%
Students in nontraditional programs	40.49%	11.35%	90.31%	92.12%	93.94%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	25.93%	<10.00%	90.49%	88.94%	91.34%	>95.00%	<10.00%	<10.00%
Female	40.16%	11.12%	91.32%	93.02%	94.82%	>95.00%	61.88%	60.63%
Race/ethnicity								
American Indian or Alaska Native	15.00%	<10.00%	>95.00%	93.55%	93.55%	>95.00%	23.81%	19.23%
Asian	25.00%	10.00%	93.94%	>95.00%	>95.00%	>95.00%	24.44%	19.05%
Black or African American	17.86%	13.04%	90.57%	90.43%	93.27%	>95.00%	30.21%	23.08%
Hispanic or Latino	21.95%	<10.00%	92.73%	89.29%	92.45%	>95.00%	22.89%	19.44%
Native Hawaiian or Other Pacific Islander	<10.00%	<10.00%	>95.00%	>95.00%	>95.00%	>95.00%	50.00%	50.00%
White	32.24%	10.55%	90.66%	90.44%	92.65%	>95.00%	22.79%	22.51%
Two or more races	30.00%	<10.00%	91.18%	91.89%	91.67%	>95.00%	29.87%	39.13%

Maine		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who completed a CTE program and received an industry-recognized credential, 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	95.00%	52.48%	75.95%	92.00%	23.48%	19.00%
PY 2015–16 Results	>95.00%	50.39%	77.80%	89.82%	21.31%	17.63%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	53.02%	80.16%	61.40%	21.63%	11.54%
Economically disadvantaged students	>95.00%	48.36%	77.60%	91.87%	22.03%	16.97%
Single parents	>95.00%	44.70%	77.37%	29.63%	25.66%	21.62%
Displaced homemakers	NE	60.00%	75.00%	<10.00%	<10.00%	<10.00%
Limited English proficient students	>95.00%	39.39%	80.58%	61.54%	22.52%	20.00%
Students in nontraditional programs	>95.00%	43.35%	76.15%	74.26%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	93.52%	50.56%	75.81%	83.88%	<10.00%	<10.00%
Female	>95.00%	50.21%	79.56%	>95.00%	41.55%	30.86%
Race/ethnicity						
American Indian or Alaska Native	88.89%	45.00%	76.34%	94.44%	23.60%	18.18%
Asian	>95.00%	47.62%	78.64%	75.00%	31.91%	26.67%
Black or African American	>95.00%	35.85%	82.47%	84.21%	25.36%	50.00%
Hispanic or Latino	>95.00%	46.94%	74.76%	>95.00%	22.06%	23.81%
Native Hawaiian or Other Pacific Islander	>95.00%	50.00%	42.86%	75.00%	<10.00%	33.33%
White	>95.00%	50.73%	77.70%	79.71%	20.99%	16.92%
Two or more races	80.00%	37.84%	77.45%	85.71%	25.93%	21.43%

Maryland Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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) credential.	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.
PY 2015–16 Performance levels	83.50%	87.50%	77.20%	98.00%	99.00%	75.00%	35.00%	27.90%
PY 2015–16 Results	86.74%	91.54%	82.43%	>95.00%	>95.00%	80.94%	32.07%	27.51%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	53.49%	63.93%	76.77%	>95.00%	>95.00%	65.36%	26.94%	17.49%
Economically disadvantaged students	78.06%	85.11%	77.89%	>95.00%	>95.00%	76.16%	31.16%	26.00%
Single parents	<10.00%	<10.00%	NE	>95.00%	>95.00%	NE	50.00%	<10.00%
Displaced homemakers	NE	NE	NE	NE	NE	NP	NE	NE
Limited English proficient students	62.26%	73.00%	75.49%	>95.00%	>95.00%	55.07%	30.82%	26.24%
Migrant students	NE	NE	NE	NE	NE	NE	NE	NE
Students in nontraditional programs	91.47%	>95.00%	77.77%	>95.00%	>95.00%	84.68%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	84.65%	91.45%	81.95%	>95.00%	>95.00%	77.84%	23.33%	23.54%
Female	89.00%	91.65%	82.96%	>95.00%	>95.00%	84.63%	43.07%	32.28%
Race/ethnicity								
American Indian or Alaska Native	79.55%	90.32%	88.10%	>95.00%	>95.00%	80.00%	37.81%	28.40%
Asian	>95.00%	>95.00%	88.89%	>95.00%	>95.00%	89.29%	35.90%	32.26%
Black or African American	77.85%	82.96%	75.77%	>95.00%	>95.00%	80.18%	32.65%	27.55%
Hispanic or Latino	83.78%	88.42%	80.14%	>95.00%	>95.00%	77.10%	31.44%	25.38%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	84.62%	>95.00%	>95.00%	71.43%	34.58%	41.94%
White	91.46%	>95.00%	85.99%	>95.00%	>95.00%	81.12%	31.25%	27.28%
Two or more races	86.00%	92.69%	82.86%	>95.00%	>95.00%	85.20%	32.95%	27.31%

Maryland		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who 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.
PY 2015–16 Performance levels	89.00%	44.00%	58.40%	71.30%	28.10%	25.00%
PY 2015–16 Results	90.20%	44.14%	57.24%	68.98%	26.70%	22.83%
Special populations						
Individuals with disabilities (<i>ADA</i>)	83.52%	49.72%	62.99%	NP	23.80%	24.07%
Economically disadvantaged students	87.29%	41.20%	60.50%	67.65%	24.82%	23.46%
Single parents	86.54%	61.51%	63.58%	NP	30.24%	27.19%
Displaced homemakers	NE	NE	>95.00%	NP	<10.00%	NE
Limited English proficient students	65.38%	33.57%	52.69%	NP	24.39%	23.68%
Students in nontraditional programs	84.77%	35.84%	54.58%	62.94%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	91.42%	38.40%	52.80%	68.16%	27.15%	23.78%
Female	89.73%	48.18%	60.43%	69.47%	26.43%	22.35%
Race/ethnicity						
American Indian or Alaska Native	83.33%	36.84%	50.00%	53.49%	27.33%	27.27%
Asian	86.89%	37.07%	51.70%	57.94%	29.11%	28.25%
Black or African American	82.97%	34.42%	54.32%	65.69%	27.05%	26.96%
Hispanic or Latino	91.45%	33.33%	54.86%	60.71%	26.77%	24.21%
Native Hawaiian or Other Pacific Islander	75.00%	44.44%	48.78%	58.82%	34.21%	28.57%
White	92.22%	51.42%	60.02%	71.38%	25.45%	20.61%
Two or more races	92.31%	41.37%	60.99%	65.09%	31.51%	22.45%

Massachusetts Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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 in 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.
PY 2015–16 Performance levels	87.00%	75.00%	86.00%	97.10%	92.00%	97.00%	22.00%	21.00%
PY 2015–16 Results	89.95%	75.36%	90.06%	>95.00%	93.59%	>95.00%	23.31%	22.07%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	64.94%	38.22%	91.25%	>95.00%	86.95%	92.27%	19.80%	18.75%
Economically disadvantaged students	85.57%	65.95%	89.48%	>95.00%	90.67%	93.74%	26.29%	25.05%
Single parents	60.71%	34.48%	79.31%	80.00%	82.50%	93.18%	36.51%	31.58%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	27.11%	18.38%	88.44%	86.72%	81.92%	79.82%	24.27%	21.88%
Migrant students	NE	NE	NE	NE	>95.00%	NE	33.33%	NE
Students in nontraditional programs	91.29%	74.97%	91.51%	>95.00%	93.80%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	88.00%	76.38%	89.26%	>95.00%	92.34%	>95.00%	13.73%	10.30%
Female	92.25%	74.16%	91.01%	>95.00%	>95.00%	>95.00%	26.86%	26.46%
Race/ethnicity								
American Indian or Alaska Native	89.19%	81.08%	86.49%	>95.00%	90.24%	>95.00%	28.28%	38.24%
Asian	88.95%	82.47%	80.65%	>95.00%	>95.00%	>95.00%	24.93%	20.85%
Black or African American	83.22%	60.31%	87.59%	>95.00%	90.05%	93.59%	25.78%	23.80%
Hispanic or Latino	81.74%	60.51%	91.50%	>95.00%	89.27%	91.24%	25.89%	23.93%
Native Hawaiian or Other Pacific Islander	85.71%	71.43%	>95.00%	>95.00%	80.00%	>95.00%	20.83%	33.33%
White	92.78%	80.43%	90.46%	>95.00%	94.92%	>95.00%	22.07%	21.31%
Two or more races	89.04%	70.87%	89.20%	>95.00%	93.88%	>95.00%	26.20%	26.34%

Massachusetts		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of technical credit courses completed by CTE concentrators during the fall semester of the reporting year.	Percentage of CTE concentrators 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.
PY 2015–16 Performance levels	83.40%	57.30%	70.82%	84.15%	24.75%	23.25%
PY 2015–16 Results	83.11%	56.02%	69.68%	78.59%	20.40%	18.02%
Special populations						
Individuals with disabilities (<i>ADA</i>)	80.24%	54.64%	67.22%	66.15%	19.91%	21.31%
Economically disadvantaged students	82.77%	54.83%	69.21%	80.05%	21.41%	18.70%
Single parents	82.95%	53.92%	66.43%	81.00%	19.78%	19.47%
Displaced homemakers	83.83%	57.92%	72.92%	85.47%	16.76%	22.61%
Limited English proficient students	84.98%	56.09%	66.48%	72.01%	20.55%	16.09%
Students in nontraditional programs	85.22%	60.28%	73.26%	81.65%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	81.65%	51.88%	65.75%	74.04%	12.08%	18.14%
Female	84.07%	58.74%	72.27%	80.80%	27.93%	17.95%
Race/ethnicity						
American Indian or Alaska Native	81.50%	51.50%	65.87%	70.00%	25.00%	23.81%
Asian	83.83%	55.63%	73.64%	69.18%	21.18%	17.06%
Black or African American	82.78%	51.03%	69.20%	77.40%	22.48%	22.52%
Hispanic or Latino	81.57%	49.82%	67.22%	78.23%	23.38%	20.99%
Native Hawaiian or Other Pacific Islander	70.75%	52.73%	70.91%	50.00%	17.86%	50.00%
White	83.55%	58.33%	70.09%	79.36%	18.67%	16.35%
Two or more races	79.80%	48.89%	65.27%	78.82%	21.40%	20.93%

Michigan Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.
PY 2015–16 Performance levels	55.80%	27.00%	60.00%	95.00%	95.00%	95.50%	26.00%	30.00%
PY 2015–16 Results	46.95%	24.82%	46.35%	>95.00%	>95.00%	>95.00%	27.57%	40.60%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	18.71%	10.14%	25.87%	93.53%	89.13%	90.41%	19.76%	37.82%
Economically disadvantaged students	38.30%	16.00%	39.64%	>95.00%	94.99%	94.04%	30.49%	39.49%
Single parents	30.00%	15.38%	36.84%	<10.00%	89.74%	89.58%	34.21%	20.00%
Displaced homemakers	57.89%	21.05%	30.00%	<10.00%	81.25%	90.91%	20.00%	33.33%
Limited English proficient students	16.74%	<10.00%	13.54%	91.24%	91.85%	94.08%	24.70%	31.62%
Migrant students	26.32%	15.79%	40.00%	>95.00%	>95.00%	71.43%	27.59%	>95.00%
Students in nontraditional programs	47.18%	19.94%	59.44%	>95.00%	>95.00%	94.77%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	42.39%	25.66%	47.29%	>95.00%	>95.00%	>95.00%	<10.00%	44.83%
Female	52.35%	23.81%	45.43%	>95.00%	>95.00%	>95.00%	89.66%	40.57%
Race/ethnicity								
American Indian or Alaska Native	54.19%	20.59%	59.09%	>95.00%	>95.00%	>95.00%	28.23%	30.00%
Asian	54.01%	45.79%	44.88%	>95.00%	>95.00%	>95.00%	31.88%	35.92%
Black or African American	31.05%	<10.00%	27.05%	>95.00%	>95.00%	>95.00%	36.57%	36.45%
Hispanic or Latino	42.39%	17.24%	35.93%	94.73%	>95.00%	94.82%	29.07%	41.01%
Native Hawaiian or Other Pacific Islander	30.00%	20.00%	47.06%	94.74%	>95.00%	>95.00%	28.12%	33.33%
White	49.20%	26.87%	49.61%	>95.00%	>95.00%	>95.00%	26.06%	41.93%
Two or more races	44.82%	20.03%	40.11%	>95.00%	>95.00%	>95.00%	31.27%	37.30%

Michigan		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed 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.
PY 2015–16 Performance levels	91.25%	31.00%	71.00%	88.00%	26.00%	21.00%
PY 2015–16 Results	90.77%	32.27%	68.99%	77.51%	26.37%	23.12%
Special populations						
Individuals with disabilities (<i>ADA</i>)	73.02%	34.47%	75.27%	36.00%	61.88%	80.55%
Economically disadvantaged students	88.94%	29.54%	73.99%	48.59%	47.51%	24.33%
Single parents	90.32%	46.41%	77.28%	69.44%	11.37%	<10.00%
Displaced homemakers	90.91%	61.11%	66.28%	83.33%	>95.00%	10.91%
Limited English proficient students	80.00%	23.79%	15.43%	23.70%	36.40%	33.94%
Students in nontraditional programs	90.26%	34.42%	77.77%	54.87%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	88.66%	26.63%	66.92%	77.75%	13.45%	15.20%
Female	91.90%	37.17%	70.73%	77.32%	38.83%	28.93%
Race/ethnicity						
American Indian or Alaska Native	92.59%	39.34%	42.07%	54.39%	28.37%	24.26%
Asian	88.10%	31.33%	72.07%	76.67%	31.11%	26.90%
Black or African American	78.80%	22.03%	63.32%	66.01%	32.99%	31.22%
Hispanic or Latino	91.10%	28.69%	68.98%	78.76%	28.44%	23.81%
Native Hawaiian or Other Pacific Islander	90.91%	45.45%	67.16%	50.00%	25.00%	30.00%
White	91.79%	35.55%	70.45%	78.04%	24.75%	21.52%
Two or more races	90.62%	23.35%	64.73%	66.10%	28.64%	26.80%

Minnesota Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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 secondary CTE concentrators within programs of study selected by the state for which state-approved technical skill assessment instruments have been identified who attain a passing score on any of those identified technical skill assessment instruments pertinent to the program of study in which concentrator status is obtained.	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 secondary CTE completers who register as participating in higher education in a data match through the Minnesota Office of Higher Education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	58.00%	45.00%	54.30%	98.50%	89.10%	54.10%	27.50%	12.50%
PY 2015–16 Results	58.71%	46.36%	60.39%	>95.00%	91.80%	67.11%	37.66%	31.15%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	29.18%	16.77%	44.23%	>95.00%	74.60%	32.83%	32.79%	22.58%
Economically disadvantaged students	43.16%	29.57%	51.32%	>95.00%	85.52%	53.60%	36.47%	29.30%
Single parents	23.29%	16.67%	>95.00%	93.02%	78.12%	38.71%	37.63%	42.68%
Displaced homemakers	<10.00%	<10.00%	<10.00%	>95.00%	NE	NE	<10.00%	<10.00%
Limited English proficient students	12.12%	14.18%	47.10%	>95.00%	83.19%	58.90%	38.04%	33.51%
Migrant students	28.21%	20.93%	NE	>95.00%	80.00%	50.00%	41.03%	50.57%
Students in nontraditional programs	60.15%	48.50%	63.99%	>95.00%	94.04%	69.26%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	57.84%	48.80%	58.72%	>95.00%	90.81%	62.92%	36.78%	27.47%
Female	59.73%	43.47%	62.59%	>95.00%	93.12%	72.63%	39.58%	42.17%
Race/ethnicity								
American Indian or Alaska Native	46.24%	28.06%	47.83%	>95.00%	76.96%	45.36%	39.21%	28.96%
Asian	48.99%	43.40%	51.34%	>95.00%	89.65%	71.64%	40.03%	37.36%
Black or African American	34.45%	18.01%	41.49%	>95.00%	79.81%	62.05%	40.37%	36.33%
Hispanic or Latino	38.21%	24.66%	51.85%	>95.00%	84.76%	53.56%	36.74%	29.44%
Native Hawaiian or Other Pacific Islander	33.33%	20.83%	<10.00%	>95.00%	83.33%	50.00%	52.85%	26.67%
White	63.80%	51.58%	64.09%	>95.00%	93.90%	68.56%	37.26%	30.68%
Two or more races	50.90%	34.34%	58.02%	>95.00%	84.29%	62.07%	38.85%	29.92%

Minnesota		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators 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 completers 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.	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.
PY 2015–16 Performance levels	84.00%	48.50%	32.50%	86.50%	21.50%	14.50%
PY 2015–16 Results	82.07%	49.07%	30.57%	84.62%	19.27%	12.88%
Special populations						
Individuals with disabilities (<i>ADA</i>)	71.11%	39.78%	37.97%	81.61%	19.26%	15.85%
Economically disadvantaged students	78.45%	43.15%	34.01%	84.67%	20.63%	12.42%
Single parents	70.59%	39.71%	34.62%	83.13%	24.43%	<10.00%
Displaced homemakers	66.67%	45.21%	31.58%	83.70%	19.83%	10.45%
Limited English proficient students	34.29%	33.49%	50.96%	71.79%	25.35%	24.28%
Students in nontraditional programs	68.75%	42.26%	37.57%	85.60%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	82.63%	46.47%	29.16%	85.33%	11.25%	10.90%
Female	81.77%	51.71%	32.00%	83.97%	28.07%	14.78%
Race/ethnicity						
American Indian or Alaska Native	>95.00%	49.25%	23.88%	78.64%	24.01%	16.47%
Asian	48.94%	39.76%	41.54%	79.08%	23.00%	15.75%
Black or African American	54.76%	34.40%	46.02%	83.03%	26.17%	19.82%
Hispanic or Latino	88.24%	41.83%	35.85%	79.17%	20.29%	12.29%
Native Hawaiian or Other Pacific Islander	>95.00%	30.43%	43.48%	92.86%	30.30%	16.67%
White	78.91%	52.33%	27.53%	85.90%	17.05%	12.05%
Two or more races	71.05%	39.07%	35.43%	84.33%	24.71%	15.47%

Mississippi Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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.
PY 2015–16 Performance levels	61.50%	82.00%	58.00%	93.00%	93.00%	88.00%	20.00%	21.00%
PY 2015–16 Results	63.69%	84.83%	71.74%	94.31%	94.31%	89.45%	<10.00%	13.21%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	20.38%	40.59%	37.82%	<10.00%	75.63%	87.78%	<10.00%	<10.00%
Economically disadvantaged students	60.67%	83.77%	68.36%	94.25%	94.25%	93.08%	13.44%	17.03%
Single parents	47.37%	82.47%	61.60%	88.89%	88.89%	86.36%	13.11%	22.81%
Displaced homemakers	50.00%	75.00%	75.00%	75.00%	75.00%	66.67%	<10.00%	33.33%
Limited English proficient students	40.43%	80.85%	41.33%	89.58%	89.58%	83.72%	<10.00%	<10.00%
Migrant students	NE	NE	>95.00%	NE	NE	NE	<10.00%	<10.00%
Students in nontraditional programs	65.04%	85.79%	55.18%	94.56%	94.56%	89.49%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	57.91%	81.48%	66.18%	92.52%	92.52%	90.39%	<10.00%	<10.00%
Female	69.82%	88.35%	77.66%	>95.00%	>95.00%	88.49%	24.18%	34.42%
Race/ethnicity								
American Indian or Alaska Native	73.33%	80.00%	80.00%	93.75%	93.75%	80.00%	<10.00%	20.00%
Asian	82.14%	>95.00%	86.84%	93.33%	93.33%	>95.00%	10.34%	13.79%
Black or African American	54.22%	80.15%	58.47%	93.07%	93.07%	85.12%	<10.00%	11.14%
Hispanic or Latino	66.46%	87.73%	68.97%	94.22%	94.22%	88.96%	<10.00%	11.11%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	NE	>95.00%	>95.00%	>95.00%	<10.00%	NE
White	72.19%	88.88%	83.58%	>95.00%	>95.00%	93.26%	10.68%	14.82%
Two or more races	68.00%	88.46%	75.00%	>95.00%	>95.00%	>95.00%	15.56%	19.05%

Mississippi		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate or a degree during the reporting year.	Percentage of CTE concentrators who remained 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 obtained an industry-recognized credential, a certificate, or a degree in a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	75.00%	83.00%	86.00%	83.00%	12.50%	10.50%
PY 2015–16 Results	77.22%	89.21%	94.02%	87.88%	10.06%	<10.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	64.66%	92.16%	>95.00%	83.33%	11.89%	18.99%
Economically disadvantaged students	69.32%	88.47%	93.93%	85.86%	10.25%	<10.00%
Single parents	76.38%	88.95%	93.58%	88.95%	19.59%	<10.00%
Displaced homemakers	81.82%	93.31%	>95.00%	92.10%	14.85%	10.15%
Limited English proficient students	77.91%	89.29%	>95.00%	89.29%	10.41%	14.29%
Students in nontraditional programs	NE	92.10%	>95.00%	88.57%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	74.95%	88.87%	94.45%	87.84%	<10.00%	<10.00%
Female	80.41%	89.53%	93.51%	87.92%	16.85%	10.34%
Race/ethnicity						
American Indian or Alaska Native	84.85%	71.43%	87.32%	46.15%	11.22%	13.64%
Asian	72.97%	86.54%	90.48%	90.38%	11.43%	14.29%
Black or African American	71.61%	86.79%	93.62%	84.51%	11.24%	<10.00%
Hispanic or Latino	82.50%	93.75%	>95.00%	93.75%	14.57%	13.85%
Native Hawaiian or Other Pacific Islander	60.00%	66.67%	>95.00%	66.67%	16.67%	PNO
White	81.54%	90.94%	94.41%	90.19%	<10.00%	<10.00%
Two or more races	77.55%	84.09%	91.95%	84.09%	11.70%	11.32%

Missouri		Secondary Level						
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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) credential 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.
PY 2015–16 Performance levels	63.00%	56.00%	73.00%	99.00%	95.50%	96.00%	28.00%	22.50%
PY 2015–16 Results	75.21%	54.03%	73.78%	>95.00%	>95.00%	>95.00%	27.46%	22.51%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	27.93%	18.53%	54.41%	>95.00%	>95.00%	90.03%	27.34%	13.70%
Economically disadvantaged students	65.86%	42.50%	68.45%	>95.00%	94.62%	93.63%	28.55%	22.09%
Single parents	NE	NE	NE	NE	NE	NE	NE	NE
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	37.91%	31.07%	69.08%	>95.00%	>95.00%	>95.00%	23.60%	14.97%
Migrant students	50.00%	33.33%	>95.00%	66.67%	66.67%	>95.00%	11.11%	<10.00%
Students in nontraditional programs	79.79%	55.92%	77.51%	>95.00%	>95.00%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	71.53%	54.80%	71.02%	>95.00%	>95.00%	>95.00%	23.90%	10.75%
Female	79.60%	53.11%	76.98%	>95.00%	>95.00%	>95.00%	30.92%	36.73%
Race/ethnicity								
American Indian or Alaska Native	68.35%	43.75%	76.92%	>95.00%	90.80%	>95.00%	33.83%	27.27%
Asian	78.54%	69.38%	76.51%	>95.00%	>95.00%	>95.00%	28.18%	21.21%
Black or African American	59.72%	32.25%	57.60%	>95.00%	>95.00%	94.16%	29.74%	21.74%
Hispanic or Latino	71.41%	50.00%	73.87%	>95.00%	>95.00%	>95.00%	25.54%	18.18%
Native Hawaiian or Other Pacific Islander	83.33%	82.35%	68.75%	>95.00%	>95.00%	>95.00%	34.31%	23.53%
White	77.60%	57.24%	75.96%	>95.00%	>95.00%	>95.00%	27.21%	22.85%
Two or more races	78.28%	53.93%	70.39%	>95.00%	>95.00%	>95.00%	24.67%	18.78%

Missouri		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments 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.
PY 2015–16 Performance levels	85.60%	44.00%	70.00%	67.00%	26.00%	18.00%
PY 2015–16 Results	86.38%	42.79%	67.23%	66.99%	25.10%	17.17%
Special populations						
Individuals with disabilities (<i>ADA</i>)	75.81%	45.03%	68.12%	46.94%	27.44%	22.15%
Economically disadvantaged students	85.11%	58.08%	78.95%	66.24%	24.77%	16.78%
Single parents	93.35%	34.68%	64.14%	60.93%	22.16%	17.44%
Displaced homemakers	>95.00%	40.83%	64.87%	45.21%	20.27%	16.00%
Limited English proficient students	87.13%	32.15%	64.22%	73.48%	17.22%	16.02%
Students in nontraditional programs	83.36%	41.83%	65.02%	64.92%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	85.84%	41.03%	64.84%	68.59%	21.96%	17.55%
Female	86.84%	44.36%	69.22%	65.71%	27.31%	16.86%
Race/ethnicity						
American Indian or Alaska Native	84.38%	37.36%	63.92%	57.14%	27.37%	20.00%
Asian	83.64%	42.14%	72.04%	52.59%	24.32%	12.24%
Black or African American	78.33%	26.91%	60.14%	46.22%	27.39%	20.54%
Hispanic or Latino	93.49%	57.25%	77.27%	67.36%	23.67%	14.88%
Native Hawaiian or Other Pacific Islander	>95.00%	<10.00%	39.13%	50.00%	12.50%	>95.00%
White	86.08%	39.60%	62.56%	70.03%	25.98%	16.71%
Two or more races	92.72%	87.93%	>95.00%	60.23%	21.28%	20.03%

Missouri						Adult Level
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments 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.
PY 2015–16 Performance levels	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
PY 2015–16 Results	80.19%	85.37%	92.71%	83.63%	13.05%	11.86%
Special populations						
Individuals with disabilities (<i>ADA</i>)	66.67%	75.00%	>95.00%	66.67%	20.51%	16.67%
Economically disadvantaged students	83.70%	86.67%	>95.00%	85.37%	10.82%	11.63%
Single parents	84.85%	88.80%	>95.00%	86.71%	<10.00%	<10.00%
Displaced homemakers	48.00%	87.10%	>95.00%	90.00%	10.53%	<10.00%
Limited English proficient students	>95.00%	>95.00%	>95.00%	66.67%	10.00%	50.00%
Students in nontraditional programs	74.40%	79.88%	86.61%	80.16%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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		
Gender								
Male	80.13%	81.20%	84.66%	79.29%	41.01%	36.56%		
Female	80.22%	87.24%	>95.00%	85.42%	<10.00%	<10.00%		
Race/ethnicity								
American Indian or Alaska Native	>95.00%	85.00%	>95.00%	75.00%	16.00%	<10.00%		
Asian	>95.00%	>95.00%	>95.00%	33.33%	27.27%	20.00%		
Black or African American	87.12%	86.59%	94.44%	92.80%	<10.00%	<10.00%		
Hispanic or Latino	50.00%	90.00%	>95.00%	80.00%	11.11%	<10.00%		
Native Hawaiian or Other Pacific Islander	NE	<10.00%	<10.00%	33.33%	<10.00%	NE		
White	79.28%	84.97%	92.23%	82.95%	13.94%	12.61%		
Two or more races	87.50%	>95.00%	>95.00%	>95.00%	16.67%	<10.00%		

Montana Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	84.40%	70.00%	89.00%	95.00%	90.50%	90.00%	22.95%	15.00%
PY 2015–16 Results	52.74%	30.05%	84.71%	>95.00%	>95.00%	77.34%	24.52%	24.46%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	17.39%	<10.00%	63.16%	>95.00%	>95.00%	67.83%	25.50%	25.50%
Economically disadvantaged students	43.41%	20.34%	82.54%	>95.00%	>95.00%	77.09%	24.66%	24.79%
Single parents	61.90%	20.00%	<10.00%	>95.00%	91.67%	88.89%	<10.00%	<10.00%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	<10.00%	<10.00%	NE	>95.00%	92.68%	73.91%	23.53%	20.00%
Migrant students	14.29%	16.67%	>95.00%	>95.00%	>95.00%	69.23%	14.29%	14.29%
Students in nontraditional programs	50.13%	30.41%	78.85%	>95.00%	>95.00%	67.32%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	46.15%	29.13%	84.48%	>95.00%	>95.00%	78.73%	25.99%	17.92%
Female	62.15%	31.38%	84.97%	>95.00%	>95.00%	75.48%	22.44%	35.89%
Race/ethnicity								
American Indian or Alaska Native	34.70%	13.45%	84.62%	>95.00%	94.16%	80.46%	24.23%	23.73%
Asian	50.00%	38.89%	>95.00%	>95.00%	>95.00%	74.36%	20.00%	20.00%
Black or African American	42.42%	17.14%	>95.00%	>95.00%	>95.00%	71.70%	25.00%	25.00%
Hispanic or Latino	49.15%	23.26%	50.00%	>95.00%	>95.00%	62.32%	26.32%	26.32%
Native Hawaiian or Other Pacific Islander	>95.00%	33.33%	NE	>95.00%	>95.00%	70.00%	50.00%	50.00%
White	55.01%	32.12%	85.47%	>95.00%	>95.00%	77.99%	24.42%	24.48%
Two or more races	45.10%	28.00%	83.33%	>95.00%	>95.00%	71.43%	20.59%	20.00%

Montana		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential 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 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.	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.
PY 2015–16 Performance levels	85.00%	57.00%	75.50%	76.00%	19.00%	16.50%
PY 2015–16 Results	93.02%	53.27%	72.76%	76.96%	28.35%	21.17%
Special populations						
Individuals with disabilities (<i>ADA</i>)	92.98%	51.76%	77.95%	64.52%	31.36%	23.08%
Economically disadvantaged students	94.91%	54.08%	71.04%	76.91%	26.66%	18.78%
Single parents	90.32%	39.05%	61.39%	78.21%	23.35%	14.89%
Displaced homemakers	>95.00%	53.95%	67.01%	73.68%	27.49%	27.59%
Limited English proficient students	80.00%	58.82%	47.76%	>95.00%	28.57%	<10.00%
Students in nontraditional programs	>95.00%	58.14%	70.25%	77.80%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	>95.00%	58.00%	67.83%	77.01%	43.49%	21.15%
Female	89.28%	49.64%	76.04%	76.92%	15.32%	21.18%
Race/ethnicity						
American Indian or Alaska Native	>95.00%	48.30%	51.47%	67.92%	32.73%	24.82%
Asian	83.33%	46.15%	78.79%	63.64%	39.24%	30.00%
Black or African American	66.67%	40.48%	68.97%	88.24%	37.23%	21.43%
Hispanic or Latino	93.75%	49.18%	73.25%	78.33%	31.48%	32.61%
Native Hawaiian or Other Pacific Islander	>95.00%	66.67%	72.22%	<10.00%	45.00%	<10.00%
White	92.88%	54.81%	78.04%	78.46%	26.71%	19.87%
Two or more races	80.00%	40.62%	66.10%	69.23%	34.67%	14.29%

Nebraska Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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 an assessment of technical skill consistent with options identified in the Nebraska State Plan 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	70.00%	61.00%	86.50%	97.00%	98.00%	97.00%	42.00%	27.00%
PY 2015–16 Results	74.06%	66.08%	91.51%	>95.00%	>95.00%	>95.00%	44.70%	29.42%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	31.00%	24.12%	84.70%	>95.00%	>95.00%	>95.00%	44.15%	29.67%
Economically disadvantaged students	58.33%	47.56%	85.81%	>95.00%	>95.00%	94.97%	43.95%	30.17%
Single parents	41.46%	28.05%	83.87%	80.65%	90.57%	90.91%	33.92%	28.33%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	<10.00%	10.26%	81.48%	>95.00%	89.80%	90.70%	39.00%	22.73%
Migrant students	39.13%	17.39%	89.66%	>95.00%	>95.00%	92.59%	40.85%	20.00%
Students in nontraditional programs	74.91%	64.98%	89.17%	>95.00%	>95.00%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	72.19%	65.57%	90.24%	>95.00%	>95.00%	>95.00%	43.86%	32.65%
Female	76.14%	66.65%	92.92%	>95.00%	>95.00%	>95.00%	45.70%	25.63%
Race/ethnicity								
American Indian or Alaska Native	60.00%	46.05%	87.18%	>95.00%	>95.00%	>95.00%	43.58%	32.31%
Asian	75.21%	75.21%	93.83%	>95.00%	>95.00%	>95.00%	44.88%	32.65%
Black or African American	44.73%	30.97%	76.47%	94.40%	>95.00%	92.40%	45.55%	36.78%
Hispanic or Latino	56.28%	43.51%	82.26%	94.92%	>95.00%	94.06%	42.41%	27.31%
Native Hawaiian or Other Pacific Islander	70.00%	50.00%	>95.00%	>95.00%	>95.00%	80.00%	44.58%	40.00%
White	79.65%	73.08%	94.46%	>95.00%	>95.00%	>95.00%	45.14%	29.07%
Two or more races	68.00%	51.16%	87.19%	94.69%	>95.00%	92.35%	45.67%	30.92%

Nebraska Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who achieved a minimum GPA of 2.0 or better in CTE program curricula that are aligned with industry-recognized standards during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	91.50%	48.00%	74.00%	73.00%	21.20%	14.00%
PY 2015–16 Results	91.06%	43.11%	78.90%	63.39%	26.45%	16.89%
Special populations						
Individuals with disabilities (<i>ADA</i>)	91.29%	43.07%	82.43%	61.20%	29.94%	17.27%
Economically disadvantaged students	91.10%	48.51%	84.87%	70.49%	27.17%	14.56%
Single parents	92.46%	38.22%	73.47%	73.53%	20.70%	15.56%
Displaced homemakers	>95.00%	64.71%	86.96%	56.82%	31.25%	22.22%
Limited English proficient students	93.13%	42.86%	83.67%	56.10%	26.46%	10.81%
Students in nontraditional programs	92.67%	41.49%	79.99%	NE	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	89.29%	40.92%	75.91%	54.40%	14.43%	12.67%
Female	92.83%	45.30%	81.75%	71.87%	38.42%	22.36%
Race/ethnicity						
American Indian or Alaska Native	85.62%	31.67%	72.13%	65.32%	29.44%	19.59%
Asian	91.99%	32.91%	80.99%	69.54%	32.56%	22.26%
Black or African American	87.43%	31.29%	77.09%	70.50%	30.08%	19.07%
Hispanic or Latino	83.61%	40.71%	81.52%	70.79%	24.58%	15.12%
Native Hawaiian or Other Pacific Islander	93.33%	33.33%	64.00%	61.18%	31.71%	22.22%
White	91.97%	45.58%	79.60%	65.85%	25.92%	16.46%
Two or more races	90.08%	27.08%	71.49%	36.97%	41.79%	28.00%

Nevada Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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 completed a CTE program and have passed a state-approved end-of-program technical assessment.	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) credential 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.
PY 2015–16 Performance levels	NP	NP	48.00%	92.50%	72.00%	95.50%	33.50%	25.00%
PY 2015–16 Results	NA	NA	59.38%	>95.00%	85.44%	>95.00%	38.59%	30.71%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NA	NA	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	NA	NA	25.79%	92.31%	43.70%	86.96%	36.16%	26.85%
Economically disadvantaged students	NA	NA	53.52%	>95.00%	81.36%	>95.00%	39.59%	31.54%
Single parents	NA	NA	PNO	PNO	PNO	PNO	PNO	PNO
Displaced homemakers	NA	NA	NE	NE	>95.00%	NE	NE	NE
Limited English proficient students	NA	NA	15.24%	82.05%	58.88%	>95.00%	36.98%	19.70%
Migrant students	NA	NA	NP	NE	>95.00%	NP	66.67%	NP
Students in nontraditional programs	NA	NA	59.71%	>95.00%	87.12%	>95.00%	NA	NA
Tech prep	NA	NA	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	NA	NA	58.45%	>95.00%	82.82%	94.70%	20.53%	<10.00%
Female	NA	NA	60.46%	>95.00%	88.59%	>95.00%	64.50%	67.96%
Race/ethnicity								
American Indian or Alaska Native	NA	NA	46.67%	92.86%	78.51%	>95.00%	39.94%	26.67%
Asian	NA	NA	65.69%	>95.00%	92.61%	>95.00%	41.62%	30.31%
Black or African American	NA	NA	40.36%	>95.00%	72.15%	>95.00%	45.39%	35.89%
Hispanic or Latino	NA	NA	52.21%	>95.00%	83.84%	>95.00%	37.96%	31.87%
Native Hawaiian or Other Pacific Islander	NA	NA	49.30%	>95.00%	89.24%	>95.00%	43.12%	33.33%
White	NA	NA	67.72%	>95.00%	88.85%	>95.00%	36.41%	28.69%
Two or more races	NA	NA	62.71%	>95.00%	86.46%	93.33%	41.09%	32.24%

Nevada		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators with a GPA of 2.0 or 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 left postsecondary 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 attain a certificate of achievement or a degree in a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	90.00%	55.00%	57.00%	92.50%	30.62%	22.00%
PY 2015–16 Results	87.49%	68.12%	54.30%	>95.00%	30.09%	18.99%
Special populations						
Individuals with disabilities (<i>ADA</i>)	89.95%	69.61%	68.97%	83.67%	30.65%	18.75%
Economically disadvantaged students	88.82%	68.11%	91.08%	>95.00%	34.13%	19.05%
Single parents	NE	NE	NE	NE	NE	NE
Displaced homemakers	>95.00%	>95.00%	64.44%	91.67%	35.71%	23.08%
Limited English proficient students	87.02%	75.32%	54.97%	89.19%	33.38%	27.38%
Students in nontraditional programs	48.67%	68.44%	>95.00%	93.20%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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.

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ADA—Americans with Disabilities Act

Nevada		Postsecondary Level—continued				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Gender						
Male	86.06%	61.05%	51.64%	94.60%	19.78%	18.10%
Female	88.98%	75.40%	56.53%	>95.00%	41.07%	19.74%
Race/ethnicity						
American Indian or Alaska Native	84.52%	48.65%	66.43%	>95.00%	31.67%	15.38%
Asian	84.49%	72.68%	55.41%	89.51%	34.83%	25.31%
Black or African American	77.23%	55.33%	50.27%	>95.00%	36.43%	25.30%
Hispanic or Latino	86.33%	67.79%	55.17%	94.80%	29.79%	23.61%
Native Hawaiian or Other Pacific Islander	82.81%	66.67%	55.36%	92.00%	38.15%	20.00%
White	90.45%	69.93%	54.05%	>95.00%	28.06%	16.01%
Two or more races	85.54%	68.59%	56.86%	91.67%	36.36%	21.92%

New Hampshire Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE senior concentrators who have met the acceptable performance range of proficient or better 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 senior concentrators who have met the acceptable performance range of proficient or better 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 senior concentrators who completed all technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, and left secondary education 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 senior concentrators who completed their secondary career and technical education program, left secondary education, and were placed in postsecondary education or advanced training or in the military service.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	73.25%	29.74%	21.00%	97.00%	92.00%	65.00%	24.00%	21.40%
PY 2015–16 Results	43.59%	22.10%	78.80%	>95.00%	>95.00%	60.05%	21.98%	22.44%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	15.48%	<10.00%	65.38%	>95.00%	93.00%	39.38%	14.36%	12.13%
Economically disadvantaged students	31.32%	14.80%	71.14%	>95.00%	>95.00%	45.88%	21.63%	22.54%
Single parents	20.00%	40.00%	>95.00%	>95.00%	NE	50.00%	33.33%	50.00%
Displaced homemakers	33.33%	<10.00%	<10.00%	>95.00%	NE	33.33%	22.22%	<10.00%
Limited English proficient students	10.42%	<10.00%	<10.00%	>95.00%	>95.00%	33.33%	14.00%	14.29%
Migrant students	NE	NE	NE	NE	NE	NE	<10.00%	NE
Students in nontraditional programs	55.64%	26.72%	71.43%	>95.00%	>95.00%	61.40%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	39.01%	22.32%	75.00%	>95.00%	>95.00%	55.45%	<10.00%	<10.00%
Female	49.16%	21.82%	82.06%	>95.00%	>95.00%	65.66%	55.55%	55.01%
Race/ethnicity								
American Indian or Alaska Native	50.00%	10.00%	25.00%	>95.00%	>95.00%	33.33%	28.57%	20.00%
Asian	54.17%	43.75%	>95.00%	>95.00%	>95.00%	77.50%	27.50%	22.58%
Black or African American	21.62%	<10.00%	69.23%	>95.00%	>95.00%	44.83%	27.03%	27.27%
Hispanic or Latino	20.44%	<10.00%	47.37%	>95.00%	>95.00%	53.85%	20.12%	21.92%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	NE	NE	50.00%	NE
White	45.04%	22.77%	79.79%	>95.00%	>95.00%	60.35%	21.84%	22.49%
Two or more races	40.91%	18.18%	90.00%	>95.00%	91.18%	50.00%	21.78%	16.67%

New Hampshire		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of matriculated CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of matriculated CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of matriculated CTE concentrators who remained enrolled in their original postsecondary institution during the reporting year and who were enrolled in the same postsecondary institution in the fall of the previous reporting year.	Percentage of matriculated CTE concentrators who were placed or retained in employment or statewide apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	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.
PY 2015–16 Performance levels	94.00%	80.00%	55.00%	73.00%	20.00%	18.54%
PY 2015–16 Results	>95.00%	86.16%	63.01%	69.64%	17.96%	15.36%
Special populations						
Individuals with disabilities (<i>ADA</i>)	91.67%	93.42%	63.27%	65.79%	17.19%	21.43%
Economically disadvantaged students	92.86%	87.09%	63.54%	72.31%	20.85%	16.48%
Single parents	>95.00%	>95.00%	88.24%	>95.00%	90.00%	>95.00%
Displaced homemakers	NE	NE	NE	NE	NE	NE
Limited English proficient students	NE	50.00%	33.33%	<10.00%	19.23%	>95.00%
Students in nontraditional programs	95.00%	94.35%	63.68%	77.97%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	>95.00%	82.15%	59.35%	68.39%	<10.00%	<10.00%
Female	94.52%	89.62%	66.11%	70.71%	31.78%	19.93%
Race/ethnicity						
American Indian or Alaska Native	NE	50.00%	64.29%	50.00%	26.09%	50.00%
Asian	NE	86.67%	66.15%	46.67%	16.82%	25.00%
Black or African American	>95.00%	71.43%	66.67%	82.14%	17.48%	20.00%
Hispanic or Latino	>95.00%	89.74%	60.36%	84.62%	29.08%	32.00%
Native Hawaiian or Other Pacific Islander	NE	>95.00%	60.00%	50.00%	<10.00%	<10.00%
White	93.20%	88.59%	64.14%	68.98%	17.14%	14.09%
Two or more races	NE	66.67%	46.15%	50.00%	22.22%	<10.00%

New Jersey Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.
PY 2015–16 Performance levels	NP	NP	83.00%	97.00%	90.00%	91.00%	32.25%	31.00%
PY 2015–16 Results	NA	NA	82.67%	>95.00%	>95.00%	>95.00%	35.42%	31.69%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NA	NA	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	NA	NA	74.00%	>95.00%	91.90%	>95.00%	25.54%	21.99%
Economically disadvantaged students	NA	NA	77.83%	>95.00%	>95.00%	>95.00%	36.17%	33.34%
Single parents	NA	NA	83.33%	>95.00%	92.50%	>95.00%	48.44%	44.44%
Displaced homemakers	NA	NA	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	NA	NA	65.75%	>95.00%	90.10%	>95.00%	40.48%	41.67%
Migrant students	NA	NA	66.67%	>95.00%	>95.00%	>95.00%	45.45%	50.00%
Students in nontraditional programs	NA	NA	80.41%	>95.00%	>95.00%	>95.00%	NA	NA
Tech prep	NA	NA	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	NA	NA	79.95%	>95.00%	>95.00%	>95.00%	18.46%	16.81%
Female	NA	NA	85.62%	>95.00%	>95.00%	>95.00%	58.21%	51.61%
Race/ethnicity								
American Indian or Alaska Native	NA	NA	94.74%	>95.00%	87.10%	>95.00%	36.76%	18.75%
Asian	NA	NA	90.24%	>95.00%	>95.00%	>95.00%	41.45%	41.79%
Black or African American	NA	NA	74.75%	>95.00%	94.91%	>95.00%	38.38%	38.58%
Hispanic or Latino	NA	NA	78.17%	>95.00%	>95.00%	>95.00%	35.71%	31.45%
Native Hawaiian or Other Pacific Islander	NA	NA	81.82%	>95.00%	>95.00%	>95.00%	41.30%	27.78%
White	NA	NA	85.73%	>95.00%	>95.00%	>95.00%	32.89%	27.81%
Two or more races	NA	NA	88.97%	>95.00%	>95.00%	>95.00%	37.28%	36.63%

New Jersey		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who 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, and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting 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.
PY 2015–16 Performance levels	91.50%	26.40%	66.00%	73.00%	28.25%	26.50%
PY 2015–16 Results	92.16%	28.94%	71.42%	72.71%	31.10%	27.28%
Special populations						
Individuals with disabilities (<i>ADA</i>)	92.86%	<10.00%	74.42%	66.49%	25.88%	24.47%
Economically disadvantaged students	91.16%	26.51%	72.47%	72.05%	31.88%	29.00%
Single parents	91.59%	<10.00%	68.43%	73.66%	29.00%	26.63%
Displaced homemakers	90.72%	<10.00%	64.93%	69.77%	29.72%	27.37%
Limited English proficient students	75.00%	<10.00%	71.20%	63.53%	32.13%	33.14%
Students in nontraditional programs	91.13%	15.96%	71.25%	44.81%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	90.83%	25.05%	70.58%	68.78%	20.80%	16.30%
Female	92.50%	32.98%	72.27%	75.81%	41.40%	38.32%
Race/ethnicity						
American Indian or Alaska Native	>95.00%	<10.00%	72.38%	62.50%	27.83%	23.60%
Asian	90.91%	<10.00%	75.56%	66.60%	32.63%	28.77%
Black or African American	86.33%	10.03%	64.91%	74.36%	32.38%	30.33%
Hispanic or Latino	91.20%	10.12%	70.95%	74.33%	32.48%	28.83%
Native Hawaiian or Other Pacific Islander	90.91%	<10.00%	73.74%	65.85%	35.36%	29.90%
White	93.48%	33.94%	73.56%	73.24%	29.20%	25.02%
Two or more races	92.91%	<10.00%	71.42%	73.79%	31.48%	28.60%

New Mexico Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	51.40%	45.01%	85.20%	86.00%	91.00%	55.50%	38.00%	35.50%
PY 2015–16 Results	54.65%	43.78%	93.10%	86.70%	88.29%	53.88%	36.58%	38.88%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	17.33%	11.82%	86.68%	84.78%	84.07%	43.40%	32.54%	33.61%
Economically disadvantaged students	47.16%	36.90%	91.67%	84.87%	85.76%	52.19%	36.98%	40.82%
Single parents	22.22%	10.87%	86.11%	58.70%	46.15%	33.33%	40.00%	42.31%
Displaced homemakers	50.00%	<10.00%	>95.00%	50.00%	50.00%	>95.00%	33.33%	NE
Limited English proficient students	16.14%	17.89%	86.35%	81.15%	80.26%	38.26%	34.69%	39.62%
Migrant students	25.00%	33.33%	85.71%	91.67%	91.67%	63.64%	37.27%	50.00%
Students in nontraditional programs	58.27%	44.10%	93.39%	89.68%	92.09%	55.89%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	48.89%	45.57%	91.96%	84.34%	85.71%	52.99%	12.47%	16.10%
Female	61.39%	41.68%	94.29%	89.45%	91.24%	54.85%	71.02%	73.30%
Race/ethnicity								
American Indian or Alaska Native	35.08%	32.38%	91.90%	88.46%	81.49%	41.86%	41.21%	40.05%
Asian	76.19%	77.14%	>95.00%	90.48%	93.88%	56.84%	35.54%	29.27%
Black or African American	53.33%	28.67%	90.27%	84.56%	84.67%	50.38%	36.35%	41.67%
Hispanic or Latino	49.78%	38.29%	91.97%	86.51%	88.39%	55.60%	35.93%	40.17%
Native Hawaiian or Other Pacific Islander	63.64%	63.64%	>95.00%	81.82%	>95.00%	55.56%	33.33%	50.00%
White	68.76%	57.76%	>95.00%	86.84%	89.96%	53.81%	36.18%	35.71%
Two or more races	67.42%	48.28%	89.33%	81.82%	86.25%	49.32%	37.24%	48.28%

New Mexico		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who completed their program in a course sequence and earned a cumulative GPA of 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	98.95%	38.00%	78.30%	74.00%	36.50%	24.00%
PY 2015–16 Results	>95.00%	40.00%	72.36%	66.98%	31.63%	25.38%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	37.14%	76.73%	59.20%	37.54%	27.59%
Economically disadvantaged students	>95.00%	41.75%	73.77%	65.57%	33.94%	34.30%
Single parents	>95.00%	39.40%	73.48%	64.76%	33.88%	22.12%
Displaced homemakers	>95.00%	43.52%	78.53%	44.09%	27.87%	17.39%
Limited English proficient students	>95.00%	36.64%	75.43%	62.82%	27.17%	51.20%
Students in nontraditional programs	>95.00%	45.70%	71.77%	66.75%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	>95.00%	36.10%	70.11%	66.83%	28.97%	17.15%
Female	>95.00%	42.98%	74.13%	67.08%	34.45%	33.89%
Race/ethnicity						
American Indian or Alaska Native	>95.00%	36.84%	72.24%	69.75%	36.13%	25.49%
Asian	>95.00%	44.59%	74.65%	61.54%	33.93%	30.51%
Black or African American	>95.00%	36.94%	75.76%	67.47%	35.45%	27.08%
Hispanic or Latino	>95.00%	39.67%	70.44%	69.75%	32.38%	27.07%
Native Hawaiian or Other Pacific Islander	93.75%	47.62%	75.00%	75.00%	38.89%	40.00%
White	>95.00%	41.76%	75.37%	65.09%	29.64%	21.49%
Two or more races	>95.00%	29.47%	62.96%	72.09%	32.01%	26.83%

New York Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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 in approved programs who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	74.50%	68.50%	74.75%	83.00%	70.50%	91.00%	37.00%	32.00%
PY 2015–16 Results	>95.00%	>95.00%	75.04%	92.32%	92.10%	>95.00%	32.74%	25.11%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	79.49%	78.05%	62.63%	86.04%	79.57%	90.66%	28.39%	21.55%
Economically disadvantaged students	>95.00%	>95.00%	65.57%	92.50%	89.31%	91.55%	39.35%	34.55%
Single parents	>95.00%	90.91%	NP	NP	NP	80.83%	NP	NP
Displaced homemakers	NE	NE	NE	NE	NE	>95.00%	NP	NP
Limited English proficient students	64.40%	78.34%	42.86%	64.86%	55.17%	93.22%	39.66%	39.38%
Migrant students	>95.00%	>95.00%	>95.00%	85.71%	74.07%	>95.00%	26.79%	35.29%
Students in nontraditional programs	>95.00%	>95.00%	67.70%	93.22%	92.81%	93.13%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	>95.00%	>95.00%	73.48%	91.53%	90.80%	>95.00%	<10.00%	<10.00%
Female	>95.00%	>95.00%	76.83%	93.33%	93.73%	>95.00%	66.20%	49.34%
Race/ethnicity								
American Indian or Alaska Native	>95.00%	>95.00%	76.47%	80.87%	83.45%	>95.00%	31.33%	31.71%
Asian	>95.00%	>95.00%	58.18%	>95.00%	>95.00%	>95.00%	41.71%	38.85%
Black or African American	>95.00%	94.98%	51.46%	89.28%	86.65%	>95.00%	39.57%	33.79%
Hispanic or Latino	>95.00%	>95.00%	67.21%	88.65%	88.76%	>95.00%	38.54%	33.20%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	NE	76.88%	92.31%	>95.00%	34.06%	28.99%
White	>95.00%	>95.00%	79.84%	>95.00%	>95.00%	94.87%	20.81%	16.29%
Two or more races	>95.00%	>95.00%	66.67%	92.72%	93.91%	>95.00%	33.31%	25.58%

New York		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	93.75%	50.75%	68.00%	72.50%	30.00%	24.25%
PY 2015–16 Results	92.33%	46.10%	60.98%	86.75%	25.71%	23.70%
Special populations						
Individuals with disabilities (<i>ADA</i>)	87.08%	49.79%	53.69%	84.63%	22.08%	21.27%
Economically disadvantaged students	92.32%	45.37%	60.36%	85.44%	26.51%	24.64%
Single parents	93.21%	42.36%	58.21%	85.25%	22.96%	19.07%
Displaced homemakers	>95.00%	46.63%	57.61%	76.06%	25.85%	20.80%
Limited English proficient students	89.84%	45.75%	73.82%	81.03%	27.57%	27.09%
Students in nontraditional programs	93.64%	45.88%	63.22%	84.65%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	89.98%	40.87%	58.60%	88.94%	22.99%	21.35%
Female	93.49%	50.81%	63.25%	85.36%	28.20%	25.51%
Race/ethnicity						
American Indian or Alaska Native	83.33%	43.10%	55.59%	80.95%	29.19%	29.57%
Asian	86.11%	52.34%	73.59%	75.84%	28.45%	27.61%
Black or African American	90.77%	36.45%	62.74%	79.76%	29.15%	28.64%
Hispanic or Latino	86.85%	39.74%	69.25%	82.20%	29.04%	29.65%
Native Hawaiian or Other Pacific Islander	>95.00%	44.44%	57.03%	88.89%	29.82%	30.00%
White	93.75%	51.34%	55.18%	90.11%	21.89%	20.37%
Two or more races	>95.00%	38.98%	44.44%	86.21%	26.10%	25.62%

North Carolina Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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 are leaving secondary education in the year reporting.
PY 2015–16 Performance levels	60.00%	78.60%	82.00%	93.50%	91.00%	93.70%	31.20%	22.20%
PY 2015–16 Results	51.22%	35.98%	60.85%	>95.00%	>95.00%	93.23%	33.80%	31.27%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	64.96%	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	17.19%	11.34%	37.03%	>95.00%	PNO	83.75%	29.60%	28.90%
Economically disadvantaged students	40.03%	25.50%	67.18%	>95.00%	72.98%	90.47%	34.95%	33.18%
Single parents	29.07%	19.52%	63.21%	>95.00%	>95.00%	79.68%	37.46%	39.89%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	<10.00%	<10.00%	27.59%	>95.00%	53.85%	85.56%	30.12%	27.27%
Migrant students	41.18%	<10.00%	63.76%	>95.00%	>95.00%	89.47%	33.18%	24.14%
Students in nontraditional programs	47.39%	34.05%	76.78%	>95.00%	>95.00%	93.02%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	47.94%	38.52%	73.66%	>95.00%	>95.00%	92.77%	14.11%	16.74%
Female	54.89%	33.14%	79.62%	>95.00%	>95.00%	93.72%	63.99%	55.42%
Race/ethnicity								
American Indian or Alaska Native	37.44%	27.22%	64.75%	>95.00%	>95.00%	85.94%	30.74%	29.70%
Asian	59.04%	58.27%	83.50%	>95.00%	>95.00%	>95.00%	35.10%	31.17%
Black or African American	37.58%	20.80%	61.85%	>95.00%	>95.00%	90.61%	36.05%	35.98%
Hispanic or Latino	44.70%	29.06%	68.25%	>95.00%	>95.00%	92.39%	34.57%	30.00%
Native Hawaiian or Other Pacific Islander	31.58%	32.35%	70.47%	>95.00%	>95.00%	>95.00%	44.81%	32.14%
White	58.51%	43.66%	86.01%	>95.00%	>95.00%	94.76%	32.49%	29.65%
Two or more races	51.58%	32.16%	78.87%	>95.00%	>95.00%	92.36%	34.78%	34.63%

North Carolina		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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.
PY 2015–16 Performance levels	80.20%	54.90%	67.00%	67.70%	22.70%	17.85%
PY 2015–16 Results	80.18%	59.43%	83.01%	68.93%	23.98%	21.14%
Special populations						
Individuals with disabilities (<i>ADA</i>)	72.25%	66.08%	85.92%	56.76%	22.29%	18.81%
Economically disadvantaged students	79.31%	63.97%	82.20%	64.50%	28.57%	25.27%
Single parents	75.30%	61.38%	82.67%	70.08%	34.79%	25.62%
Displaced homemakers	76.95%	63.30%	83.60%	63.83%	33.08%	26.61%
Limited English proficient students	84.35%	67.70%	87.76%	53.80%	20.28%	14.10%
Students in nontraditional programs	80.40%	54.45%	83.44%	65.48%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	79.36%	53.96%	80.93%	66.04%	<10.00%	<10.00%
Female	80.76%	63.20%	84.52%	70.96%	41.80%	35.37%
Race/ethnicity						
American Indian or Alaska Native	72.36%	63.57%	82.86%	70.35%	24.30%	20.86%
Asian	85.26%	64.44%	89.28%	58.28%	21.73%	22.52%
Black or African American	71.32%	49.40%	81.29%	65.79%	28.74%	25.49%
Hispanic or Latino	79.83%	57.17%	85.45%	60.79%	24.33%	20.44%
Native Hawaiian or Other Pacific Islander	76.84%	46.67%	81.25%	46.67%	23.30%	21.05%
White	83.52%	62.97%	83.14%	71.20%	21.80%	19.91%
Two or more races	79.81%	51.15%	84.88%	64.93%	27.93%	21.25%

North Dakota Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	55.00%	37.00%	88.00%	99.00%	95.50%	68.00%	21.75%	16.75%
PY 2015–16 Results	52.42%	34.49%	94.66%	>95.00%	95.00%	77.64%	20.84%	16.96%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	26.14%	12.73%	86.35%	>95.00%	80.78%	63.34%	17.37%	13.58%
Economically disadvantaged students	44.00%	23.46%	91.71%	>95.00%	90.06%	71.79%	22.79%	17.19%
Single parents	NE	NE	NE	NE	NE	NE	NE	NE
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	<10.00%	<10.00%	89.47%	>95.00%	80.95%	65.38%	12.07%	10.34%
Migrant students	<10.00%	<10.00%	>95.00%	>95.00%	>95.00%	>95.00%	20.00%	<10.00%
Students in nontraditional programs	48.92%	33.33%	94.75%	>95.00%	>95.00%	76.60%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	45.04%	33.07%	93.24%	>95.00%	94.28%	73.00%	14.04%	10.19%
Female	62.36%	36.36%	>95.00%	>95.00%	>95.00%	83.54%	30.32%	28.07%
Race/ethnicity								
American Indian or Alaska Native	30.72%	13.07%	91.18%	94.22%	92.40%	58.27%	27.81%	17.80%
Asian	42.86%	38.24%	>95.00%	>95.00%	86.49%	89.66%	21.28%	19.23%
Black or African American	41.27%	14.06%	82.09%	>95.00%	91.55%	83.33%	19.51%	26.00%
Hispanic or Latino	44.44%	21.62%	>95.00%	93.18%	86.96%	71.70%	27.59%	10.34%
Native Hawaiian or Other Pacific Islander	25.00%	25.00%	60.00%	>95.00%	66.67%	>95.00%	80.00%	75.00%
White	54.37%	36.69%	>95.00%	>95.00%	>95.00%	78.48%	19.98%	16.49%
Two or more races	66.67%	28.57%	>95.00%	>95.00%	90.48%	82.35%	21.74%	26.67%

North Dakota		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	84.25%	47.00%	74.50%	69.50%	20.00%	12.50%
PY 2015–16 Results	79.07%	42.83%	50.69%	91.55%	16.22%	11.96%
Special populations						
Individuals with disabilities (<i>ADA</i>)	88.89%	19.44%	60.00%	>95.00%	27.18%	28.57%
Economically disadvantaged students	87.00%	40.23%	47.63%	90.76%	20.40%	14.45%
Single parents	88.77%	25.87%	82.61%	>95.00%	32.08%	25.84%
Displaced homemakers	94.50%	33.99%	58.82%	>95.00%	12.18%	11.59%
Limited English proficient students	94.50%	33.99%	58.82%	>95.00%	12.18%	11.59%
Students in nontraditional programs	90.34%	28.91%	15.75%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	76.92%	48.31%	48.72%	93.43%	<10.00%	<10.00%
Female	81.99%	35.98%	54.38%	88.38%	32.39%	28.82%
Race/ethnicity						
American Indian or Alaska Native	85.21%	23.47%	>95.00%	>95.00%	30.51%	61.05%
Asian	>95.00%	60.00%	58.97%	91.67%	11.29%	20.00%
Black or African American	73.91%	23.53%	44.12%	90.91%	19.17%	<10.00%
Hispanic or Latino	86.49%	30.77%	53.33%	>95.00%	16.04%	11.11%
Native Hawaiian or Other Pacific Islander	83.33%	40.00%	66.67%	>95.00%	28.57%	<10.00%
White	89.91%	50.54%	50.11%	90.48%	12.10%	28.41%
Two or more races	91.14%	34.02%	47.06%	84.85%	23.23%	37.50%

Ohio							Secondary Level	
Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.
PY 2015–16 Performance levels	94.00%	92.71%	71.00%	95.00%	80.50%	89.50%	21.75%	18.75%
PY 2015–16 Results	>95.00%	93.79%	70.75%	93.55%	>95.00%	90.47%	32.75%	26.53%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	76.01%	70.52%	50.04%	92.08%	94.49%	84.19%	25.31%	19.92%
Economically disadvantaged students	92.51%	90.59%	65.27%	91.31%	93.56%	87.37%	33.27%	26.07%
Single parents	89.71%	87.47%	64.40%	85.47%	87.95%	81.54%	28.04%	27.43%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	78.53%	78.53%	42.42%	84.18%	86.13%	86.79%	32.37%	20.35%
Migrant students	>95.00%	>95.00%	NE	>95.00%	>95.00%	>95.00%	50.00%	NE
Students in nontraditional programs	>95.00%	94.55%	69.75%	24.88%	>95.00%	90.62%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	94.05%	93.29%	65.37%	93.29%	>95.00%	90.15%	11.58%	<10.00%
Female	>95.00%	94.37%	76.94%	93.86%	>95.00%	90.85%	60.91%	54.39%
Race/ethnicity								
American Indian or Alaska Native	93.48%	86.96%	62.86%	93.75%	>95.00%	92.86%	31.74%	27.08%
Asian	92.15%	94.63%	70.59%	90.80%	94.19%	93.07%	35.50%	26.32%
Black or African American	91.87%	87.85%	56.94%	87.87%	91.10%	86.46%	37.78%	31.58%
Hispanic or Latino	92.95%	91.15%	63.65%	92.55%	94.31%	87.85%	32.29%	28.43%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	71.43%	>95.00%	>95.00%	85.71%	43.55%	62.50%
White	>95.00%	94.69%	72.64%	94.47%	>95.00%	91.20%	31.88%	25.64%
Two or more races	>95.00%	94.05%	69.78%	91.97%	93.51%	86.70%	36.03%	29.23%

Ohio		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who left postsecondary education the previous year and passed 80 percent of their technical skill level coursework in a state-designated program sequence or in end of program assessments that are aligned with industry 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.
PY 2015–16 Performance levels	77.00%	42.00%	68.00%	78.00%	24.00%	21.75%
PY 2015–16 Results	73.25%	42.01%	62.78%	78.14%	24.17%	21.90%
Special populations						
Individuals with disabilities (<i>ADA</i>)	66.48%	42.50%	67.41%	66.88%	27.13%	22.24%
Economically disadvantaged students	68.41%	41.92%	62.83%	78.99%	23.43%	20.88%
Single parents	65.34%	39.20%	60.59%	80.01%	16.94%	14.69%
Displaced homemakers	65.17%	38.88%	60.95%	70.70%	23.82%	18.15%
Limited English proficient students	77.91%	55.21%	65.17%	73.33%	24.58%	24.74%
Students in nontraditional programs	69.18%	39.31%	63.22%	77.35%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	72.28%	34.55%	62.02%	75.90%	44.02%	44.44%
Female	74.02%	48.01%	63.37%	79.44%	<10.00%	<10.00%
Race/ethnicity						
American Indian or Alaska Native	71.83%	35.21%	61.41%	76.00%	32.35%	27.08%
Asian	74.60%	42.86%	66.84%	71.85%	26.21%	21.53%
Black or African American	58.88%	27.51%	62.72%	74.24%	26.64%	25.09%
Hispanic or Latino	70.55%	37.03%	66.43%	76.52%	27.65%	23.53%
Native Hawaiian or Other Pacific Islander	72.97%	32.43%	46.38%	83.33%	30.16%	33.33%
White	76.40%	45.58%	62.49%	79.21%	23.13%	20.86%
Two or more races	65.45%	39.43%	67.63%	73.20%	30.53%	33.57%

Ohio						Adult Level
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who left adult workforce education in the reporting year and passed state-recognized technical skills assessments.	Percentage of CTE concentrators who left adult workforce education in the reporting year and received an industry-recognized certificate or license.	Percentage of 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.
PY 2015–16 Performance levels	91.25%	65.70%	83.75%	80.50%	9.00%	9.00%
PY 2015–16 Results	>95.00%	73.95%	94.16%	88.90%	<10.00%	<10.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	94.57%	70.73%	>95.00%	88.42%	20.41%	17.70%
Economically disadvantaged students	>95.00%	75.31%	>95.00%	87.29%	<10.00%	<10.00%
Single parents	>95.00%	74.20%	>95.00%	87.05%	<10.00%	<10.00%
Displaced homemakers	>95.00%	79.41%	>95.00%	90.73%	13.43%	<10.00%
Limited English proficient students	89.58%	71.67%	94.44%	81.63%	11.83%	14.29%
Students in nontraditional programs	>95.00%	74.96%	94.53%	88.91%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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		
Gender								
Male	>95.00%	73.27%	92.48%	91.60%	11.18%	<10.00%		
Female	94.86%	74.54%	>95.00%	86.55%	<10.00%	<10.00%		
Race/ethnicity								
American Indian or Alaska Native	94.44%	65.38%	>95.00%	84.21%	<10.00%	<10.00%		
Asian	82.50%	62.26%	>95.00%	90.62%	<10.00%	<10.00%		
Black or African American	93.87%	67.24%	>95.00%	89.41%	<10.00%	<10.00%		
Hispanic or Latino	95.00%	68.35%	92.59%	89.01%	<10.00%	<10.00%		
Native Hawaiian or Other Pacific Islander	>95.00%	75.00%	>95.00%	88.89%	<10.00%	<10.00%		
White	>95.00%	74.61%	94.51%	89.75%	<10.00%	<10.00%		
Two or more races	>95.00%	72.88%	93.55%	90.67%	10.24%	<10.00%		

Oklahoma Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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> as amended by <i>NCLB</i> , based on the scores that were included in the state's computation of performance Annual Measurable Objectives (AMO) 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> as amended by <i>NCLB</i> , based on the scores that were included in the state's computation of performance Annual Measurable Objectives (AMO) 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.
PY 2015–16 Performance levels	80.00%	70.00%	90.00%	98.25%	94.50%	92.00%	16.00%	9.00%
PY 2015–16 Results	80.25%	74.91%	94.03%	>95.00%	82.23%	92.97%	15.28%	<10.00%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	35.73%	37.84%	89.06%	>95.00%	75.31%	89.03%	15.35%	<10.00%
Economically disadvantaged students	72.10%	67.64%	93.33%	>95.00%	75.70%	90.14%	15.46%	<10.00%
Single parents	NP	NP	86.00%	>95.00%	NP	91.03%	17.41%	11.76%
Displaced homemakers	NP	NP	80.00%	>95.00%	NP	>95.00%	<10.00%	<10.00%
Limited English proficient students	31.69%	56.66%	89.38%	>95.00%	60.06%	93.06%	<10.00%	<10.00%
Migrant students	59.46%	69.77%	>95.00%	>95.00%	90.00%	>95.00%	<10.00%	<10.00%
Students in nontraditional programs	NP	NP	91.12%	>95.00%	NP	91.77%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	75.74%	71.87%	94.30%	>95.00%	80.18%	93.14%	10.38%	<10.00%
Female	84.95%	78.03%	93.74%	>95.00%	84.34%	92.78%	21.16%	10.51%
Race/ethnicity								
American Indian or Alaska Native	78.10%	72.10%	93.50%	>95.00%	81.73%	93.02%	15.58%	<10.00%
Asian	85.59%	92.30%	90.43%	>95.00%	90.10%	91.18%	14.52%	12.79%
Black or African American	66.27%	61.81%	85.87%	>95.00%	77.29%	93.75%	19.37%	13.07%
Hispanic or Latino	71.99%	70.91%	92.24%	>95.00%	78.84%	92.76%	15.00%	<10.00%
Native Hawaiian or Other Pacific Islander	64.49%	64.97%	95.00%	>95.00%	78.50%	77.78%	<10.00%	<10.00%
White	84.91%	78.45%	>95.00%	>95.00%	83.84%	92.87%	15.00%	<10.00%
Two or more races	83.31%	75.88%	>95.00%	>95.00%	80.87%	94.46%	13.93%	<10.00%

Oklahoma		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE 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.
PY 2015–16 Performance levels	94.50%	45.00%	73.00%	71.25%	32.25%	19.25%
PY 2015–16 Results	85.95%	48.68%	70.99%	70.04%	30.30%	16.99%
Special populations						
Individuals with disabilities (<i>ADA</i>)	80.49%	56.79%	73.11%	64.20%	28.07%	15.00%
Economically disadvantaged students	82.24%	61.67%	79.44%	72.88%	18.75%	18.14%
Single parents	92.08%	56.18%	72.80%	77.60%	27.43%	20.34%
Displaced homemakers	77.42%	67.92%	85.44%	71.70%	30.16%	18.75%
Limited English proficient students	>95.00%	72.73%	86.36%	63.64%	20.00%	33.33%
Students in nontraditional programs	>95.00%	43.34%	70.20%	69.72%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	81.80%	46.94%	68.88%	66.51%	14.75%	25.30%
Female	87.71%	49.68%	72.07%	72.05%	44.81%	12.34%
Race/ethnicity						
American Indian or Alaska Native	80.66%	51.01%	71.45%	71.97%	31.59%	13.36%
Asian	70.45%	52.31%	77.98%	67.19%	29.26%	22.73%
Black or African American	77.55%	34.44%	62.79%	71.98%	35.01%	21.08%
Hispanic or Latino	83.52%	51.01%	73.06%	68.90%	31.17%	16.33%
Native Hawaiian or Other Pacific Islander	NE	77.78%	81.82%	55.56%	22.22%	33.33%
White	87.50%	50.64%	71.59%	70.34%	29.58%	17.08%
Two or more races	88.03%	46.14%	71.67%	70.91%	31.87%	13.14%

Oklahoma						Adult Level
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE 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.
PY 2015–16 Performance levels	97.75%	97.25%	94.65%	90.50%	13.75%	12.75%
PY 2015–16 Results	>95.00%	94.76%	89.15%	86.09%	10.86%	10.68%
Special populations						
Individuals with disabilities (<i>ADA</i>)	94.00%	94.61%	85.19%	76.79%	12.53%	13.68%
Economically disadvantaged students	>95.00%	>95.00%	89.75%	84.77%	10.77%	10.15%
Single parents	>95.00%	93.97%	87.20%	80.55%	10.44%	<10.00%
Displaced homemakers	>95.00%	85.71%	73.81%	85.48%	15.54%	11.65%
Limited English proficient students	>95.00%	92.11%	81.25%	86.21%	10.67%	<10.00%
Students in nontraditional programs	>95.00%	94.55%	89.75%	82.07%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	>95.00%	94.16%	87.76%	85.56%	<10.00%	10.50%
Female	>95.00%	>95.00%	90.43%	86.57%	12.16%	10.85%
Race/ethnicity						
American Indian or Alaska Native	94.12%	>95.00%	88.46%	82.97%	10.16%	<10.00%
Asian	>95.00%	92.71%	88.71%	82.43%	17.44%	17.91%
Black or African American	94.07%	91.65%	84.81%	83.73%	12.42%	12.39%
Hispanic or Latino	>95.00%	>95.00%	92.31%	86.84%	<10.00%	10.39%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	94.44%	86.96%	20.75%	24.39%
White	>95.00%	>95.00%	89.50%	86.68%	10.38%	10.23%
Two or more races	>95.00%	92.24%	85.93%	88.27%	11.45%	10.64%

Oregon Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on Oregon's reading and language arts assessment administered under <i>ESEA</i> based on the scores of CTE concentrators 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> based on the scores of CTE concentrators who, in the reporting year, completed high school.	Percentage of CTE concentrators who completed their CTE program and took and passed valid and reliable technical skill measurements that are aligned with industry-recognized standards, if available and appropriate, and completed high school during the reporting 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 were in the state's adjusted four-year cohort who earned regular high school diplomas by August in the reporting year.	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.	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.
PY 2015–16 Performance levels	89.00%	76.00%	73.00%	85.00%	85.00%	54.50%	34.00%	24.50%
PY 2015–16 Results	86.28%	65.71%	78.30%	88.55%	87.56%	48.67%	30.75%	19.38%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	64.46%	43.27%	67.81%	78.58%	70.62%	36.17%	24.01%	12.82%
Economically disadvantaged students	80.53%	57.10%	73.23%	84.63%	82.49%	43.05%	30.92%	22.04%
Single parents	71.60%	46.84%	68.42%	76.58%	68.47%	19.54%	40.82%	28.57%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	28.21%	28.81%	60.87%	78.62%	59.66%	35.71%	26.25%	<10.00%
Migrant students	72.98%	49.80%	70.49%	88.07%	90.41%	47.55%	30.25%	19.05%
Students in nontraditional programs	87.84%	63.08%	73.65%	88.81%	88.21%	49.08%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	84.38%	66.59%	75.48%	86.43%	84.53%	44.44%	<10.00%	<10.00%
Female	88.68%	64.61%	81.90%	91.38%	91.30%	53.68%	66.36%	56.92%
Race/ethnicity								
American Indian or Alaska Native	81.25%	54.17%	80.00%	75.77%	81.74%	37.91%	32.88%	<10.00%
Asian	86.12%	80.73%	79.82%	94.40%	94.19%	64.04%	28.49%	26.53%
Black or African American	70.67%	42.23%	68.75%	85.37%	81.85%	51.35%	31.53%	60.00%
Hispanic or Latino	80.38%	54.45%	71.83%	86.75%	86.12%	45.26%	30.20%	21.46%
Native Hawaiian or Other Pacific Islander	72.22%	54.79%	68.00%	91.25%	89.66%	36.36%	34.78%	<10.00%
White	88.66%	68.71%	80.11%	89.02%	87.78%	48.56%	31.07%	18.20%
Two or more races	85.25%	64.72%	79.46%	87.71%	86.94%	49.74%	28.99%	21.57%

Oregon		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who completed their CTE program and took and passed valid and reliable technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year or the following year.	Percentage of CTE concentrators in the previous reporting year who earned a degree, a certificate of completion or an industry-recognized credential and left during the previous reporting year or the current reporting 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 current reporting 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.	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 previous reporting year or the current reporting year.
PY 2015–16 Performance levels	96.00%	53.00%	74.00%	76.00%	22.00%	47.00%
PY 2015–16 Results	94.25%	54.38%	72.78%	72.24%	15.43%	52.31%
Special populations						
Individuals with disabilities (<i>ADA</i>)	92.42%	50.66%	72.21%	62.50%	20.83%	54.55%
Economically disadvantaged students	93.68%	56.21%	72.63%	75.20%	17.61%	53.41%
Single parents	PNO	PNO	PNO	PNO	PNO	PNO
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	89.66%	57.14%	76.10%	62.37%	12.78%	68.57%
Students in nontraditional programs	94.12%	52.31%	75.19%	70.34%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	92.42%	47.66%	72.43%	69.97%	<10.00%	59.89%
Female	>95.00%	61.07%	73.18%	74.13%	26.13%	47.67%
Race/ethnicity						
American Indian or Alaska Native	>95.00%	51.53%	68.77%	82.46%	15.60%	45.83%
Asian	88.06%	58.74%	77.58%	69.59%	16.67%	60.87%
Black or African American	92.31%	42.38%	76.62%	79.63%	18.04%	50.00%
Hispanic or Latino	94.00%	56.24%	73.45%	71.78%	16.23%	48.10%
Native Hawaiian or Other Pacific Islander	>95.00%	58.93%	75.34%	66.67%	19.74%	50.00%
White	94.36%	55.80%	71.73%	72.63%	16.34%	52.65%
Two or more races	93.10%	48.21%	74.92%	72.81%	19.62%	53.25%

Pennsylvania Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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 Occupational Specific 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 graduated from high school in the reporting year.	Percentage of respondents to follow-up surveys whose data reflect the students 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.
PY 2015–16 Performance levels	50.00%	40.00%	76.00%	97.00%	97.00%	97.60%	17.60%	12.70%
PY 2015–16 Results	54.23%	47.89%	84.06%	>95.00%	>95.00%	90.74%	16.74%	12.96%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	22.79%	18.54%	77.39%	>95.00%	>95.00%	84.58%	11.75%	<10.00%
Economically disadvantaged students	48.37%	40.16%	81.16%	>95.00%	>95.00%	86.43%	18.14%	14.09%
Single parents	41.67%	35.66%	82.35%	94.08%	93.46%	68.42%	17.23%	15.18%
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	<10.00%	10.78%	55.02%	>95.00%	>95.00%	83.33%	21.07%	19.21%
Migrant students	14.29%	42.86%	14.29%	87.50%	87.50%	>95.00%	24.00%	50.00%
Students in nontraditional programs	62.93%	54.85%	73.41%	>95.00%	>95.00%	87.72%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	48.89%	48.14%	82.46%	>95.00%	>95.00%	91.45%	<10.00%	<10.00%
Female	61.52%	47.54%	86.35%	>95.00%	>95.00%	89.79%	37.27%	29.27%
Race/ethnicity								
American Indian or Alaska Native	56.76%	45.95%	83.33%	>95.00%	>95.00%	88.89%	<10.00%	<10.00%
Asian	56.50%	59.64%	71.22%	>95.00%	>95.00%	91.43%	23.76%	15.60%
Black or African American	41.70%	28.95%	70.03%	>95.00%	>95.00%	91.76%	22.26%	19.14%
Hispanic or Latino	44.01%	33.79%	79.14%	>95.00%	>95.00%	92.66%	18.43%	15.81%
Native Hawaiian or Other Pacific Islander	77.78%	66.67%	>95.00%	>95.00%	>95.00%	>95.00%	26.09%	16.67%
White	57.20%	52.21%	86.80%	>95.00%	>95.00%	90.49%	15.71%	12.03%
Two or more races	59.66%	52.16%	82.46%	>95.00%	>95.00%	88.10%	17.65%	13.01%

Pennsylvania		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who 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 follow-up surveys whose data reflect the students were reported as employed, pursuing additional education or advanced training, and/or in the military.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	78.00%	70.00%	78.00%	96.25%	23.50%	20.60%
PY 2015–16 Results	73.77%	83.90%	75.39%	92.91%	22.76%	18.57%
Special populations						
Individuals with disabilities (<i>ADA</i>)	69.96%	85.46%	77.24%	88.53%	20.97%	15.81%
Economically disadvantaged students	71.65%	82.28%	77.20%	92.63%	24.12%	18.56%
Single parents	69.06%	82.65%	71.70%	>95.00%	25.85%	20.14%
Displaced homemakers	72.03%	68.90%	75.28%	>95.00%	24.09%	15.84%
Limited English proficient students	65.73%	87.50%	78.32%	>95.00%	24.75%	13.49%
Students in nontraditional programs	71.81%	82.91%	75.44%	90.07%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	73.04%	82.66%	73.14%	93.15%	16.18%	15.74%
Female	74.34%	84.83%	77.08%	92.74%	28.02%	20.81%
Race/ethnicity						
American Indian or Alaska Native	70.00%	80.00%	74.31%	>95.00%	27.78%	50.00%
Asian	75.52%	91.07%	80.23%	95.00%	25.27%	21.00%
Black or African American	62.14%	77.74%	73.04%	87.55%	27.39%	21.25%
Hispanic or Latino	68.38%	82.34%	76.19%	>95.00%	29.34%	23.30%
Native Hawaiian or Other Pacific Islander	80.95%	90.91%	80.70%	>95.00%	21.74%	12.50%
White	77.43%	85.28%	75.53%	94.29%	20.69%	17.35%
Two or more races	68.25%	69.61%	73.18%	83.33%	26.77%	20.39%

Puerto Rico Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	60.00%	5.60%	90.00%	95.00%	95.00%	45.00%	17.00%	18.00%
PY 2015–16 Results	61.60%	<10.00%	85.42%	>95.00%	94.88%	61.49%	60.44%	57.04%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	36.61%	<10.00%	75.00%	>95.00%	86.11%	62.04%	78.03%	71.88%
Economically disadvantaged students	58.90%	<10.00%	82.30%	>95.00%	94.80%	62.47%	59.41%	55.65%
Single parents	NE	NE	NE	NE	NE	NE	NE	NE
Displaced homemakers	66.10%	<10.00%	81.82%	>95.00%	>95.00%	>95.00%	62.47%	59.00%
Limited English proficient students	NE	NE	NE	NE	NE	NE	NE	NE
Migrant students	NE	NE	NE	NE	NE	NE	NE	NE
Students in nontraditional programs	56.31%	<10.00%	67.80%	>95.00%	>95.00%	86.76%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	70.00%	95.00%	70.00%	75.00%	14.00%	65.00%
PY 2015–16 Results	62.04%	91.44%	64.58%	72.78%	16.15%	17.28%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NE	>95.00%	>95.00%	>95.00%	14.29%	14.29%
Economically disadvantaged students	NE	>95.00%	66.17%	72.83%	16.20%	17.51%
Single parents	NE	83.33%	50.00%	>95.00%	<10.00%	20.00%
Displaced homemakers	NE	NE	NE	NE	>95.00%	NE
Limited English proficient students	NE	NE	NE	NE	NE	NE
Students in nontraditional programs	NE	91.74%	63.46%	63.64%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	62.32%	89.01%	63.05%	76.52%	<10.00%	10.32%
Female	61.90%	>95.00%	67.11%	67.64%	28.98%	28.12%
Race/ethnicity						
American Indian or Alaska Native	NE	NE	NE	NE	NE	NE
Asian	NE	NE	NE	NE	NE	NE
Black or African American	NE	NE	60.00%	NE	<10.00%	NE
Hispanic or Latino	62.04%	91.44%	64.55%	72.78%	NE	17.28%
Native Hawaiian or Other Pacific Islander	NE	NE	NE	NE	16.20%	NE
White	NE	NE	>95.00%	NE	<10.00%	NE
Two or more races	NE	NE	NE	NE	NE	NE

Rhode Island Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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 16 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.
PY 2015–16 Performance levels	87.50%	43.00%	87.00%	97.50%	95.11%	64.00%	10.25%	12.00%
PY 2015–16 Results	21.05%	10.71%	78.48%	91.91%	90.65%	73.07%	17.46%	22.39%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	14.29%	<10.00%	70.71%	90.83%	83.52%	49.53%	11.20%	14.49%
Economically disadvantaged students	16.67%	<10.00%	66.41%	92.75%	91.36%	58.45%	15.63%	21.67%
Single parents	NE	NE	NE	<10.00%	NE	>95.00%	23.33%	33.33%
Displaced homemakers	NE	NE	NE	NE	NE	NP	NP	NE
Limited English proficient students	<10.00%	<10.00%	40.23%	90.62%	94.04%	39.29%	<10.00%	20.60%
Migrant students	NE	NE	NE	NE	NE	NP	NP	NE
Students in nontraditional programs	36.36%	<10.00%	85.78%	93.28%	82.42%	76.90%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	18.00%	10.81%	76.06%	91.05%	89.36%	68.09%	<10.00%	<10.00%
Female	26.92%	10.53%	80.82%	92.75%	91.92%	77.82%	34.70%	42.04%
Race/ethnicity								
American Indian or Alaska Native	NE	NE	53.33%	83.33%	71.43%	60.00%	17.50%	16.95%
Asian	NE	NE	79.55%	94.29%	91.61%	81.19%	14.10%	20.53%
Black or African American	23.08%	11.11%	52.80%	94.43%	93.00%	61.21%	13.53%	17.90%
Hispanic or Latino	19.35%	<10.00%	67.88%	93.92%	92.27%	60.17%	12.03%	22.98%
Native Hawaiian or Other Pacific Islander	NE	NE	81.82%	91.67%	88.89%	48.00%	20.59%	22.73%
White	17.86%	15.00%	84.69%	91.23%	90.40%	75.77%	19.88%	22.89%
Two or more races	50.00%	25.00%	64.13%	86.79%	80.73%	64.06%	17.24%	21.70%

Rhode Island		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who completed their CTE program and passed technical skill assessments that are aligned with industry standards, if available and appropriate, during the reporting year or earned a cumulative program GPA of 3.0 or higher.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	68.00%	47.00%	86.11%	74.56%	14.50%	13.00%
PY 2015–16 Results	67.72%	75.28%	89.55%	76.58%	14.56%	13.55%
Special populations						
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP
Economically disadvantaged students	69.53%	68.13%	89.47%	73.83%	18.58%	11.90%
Single parents	66.49%	74.90%	87.64%	76.86%	<10.00%	<10.00%
Displaced homemakers	77.42%	77.50%	88.31%	42.50%	<10.00%	<10.00%
Limited English proficient students	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	59.85%	79.65%	89.80%	77.33%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	59.78%	66.54%	89.33%	73.90%	17.03%	53.25%
Female	71.33%	80.07%	89.73%	78.05%	12.32%	<10.00%
Race/ethnicity						
American Indian or Alaska Native	62.50%	72.73%	89.66%	63.64%	<10.00%	<10.00%
Asian	70.83%	69.57%	86.09%	68.12%	33.33%	<10.00%
Black or African American	51.28%	68.42%	88.46%	79.53%	12.66%	24.64%
Hispanic or Latino	53.96%	62.93%	87.92%	76.01%	<10.00%	12.90%
Native Hawaiian or Other Pacific Islander	NE	<10.00%	66.67%	<10.00%	NE	NE
White	71.92%	78.87%	90.27%	76.82%	16.08%	12.99%
Two or more races	65.28%	80.90%	92.58%	84.27%	17.95%	10.20%

South Carolina Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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) credential.	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.
PY 2015–16 Performance levels	63.00%	61.50%	89.00%	98.00%	88.00%	94.50%	14.60%	76.70%
PY 2015–16 Results	67.69%	52.84%	90.96%	>95.00%	>95.00%	>95.00%	14.05%	80.13%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	21.03%	17.14%	87.67%	87.94%	87.11%	94.73%	<10.00%	76.60%
Economically disadvantaged students	56.34%	39.00%	87.98%	>95.00%	>95.00%	>95.00%	14.01%	80.33%
Single parents	53.78%	37.82%	92.79%	>95.00%	>95.00%	92.49%	15.66%	75.00%
Displaced homemakers	56.47%	40.00%	85.23%	>95.00%	>95.00%	>95.00%	12.50%	83.33%
Limited English proficient students	45.38%	38.52%	87.33%	>95.00%	>95.00%	>95.00%	<10.00%	83.33%
Migrant students	50.00%	<10.00%	>95.00%	>95.00%	>95.00%	>95.00%	<10.00%	NE
Students in nontraditional programs	74.03%	54.41%	>95.00%	>95.00%	>95.00%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	63.59%	56.89%	92.98%	>95.00%	>95.00%	>95.00%	<10.00%	84.38%
Female	71.96%	48.63%	88.85%	>95.00%	>95.00%	>95.00%	45.76%	79.98%
Race/ethnicity								
American Indian or Alaska Native	65.38%	50.00%	>95.00%	>95.00%	>95.00%	>95.00%	27.27%	>95.00%
Asian	80.99%	79.58%	94.53%	>95.00%	>95.00%	>95.00%	17.78%	66.67%
Black or African American	52.32%	32.15%	86.38%	>95.00%	>95.00%	>95.00%	13.65%	81.97%
Hispanic or Latino	65.74%	51.73%	91.23%	>95.00%	>95.00%	>95.00%	10.77%	69.77%
Native Hawaiian or Other Pacific Islander	61.54%	46.15%	87.50%	>95.00%	>95.00%	95.00%	28.57%	NE
White	76.23%	63.73%	93.38%	>95.00%	>95.00%	>95.00%	14.42%	80.24%
Two or more races	67.61%	61.50%	91.24%	>95.00%	>95.00%	>95.00%	14.71%	81.25%

South Carolina		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who left with a degree, diploma, or certificate during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or continuing education, or placed in military service or apprenticeship programs in the third quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	95.50%	50.50%	80.00%	84.00%	20.00%	17.00%
PY 2015–16 Results	93.76%	54.34%	78.00%	84.45%	15.55%	12.80%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	54.17%	85.13%	84.92%	19.02%	48.03%
Economically disadvantaged students	>95.00%	58.80%	82.58%	83.48%	21.42%	16.61%
Single parents	>95.00%	51.43%	84.00%	87.16%	20.79%	18.04%
Displaced homemakers	>95.00%	71.43%	83.96%	85.41%	14.97%	12.05%
Limited English proficient students	88.89%	75.00%	78.33%	85.32%	15.77%	13.91%
Students in nontraditional programs	>95.00%	60.95%	87.82%	82.62%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	93.75%	55.87%	77.86%	82.97%	12.72%	10.30%
Female	93.76%	52.94%	78.10%	85.52%	17.44%	14.83%
Race/ethnicity						
American Indian or Alaska Native	>95.00%	<10.00%	78.95%	83.82%	17.39%	16.67%
Asian	81.82%	38.46%	84.34%	81.18%	16.20%	17.65%
Black or African American	89.82%	46.23%	73.16%	82.00%	17.05%	13.94%
Hispanic or Latino	88.10%	50.00%	80.22%	80.86%	16.68%	12.58%
Native Hawaiian or Other Pacific Islander	66.67%	>95.00%	88.57%	93.75%	22.22%	12.50%
White	>95.00%	57.91%	80.71%	85.88%	14.46%	11.93%
Two or more races	>95.00%	66.67%	78.25%	83.21%	19.97%	23.16%

South Dakota Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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 who obtain a program average of 75% or higher in their CTE program.	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.
PY 2015–16 Performance levels	40.00%	40.00%	97.00%	97.00%	97.00%	90.00%	43.00%	25.87%
PY 2015–16 Results	58.83%	37.83%	>95.00%	>95.00%	>95.00%	89.85%	41.54%	31.05%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	12.99%	<10.00%	93.03%	94.12%	93.84%	82.63%	36.45%	23.98%
Economically disadvantaged students	45.64%	25.35%	94.80%	93.91%	93.19%	84.74%	41.90%	31.04%
Single parents	28.57%	28.57%	81.48%	>95.00%	>95.00%	94.12%	29.41%	25.00%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	<10.00%	<10.00%	94.34%	91.30%	91.30%	82.61%	33.84%	34.38%
Migrant students	<10.00%	<10.00%	>95.00%	>95.00%	>95.00%	66.67%	30.77%	14.29%
Students in nontraditional programs	62.74%	40.47%	>95.00%	>95.00%	>95.00%	92.73%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	51.00%	35.69%	>95.00%	>95.00%	>95.00%	88.76%	29.64%	15.45%
Female	68.33%	40.42%	>95.00%	>95.00%	>95.00%	91.21%	57.79%	56.00%
Race/ethnicity								
American Indian or Alaska Native	36.69%	16.19%	92.26%	86.85%	86.24%	77.06%	41.93%	34.41%
Asian	30.77%	21.54%	>95.00%	>95.00%	>95.00%	94.03%	41.15%	37.17%
Black or African American	46.00%	22.00%	>95.00%	>95.00%	>95.00%	88.89%	37.95%	16.67%
Hispanic or Latino	50.00%	23.23%	93.75%	93.81%	93.81%	88.50%	37.51%	23.89%
Native Hawaiian or Other Pacific Islander	>95.00%	33.33%	85.71%	75.00%	75.00%	>95.00%	47.06%	14.29%
White	61.42%	40.44%	>95.00%	>95.00%	>95.00%	90.95%	41.65%	30.96%
Two or more races	57.69%	34.62%	>95.00%	>95.00%	>95.00%	87.93%	47.51%	36.09%

South Dakota		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who 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.
PY 2015–16 Performance levels	90.00%	64.50%	41.00%	84.50%	10.00%	8.50%
PY 2015–16 Results	90.45%	70.17%	75.79%	82.35%	10.78%	<10.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	82.75%	61.88%	65.68%	80.90%	<10.00%	<10.00%
Economically disadvantaged students	89.69%	66.43%	73.58%	80.80%	11.65%	11.64%
Single parents	88.60%	62.04%	67.92%	68.35%	14.52%	19.13%
Displaced homemakers	87.50%	63.64%	59.60%	80.85%	14.13%	<10.00%
Limited English proficient students	79.80%	56.86%	76.71%	68.18%	14.63%	11.11%
Students in nontraditional programs	87.99%	58.45%	75.33%	77.36%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	89.72%	71.54%	73.91%	85.99%	<10.00%	<10.00%
Female	91.30%	68.66%	77.58%	78.09%	11.92%	11.14%
Race/ethnicity						
American Indian or Alaska Native	84.98%	59.38%	62.76%	75.00%	12.19%	18.06%
Asian	89.87%	81.82%	77.78%	90.00%	18.46%	<10.00%
Black or African American	70.45%	35.71%	67.07%	57.14%	12.05%	17.65%
Hispanic or Latino	79.88%	47.62%	74.79%	71.43%	13.53%	10.26%
Native Hawaiian or Other Pacific Islander	75.00%	33.33%	40.00%	>95.00%	<10.00%	<10.00%
White	91.63%	72.04%	76.90%	83.41%	10.55%	<10.00%
Two or more races	84.38%	54.84%	68.52%	66.67%	<10.00%	<10.00%

Tennessee Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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) credential.	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.
PY 2015–16 Performance levels	63.00%	58.00%	96.00%	97.50%	97.00%	92.00%	32.00%	48.00%
PY 2015–16 Results	64.42%	69.70%	>95.00%	>95.00%	>95.00%	>95.00%	20.13%	35.34%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	22.15%	29.20%	93.34%	87.06%	93.31%	89.52%	15.44%	30.30%
Economically disadvantaged students	49.71%	56.79%	>95.00%	>95.00%	>95.00%	93.54%	20.22%	35.56%
Single parents	44.57%	63.74%	>95.00%	92.63%	92.63%	92.97%	24.00%	59.74%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	14.89%	28.66%	93.73%	>95.00%	94.81%	>95.00%	15.27%	18.49%
Migrant students	40.35%	50.85%	>95.00%	>95.00%	>95.00%	>95.00%	14.16%	19.70%
Students in nontraditional programs	68.73%	72.92%	>95.00%	>95.00%	>95.00%	94.25%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	61.45%	67.44%	>95.00%	>95.00%	>95.00%	>95.00%	<10.00%	14.68%
Female	67.46%	72.00%	>95.00%	>95.00%	>95.00%	>95.00%	39.69%	58.31%
Race/ethnicity								
American Indian or Alaska Native	75.00%	68.00%	>95.00%	>95.00%	>95.00%	89.66%	21.12%	38.98%
Asian	76.19%	83.61%	>95.00%	>95.00%	>95.00%	>95.00%	23.62%	35.69%
Black or African American	47.28%	55.45%	>95.00%	>95.00%	>95.00%	>95.00%	23.99%	35.71%
Hispanic or Latino	57.57%	64.24%	>95.00%	>95.00%	>95.00%	>95.00%	19.42%	31.92%
Native Hawaiian or Other Pacific Islander	73.08%	65.38%	>95.00%	>95.00%	>95.00%	>95.00%	30.51%	44.44%
White	69.51%	73.91%	>95.00%	>95.00%	>95.00%	>95.00%	19.21%	35.49%
Two or more races	68.39%	70.67%	>95.00%	>95.00%	>95.00%	>95.00%	22.01%	36.14%

Tennessee		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE 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 served in the military.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields by the end of two years subsequent to the fall of the sophomore cohort year.
PY 2015–16 Performance levels	90.00%	43.00%	67.00%	86.00%	26.00%	45.75%
PY 2015–16 Results	93.21%	51.76%	70.41%	89.26%	21.69%	58.24%
Special populations						
Individuals with disabilities (<i>ADA</i>)	86.21%	49.51%	75.37%	82.17%	21.91%	47.17%
Economically disadvantaged students	91.79%	50.51%	68.76%	88.02%	21.49%	54.69%
Single parents	90.06%	43.31%	65.64%	87.69%	20.60%	45.76%
Displaced homemakers	>95.00%	52.29%	77.12%	89.83%	26.11%	57.69%
Limited English proficient students	>95.00%	49.06%	64.15%	73.68%	30.53%	60.00%
Students in nontraditional programs	93.68%	58.24%	72.38%	87.09%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	93.80%	52.96%	70.21%	89.04%	27.81%	62.08%
Female	93.09%	51.11%	70.51%	89.43%	17.45%	51.50%
Race/ethnicity						
American Indian or Alaska Native	>95.00%	38.18%	47.27%	77.78%	24.07%	55.56%
Asian	88.89%	48.65%	74.77%	88.46%	26.91%	59.38%
Black or African American	89.02%	35.64%	57.88%	91.46%	26.41%	38.77%
Hispanic or Latino	92.86%	42.14%	65.38%	93.33%	24.08%	48.94%
Native Hawaiian or Other Pacific Islander	>95.00%	37.50%	56.25%	NE	16.67%	<10.00%
White	93.40%	55.37%	72.98%	90.03%	20.01%	62.67%
Two or more races	84.62%	45.25%	66.92%	92.45%	23.73%	47.22%

Tennessee						Adult Level
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of 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.
PY 2015–16 Performance levels	97.10%	72.60%	55.25%	82.25%	11.15%	46.25%
PY 2015–16 Results	94.27%	69.83%	73.32%	85.50%	<10.00%	49.58%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	55.82%	67.60%	75.49%	<10.00%	26.32%
Economically disadvantaged students	>95.00%	69.82%	76.79%	85.19%	<10.00%	57.27%
Single parents	93.89%	67.30%	72.98%	83.99%	<10.00%	50.00%
Displaced homemakers	>95.00%	68.77%	76.69%	82.57%	<10.00%	57.41%
Limited English proficient students	88.89%	64.89%	74.84%	60.00%	10.91%	83.33%
Students in nontraditional programs	79.88%	57.69%	71.19%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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.

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ADA—Americans with Disabilities Act

Tennessee							Adult Level—continued
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion	
Gender							
Male	>95.00%	69.20%	75.25%	86.85%	<10.00%	36.82%	
Female	93.89%	70.65%	70.49%	83.71%	19.58%	56.68%	
Race/ethnicity							
American Indian or Alaska Native	87.50%	61.11%	72.50%	76.67%	10.71%	<10.00%	
Asian	>95.00%	79.65%	86.27%	78.67%	<10.00%	66.67%	
Black or African American	92.93%	59.66%	68.60%	86.65%	10.66%	57.98%	
Hispanic or Latino	88.10%	65.13%	76.62%	79.70%	<10.00%	43.48%	
Native Hawaiian or Other Pacific Islander	66.67%	66.67%	75.00%	>95.00%	<10.00%	NE	
White	94.87%	73.03%	73.99%	85.79%	<10.00%	46.25%	
Two or more races	>95.00%	62.02%	70.20%	68.12%	<10.00%	36.36%	

Texas		Secondary Level						
Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state as the Exit Level Texas Assessment of Knowledge and Skills (TAKS) assessment required for graduation from high school and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state as the 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	95.25%	94.00%	79.00%	96.00%	95.00%	71.00%	44.00%	42.00%
PY 2015–16 Results	91.87%	>95.00%	82.72%	>95.00%	>95.00%	70.40%	46.38%	44.59%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	33.36%	64.54%	68.44%	>95.00%	>95.00%	58.21%	40.14%	37.96%
Economically disadvantaged students	88.91%	93.90%	81.58%	>95.00%	>95.00%	67.61%	45.76%	44.15%
Single parents	83.50%	91.49%	80.63%	90.57%	89.20%	60.80%	62.78%	59.89%
Displaced homemakers	82.05%	>95.00%	76.06%	92.50%	92.86%	42.86%	48.25%	49.32%
Limited English proficient students	64.82%	87.39%	76.96%	90.92%	88.60%	44.56%	40.94%	38.22%
Migrant students	85.79%	92.27%	76.60%	>95.00%	>95.00%	63.74%	42.72%	42.86%
Students in nontraditional programs	92.95%	>95.00%	85.44%	>95.00%	>95.00%	72.20%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	89.79%	93.99%	81.13%	>95.00%	>95.00%	68.49%	26.29%	25.60%
Female	93.99%	>95.00%	84.32%	>95.00%	>95.00%	72.37%	68.07%	64.50%
Race/ethnicity								
American Indian or Alaska Native	90.63%	92.58%	88.98%	>95.00%	>95.00%	66.83%	47.73%	44.88%
Asian	>95.00%	>95.00%	85.43%	>95.00%	>95.00%	70.29%	48.32%	46.37%
Black or African American	86.50%	91.46%	81.36%	>95.00%	>95.00%	71.64%	47.79%	45.91%
Hispanic or Latino	91.06%	>95.00%	82.80%	>95.00%	>95.00%	68.22%	45.38%	43.79%
Native Hawaiian or Other Pacific Islander	94.61%	93.46%	80.33%	>95.00%	>95.00%	68.62%	45.57%	43.85%
White	94.14%	>95.00%	82.82%	>95.00%	>95.00%	73.26%	47.11%	45.12%
Two or more races	93.81%	>95.00%	76.77%	>95.00%	>95.00%	72.63%	48.84%	47.70%

Texas		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	91.00%	32.00%	63.00%	76.00%	24.00%	18.00%
PY 2015–16 Results	90.87%	33.86%	63.86%	75.21%	23.09%	18.32%
Special populations						
Individuals with disabilities (<i>ADA</i>)	85.71%	31.18%	64.13%	62.74%	24.12%	22.11%
Economically disadvantaged students	90.92%	30.68%	63.08%	73.75%	24.14%	18.21%
Single parents	89.80%	26.47%	59.94%	77.16%	28.26%	24.24%
Displaced homemakers	91.08%	33.12%	62.66%	64.91%	25.81%	24.46%
Limited English proficient students	89.53%	28.55%	67.41%	72.37%	21.25%	19.72%
Students in nontraditional programs	89.23%	27.67%	63.57%	74.31%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	89.56%	33.88%	61.74%	75.04%	15.03%	11.04%
Female	91.52%	33.85%	65.49%	75.36%	29.99%	25.19%
Race/ethnicity						
American Indian or Alaska Native	92.75%	30.50%	64.52%	67.61%	26.09%	20.93%
Asian	92.03%	39.01%	73.26%	68.45%	27.27%	23.15%
Black or African American	83.97%	24.25%	57.47%	74.42%	28.02%	22.20%
Hispanic or Latino	88.32%	33.41%	64.82%	77.74%	22.42%	18.53%
Native Hawaiian or Other Pacific Islander	90.91%	34.09%	63.52%	71.02%	24.77%	14.29%
White	93.89%	38.49%	64.83%	74.59%	20.66%	16.40%
Two or more races	92.06%	27.03%	64.46%	72.42%	25.35%	19.51%

United States Virgin Islands Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the "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 standard for certification.	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 fourth quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a nontraditional secondary program in the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a nontraditional secondary program in the reporting year.
PY 2015–16 Performance levels	40.00%	50.00%	90.00%	95.00%	95.00%	50.00%	18.00%	17.00%
PY 2015–16 Results	30.44%	<10.00%	86.51%	85.41%	92.69%	>95.00%	21.43%	16.68%
Special populations								
Individuals with disabilities (<i>ADA</i>)	NP	NP	NP	NP	NP	NP	NP	NP
Individuals with disabilities (<i>ESEA/IDEA</i>)	18.18%	14.71%	77.66%	77.61%	88.14%	NP	19.16%	19.44%
Economically disadvantaged students	30.44%	<10.00%	86.51%	85.41%	92.69%	NP	21.43%	16.68%
Single parents	NP	NP	NP	NP	NP	NP	NP	NP
Displaced homemakers	NP	NP	NP	NP	NP	NP	NP	NP
Limited English proficient students	11.76%	NP	77.11%	71.43%	90.91%	NP	14.44%	10.26%
Migrant students	NP	NP	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	50.00%	NP	90.12%	85.71%	>95.00%	NP	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	24.91%	10.10%	84.75%	85.16%	91.62%	>95.00%	11.69%	<10.00%
Female	35.64%	<10.00%	88.32%	85.68%	93.84%	>95.00%	35.90%	27.56%
Race/ethnicity								
American Indian or Alaska Native	NP	NP	75.00%	>95.00%	NP	NP	NP	NP
Asian	50.00%	50.00%	>95.00%	66.67%	>95.00%	<10.00%	NP	NP
Black or African American	32.35%	<10.00%	86.71%	87.04%	93.22%	60.21%	21.88%	16.99%
Hispanic or Latino	19.19%	<10.00%	84.66%	79.26%	91.45%	10.60%	21.01%	16.33%
Native Hawaiian or Other Pacific Islander	NP	NP	>95.00%	>95.00%	>95.00%	NP	25.00%	33.33%
White	50.00%	33.33%	90.91%	42.86%	50.00%	<10.00%	<10.00%	NP
Two or more races	50.00%	NP	93.33%	>95.00%	>95.00%	<10.00%	11.76%	NP

United States Virgin Islands Postsecondary Level

Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to a 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 fourth quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	86.00%	71.00%	50.00%	25.00%	20.00%	22.00%
PY 2015–16 Results	>95.00%	86.40%	57.35%	49.12%	>95.00%	22.92%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	>95.00%	33.33%	<10.00%	NE	>95.00%
Economically disadvantaged students	>95.00%	93.91%	11.76%	47.37%	NE	>95.00%
Single parents	>95.00%	62.50%	13.33%	42.11%	NE	>95.00%
Displaced homemakers	NE	NE	NE	NE	NE	NE
Limited English proficient students	>95.00%	81.82%	88.89%	44.44%	NE	NE
Students in nontraditional programs	>95.00%	>95.00%	NE	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	>95.00%	>95.00%	90.91%	77.78%	NE	28.57%
Female	>95.00%	82.65%	50.88%	40.23%	>95.00%	21.95%
Race/ethnicity						
American Indian or Alaska Native	NP	NE	NE	NE	NE	NE
Asian	>95.00%	NE	<10.00%	NE	NE	<10.00%
Black or African American	>95.00%	83.67%	<10.00%	48.28%	>95.00%	30.56%
Hispanic or Latino	>95.00%	80.00%	50.00%	62.50%	NE	<10.00%
Native Hawaiian or Other Pacific Islander	NP	NE	NE	NE	NE	NE
White	NP	NE	NE	NE	NE	NE
Two or more races	>95.00%	>95.00%	NE	33.33%	NE	NE

Utah		Secondary Level						
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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) credential reported with graduating class.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate 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.
PY 2015–16 Performance levels	43.10%	23.73%	82.00%	95.00%	91.91%	54.84%	55.00%	27.00%
PY 2015–16 Results	39.16%	51.66%	86.97%	>95.00%	93.84%	72.37%	57.96%	26.38%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	<10.00%	18.63%	62.96%	83.87%	90.62%	63.73%	55.87%	17.23%
Economically disadvantaged students	24.12%	32.56%	78.78%	92.39%	92.70%	70.33%	58.30%	25.15%
Single parents	NE	NE	NE	NE	NE	NE	NE	NE
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	<10.00%	18.10%	41.05%	87.97%	87.31%	56.07%	55.02%	16.50%
Migrant students	14.29%	22.22%	72.73%	>95.00%	>95.00%	84.21%	63.10%	50.00%
Students in nontraditional programs	39.22%	52.37%	84.68%	>95.00%	>95.00%	72.80%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	34.68%	50.98%	85.27%	94.50%	92.61%	64.61%	56.78%	20.51%
Female	43.91%	52.54%	88.76%	>95.00%	>95.00%	80.07%	59.19%	34.61%
Race/ethnicity								
American Indian or Alaska Native	17.22%	22.92%	67.14%	91.92%	86.89%	66.27%	62.30%	26.83%
Asian	41.22%	72.41%	83.14%	>95.00%	>95.00%	79.57%	62.47%	30.07%
Black or African American	18.67%	24.44%	74.34%	94.03%	83.64%	72.12%	60.46%	27.87%
Hispanic or Latino	20.78%	27.00%	75.93%	93.71%	89.41%	68.92%	59.23%	24.08%
Native Hawaiian or Other Pacific Islander	24.44%	34.21%	76.36%	>95.00%	93.81%	70.14%	58.32%	28.07%
White	43.37%	55.97%	89.73%	>95.00%	94.97%	72.91%	57.35%	26.70%
Two or more races	45.67%	54.55%	88.64%	93.92%	93.92%	75.07%	60.39%	24.11%

Utah		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of concentrators who passed technical skill assessments that are aligned with industry-recognized standards 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.
PY 2015–16 Performance levels	92.48%	37.37%	59.32%	60.00%	21.35%	16.66%
PY 2015–16 Results	89.37%	44.64%	72.65%	69.00%	28.20%	15.98%
Special populations						
Individuals with disabilities (<i>ADA</i>)	93.02%	40.93%	68.98%	69.17%	28.02%	13.92%
Economically disadvantaged students	93.84%	34.97%	76.86%	73.62%	32.03%	18.89%
Single parents	94.20%	59.91%	64.45%	67.28%	32.10%	14.52%
Displaced homemakers	94.44%	52.32%	67.14%	61.45%	31.30%	<10.00%
Limited English proficient students	90.32%	28.45%	68.00%	69.01%	34.18%	22.22%
Students in nontraditional programs	89.31%	33.22%	77.39%	66.64%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	91.64%	40.00%	72.91%	71.40%	11.78%	18.12%
Female	88.26%	50.01%	72.26%	66.81%	51.30%	13.75%
Race/ethnicity						
American Indian or Alaska Native	73.68%	43.65%	63.20%	63.48%	30.24%	18.26%
Asian	89.66%	43.29%	73.59%	59.06%	35.75%	18.12%
Black or African American	75.00%	45.94%	76.37%	57.69%	30.10%	22.43%
Hispanic or Latino	84.64%	47.03%	71.71%	67.12%	31.75%	16.52%
Native Hawaiian or Other Pacific Islander	84.38%	30.51%	77.16%	78.95%	33.70%	13.46%
White	90.19%	45.82%	73.18%	70.15%	27.67%	15.44%
Two or more races	94.00%	38.96%	78.60%	66.98%	33.66%	25.96%

Vermont							Secondary Level	
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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).	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.
PY 2015–16 Performance levels	61.00%	25.00%	71.00%	99.00%	97.50%	96.75%	18.00%	16.25%
PY 2015–16 Results	33.61%	15.76%	76.33%	>95.00%	93.78%	>95.00%	18.82%	16.59%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	<10.00%	<10.00%	53.44%	>95.00%	91.58%	92.96%	13.81%	12.67%
Economically disadvantaged students	24.48%	11.87%	74.61%	>95.00%	89.81%	94.22%	18.59%	16.59%
Single parents	<10.00%	<10.00%	80.00%	>95.00%	>95.00%	>95.00%	<10.00%	<10.00%
Displaced homemakers	NE	NE	NE	NE	NE	NE	NE	NE
Limited English proficient students	<10.00%	<10.00%	50.00%	>95.00%	63.64%	>95.00%	<10.00%	<10.00%
Migrant students	NE	NE	NE	>95.00%	NE	>95.00%	<10.00%	<10.00%
Students in nontraditional programs	40.00%	19.85%	81.45%	>95.00%	93.29%	94.48%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	27.74%	15.59%	75.38%	>95.00%	94.75%	>95.00%	<10.00%	<10.00%
Female	40.91%	15.98%	77.90%	>95.00%	92.57%	>95.00%	61.31%	56.09%
Race/ethnicity								
American Indian or Alaska Native	<10.00%	<10.00%	>95.00%	>95.00%	80.00%	>95.00%	<10.00%	12.50%
Asian	34.62%	26.92%	73.91%	>95.00%	84.62%	>95.00%	11.90%	<10.00%
Black or African American	25.00%	<10.00%	84.62%	>95.00%	>95.00%	94.12%	25.53%	<10.00%
Hispanic or Latino	50.00%	12.50%	60.00%	91.67%	90.00%	>95.00%	35.29%	38.46%
Native Hawaiian or Other Pacific Islander	>95.00%	<10.00%	NE	>95.00%	>95.00%	>95.00%	<10.00%	<10.00%
White	33.95%	15.94%	76.39%	>95.00%	94.01%	>95.00%	18.73%	16.78%
Two or more races	<10.00%	<10.00%	71.43%	>95.00%	92.31%	90.91%	18.75%	12.50%

Vermont		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed 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.
PY 2015–16 Performance levels	94.00%	80.00%	80.00%	48.00%	20.00%	16.15%
PY 2015–16 Results	90.65%	67.88%	78.57%	75.59%	12.79%	<10.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	83.33%	87.88%	94.59%	75.00%	<10.00%	<10.00%
Economically disadvantaged students	91.78%	67.24%	80.68%	74.47%	13.01%	<10.00%
Single parents	91.23%	65.65%	80.39%	56.25%	13.16%	<10.00%
Displaced homemakers	>95.00%	50.00%	50.00%	<10.00%	<10.00%	<10.00%
Limited English proficient students	85.19%	55.10%	76.00%	75.00%	13.73%	11.11%
Students in nontraditional programs	92.86%	73.91%	75.00%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	90.91%	64.71%	82.48%	75.86%	<10.00%	<10.00%
Female	90.57%	69.31%	76.20%	75.47%	14.75%	<10.00%
Race/ethnicity						
American Indian or Alaska Native	>95.00%	>95.00%	>95.00%	>95.00%	<10.00%	<10.00%
Asian	77.78%	86.67%	76.47%	75.00%	<10.00%	<10.00%
Black or African American	>95.00%	54.55%	79.17%	50.00%	15.62%	33.33%
Hispanic or Latino	>95.00%	63.64%	>95.00%	>95.00%	21.74%	<10.00%
Native Hawaiian or Other Pacific Islander	NE	<10.00%	NE	NE	<10.00%	NE
White	90.08%	68.52%	78.20%	76.09%	12.56%	<10.00%
Two or more races	>95.00%	57.69%	79.25%	50.00%	17.46%	<10.00%

Virginia Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	75.00%	75.00%	79.00%	95.00%	92.00%	92.00%	30.00%	26.00%
PY 2015–16 Results	>95.00%	>95.00%	89.62%	>95.00%	>95.00%	>95.00%	34.69%	33.70%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	>95.00%	93.74%	68.17%	>95.00%	72.97%	90.89%	33.73%	28.83%
Economically disadvantaged students	>95.00%	>95.00%	84.01%	>95.00%	94.40%	93.24%	36.82%	36.72%
Single parents	>95.00%	>95.00%	75.68%	>95.00%	>95.00%	83.70%	36.67%	44.62%
Displaced homemakers	92.86%	>95.00%	81.82%	>95.00%	78.57%	>95.00%	31.25%	30.00%
Limited English proficient students	89.70%	>95.00%	58.15%	>95.00%	89.90%	>95.00%	36.41%	29.21%
Migrant students	85.71%	>95.00%	50.00%	87.50%	85.71%	>95.00%	<10.00%	50.00%
Students in nontraditional programs	>95.00%	>95.00%	88.93%	>95.00%	>95.00%	94.94%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	>95.00%	>95.00%	89.84%	>95.00%	>95.00%	>95.00%	27.87%	18.27%
Female	>95.00%	>95.00%	89.35%	>95.00%	>95.00%	>95.00%	44.21%	53.82%
Race/ethnicity								
American Indian or Alaska Native	>95.00%	>95.00%	89.47%	>95.00%	>95.00%	>95.00%	31.90%	28.89%
Asian	>95.00%	>95.00%	91.02%	>95.00%	>95.00%	>95.00%	35.99%	29.70%
Black or African American	>95.00%	>95.00%	82.67%	>95.00%	>95.00%	94.29%	38.34%	40.77%
Hispanic or Latino	>95.00%	>95.00%	84.57%	>95.00%	>95.00%	>95.00%	34.64%	32.16%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	90.20%	>95.00%	>95.00%	>95.00%	36.23%	45.00%
White	>95.00%	>95.00%	93.57%	>95.00%	>95.00%	>95.00%	32.62%	30.74%
Two or more races	>95.00%	>95.00%	91.28%	>95.00%	>95.00%	>95.00%	35.58%	34.96%

Virginia		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	77.10%	41.50%	66.25%	69.00%	20.15%	18.25%
PY 2015–16 Results	75.95%	38.74%	64.66%	71.65%	16.12%	15.14%
Special populations						
Individuals with disabilities (<i>ADA</i>)	71.10%	38.77%	69.02%	51.57%	17.97%	17.62%
Economically disadvantaged students	76.13%	37.01%	69.89%	71.98%	16.72%	16.05%
Single parents	NP	NP	NP	NP	NP	NP
Displaced homemakers	85.09%	42.47%	63.40%	71.49%	18.50%	16.06%
Limited English proficient students	70.71%	14.29%	83.04%	50.00%	20.56%	<10.00%
Students in nontraditional programs	77.21%	40.09%	67.49%	72.24%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	72.55%	36.92%	64.16%	70.00%	<10.00%	11.23%
Female	78.88%	40.23%	65.08%	72.91%	22.25%	18.13%
Race/ethnicity						
American Indian or Alaska Native	75.53%	39.42%	69.93%	70.00%	17.05%	17.78%
Asian	79.18%	40.88%	70.42%	59.26%	19.66%	21.74%
Black or African American	66.77%	32.94%	60.91%	70.41%	17.75%	17.72%
Hispanic or Latino	71.83%	35.58%	69.39%	70.01%	17.35%	18.59%
Native Hawaiian or Other Pacific Islander	70.96%	31.40%	67.83%	64.52%	16.76%	35.71%
White	80.48%	41.84%	64.75%	73.71%	14.42%	13.04%
Two or more races	70.61%	31.76%	65.20%	67.36%	18.04%	21.97%

Washington Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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 state- or nationally recognized assessment of technical skills and knowledge.	Percentage of CTE concentrators who have attained a high school diploma or General Education Development (GED) credential 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.
PY 2015–16 Performance levels	86.50%	80.40%	90.00%	91.79%	91.00%	72.57%	56.83%	84.00%
PY 2015–16 Results	81.95%	75.40%	88.05%	86.73%	87.70%	74.05%	55.57%	56.31%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	37.48%	23.54%	81.06%	81.38%	77.03%	54.89%	56.58%	55.94%
Economically disadvantaged students	71.79%	63.01%	84.26%	79.92%	81.08%	67.03%	57.91%	60.92%
Single parents	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	29.52%	36.02%	71.22%	73.41%	75.42%	56.62%	55.60%	58.08%
Migrant students	62.46%	54.79%	67.09%	77.13%	78.77%	62.54%	58.26%	64.64%
Students in nontraditional programs	79.90%	71.91%	88.96%	87.37%	87.08%	73.30%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	80.22%	75.08%	86.66%	84.77%	85.29%	71.00%	53.16%	48.05%
Female	83.92%	75.77%	89.64%	88.98%	90.43%	77.54%	58.54%	66.97%
Race/ethnicity								
American Indian or Alaska Native	72.48%	59.77%	83.15%	74.96%	78.90%	54.91%	58.82%	61.25%
Asian	85.91%	85.41%	92.02%	92.63%	93.54%	81.49%	51.27%	53.07%
Black or African American	67.56%	55.56%	84.90%	80.47%	83.72%	73.06%	58.73%	60.77%
Hispanic or Latino	71.19%	61.49%	82.40%	81.61%	82.99%	68.26%	57.96%	62.09%
Native Hawaiian or Other Pacific Islander	61.64%	59.50%	92.54%	78.75%	80.14%	68.78%	56.62%	59.06%
White	86.19%	80.34%	89.86%	88.73%	89.01%	75.42%	54.71%	54.49%
Two or more races	82.36%	75.02%	89.44%	84.60%	87.05%	73.69%	55.95%	55.33%

Washington		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators, exiting during the reporting year, who have attained an award (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.
PY 2015–16 Performance levels	39169	31094	65.00%	58.00%	19.25%	18.50%
PY 2015–16 Results	>95.00%	>95.00%	63.08%	58.77%	18.15%	17.29%
Special populations						
Individuals with disabilities (<i>ADA</i>)	>95.00%	>95.00%	61.96%	48.16%	22.84%	20.87%
Economically disadvantaged students	>95.00%	>95.00%	69.12%	59.82%	19.07%	17.78%
Single parents	>95.00%	>95.00%	52.13%	57.25%	19.61%	16.35%
Displaced homemakers	>95.00%	>95.00%	63.24%	57.42%	21.30%	13.56%
Limited English proficient students	>95.00%	>95.00%	47.70%	50.00%	19.38%	15.77%
Students in nontraditional programs	>95.00%	>95.00%	50.02%	57.90%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	>95.00%	>95.00%	57.94%	56.69%	14.90%	16.60%
Female	>95.00%	>95.00%	68.49%	60.56%	21.57%	17.89%
Race/ethnicity						
American Indian or Alaska Native	>95.00%	>95.00%	54.38%	51.75%	22.79%	20.14%
Asian	>95.00%	>95.00%	71.34%	60.59%	21.89%	21.47%
Black or African American	>95.00%	>95.00%	54.02%	55.57%	22.68%	17.71%
Hispanic or Latino	>95.00%	>95.00%	63.62%	59.90%	17.63%	15.46%
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	56.78%	63.14%	17.39%	13.94%
White	>95.00%	>95.00%	66.41%	58.95%	17.43%	16.66%
Two or more races	>95.00%	>95.00%	65.76%	61.75%	21.14%	20.14%

West Virginia Secondary Level

Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.	Percentage of nontraditional CTE participants in occupational courses during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	32.00%	34.00%	81.50%	96.35%	92.35%	92.35%	39.00%	17.85%
PY 2015–16 Results	32.21%	10.78%	88.40%	>95.00%	>95.00%	90.53%	24.32%	17.47%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	NE	NE	74.07%	>95.00%	>95.00%	82.29%	20.61%	12.04%
Economically disadvantaged students	27.42%	<10.00%	88.04%	>95.00%	>95.00%	89.42%	23.74%	17.43%
Single parents	NE	NE	NP	NP	NP	NP	NP	NP
Displaced homemakers	NE	NE	NP	NP	NP	NP	NP	NP
Limited English proficient students	22.22%	<10.00%	>95.00%	>95.00%	>95.00%	90.00%	>95.00%	>95.00%
Migrant students	NE	NE	NP	NP	NP	NP	NP	NP
Students in nontraditional programs	29.65%	<10.00%	89.46%	>95.00%	>95.00%	91.47%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	25.49%	10.21%	86.28%	>95.00%	>95.00%	90.80%	12.58%	<10.00%
Female	41.68%	11.58%	91.41%	>95.00%	>95.00%	90.15%	40.45%	31.53%
Race/ethnicity								
American Indian or Alaska Native	33.33%	<10.00%	71.43%	>95.00%	>95.00%	66.67%	31.58%	16.67%
Asian	47.83%	21.74%	86.96%	>95.00%	>95.00%	90.00%	31.82%	23.53%
Black or African American	23.12%	10.00%	88.81%	>95.00%	>95.00%	92.70%	23.52%	19.78%
Hispanic or Latino	38.71%	<10.00%	>95.00%	>95.00%	>95.00%	92.11%	28.79%	18.92%
Native Hawaiian or Other Pacific Islander	<10.00%	<10.00%	>95.00%	>95.00%	NE	NE	60.00%	NE
White	32.36%	10.82%	88.38%	>95.00%	>95.00%	90.50%	24.28%	17.35%
Two or more races	24.24%	<10.00%	77.78%	>95.00%	>95.00%	85.29%	23.16%	27.27%

West Virginia		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	88.95%	58.00%	58.15%	76.75%	18.05%	19.95%
PY 2015–16 Results	84.83%	62.27%	56.54%	78.11%	16.89%	18.19%
Special populations						
Individuals with disabilities (<i>ADA</i>)	76.00%	14.62%	60.00%	70.37%	16.24%	18.75%
Economically disadvantaged students	88.77%	73.46%	55.81%	77.75%	16.89%	17.91%
Single parents	87.94%	64.54%	51.25%	81.48%	16.95%	18.95%
Displaced homemakers	>95.00%	52.53%	54.34%	67.39%	15.67%	15.38%
Limited English proficient students	>95.00%	33.33%	40.00%	<10.00%	12.50%	<10.00%
Students in nontraditional programs	87.68%	61.60%	59.63%	73.78%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender						
Male	85.96%	57.98%	53.65%	76.53%	19.01%	21.13%
Female	84.05%	65.14%	58.41%	78.85%	15.38%	16.22%
Race/ethnicity						
American Indian or Alaska Native	75.00%	55.56%	50.00%	66.67%	<10.00%	30.00%
Asian	>95.00%	60.00%	61.76%	>95.00%	10.00%	27.27%
Black or African American	75.38%	51.39%	52.10%	73.20%	24.59%	17.71%
Hispanic or Latino	77.78%	61.76%	55.97%	70.59%	32.67%	43.48%
Native Hawaiian or Other Pacific Islander	>95.00%	<10.00%	50.00%	NE	<10.00%	NE
White	84.55%	63.52%	57.07%	78.67%	16.09%	17.73%
Two or more races	87.50%	53.23%	55.25%	77.27%	20.69%	23.53%

Wisconsin Secondary Level

Core indicators	Academic attainment: Reading/ language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.
PY 2015–16 Performance levels	38.50%	47.00%	92.00%	96.60%	96.60%	96.10%	23.00%	95.37%
PY 2015–16 Results	40.90%	48.61%	92.90%	>95.00%	>95.00%	>95.00%	23.73%	>95.00%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	<10.00%	10.88%	91.64%	93.22%	93.22%	90.26%	18.47%	93.16%
Economically disadvantaged students	24.15%	26.78%	91.84%	93.21%	93.21%	90.09%	27.40%	94.36%
Single parents	10.13%	16.25%	89.29%	89.69%	89.69%	87.04%	35.21%	89.47%
Displaced homemakers	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Limited English proficient students	<10.00%	11.86%	91.76%	90.32%	90.32%	87.98%	29.07%	87.69%
Migrant students	12.50%	25.00%	NE	87.50%	87.50%	91.67%	37.50%	66.67%
Students in nontraditional programs	40.36%	44.12%	94.08%	>95.00%	>95.00%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	41.41%	51.86%	94.10%	>95.00%	>95.00%	>95.00%	<10.00%	>95.00%
Female	40.17%	43.97%	91.79%	>95.00%	>95.00%	>95.00%	63.45%	>95.00%
Race/ethnicity								
American Indian or Alaska Native	25.90%	25.18%	80.95%	>95.00%	>95.00%	90.32%	23.60%	>95.00%
Asian	26.95%	38.89%	89.26%	>95.00%	>95.00%	>95.00%	34.73%	>95.00%
Black or African American	15.44%	11.57%	92.97%	88.59%	88.59%	85.94%	36.65%	91.00%
Hispanic or Latino	25.38%	27.45%	91.92%	93.85%	93.85%	86.81%	26.82%	91.75%
Native Hawaiian or Other Pacific Islander	38.46%	46.15%	>95.00%	>95.00%	>95.00%	>95.00%	31.25%	>95.00%
White	44.95%	54.03%	93.20%	>95.00%	>95.00%	>95.00%	22.21%	>95.00%
Two or more races	44.07%	49.26%	93.55%	>95.00%	>95.00%	93.98%	19.49%	>95.00%

Wisconsin		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators 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.
PY 2015–16 Performance levels	72.93%	42.47%	33.04%	90.00%	14.00%	11.25%
PY 2015–16 Results	76.12%	45.16%	31.58%	91.30%	14.73%	11.88%
Special populations						
Individuals with disabilities (<i>ADA</i>)	66.84%	39.49%	32.36%	86.17%	16.77%	14.32%
Economically disadvantaged students	71.12%	42.15%	32.76%	91.60%	17.02%	14.29%
Single parents	69.67%	36.97%	35.87%	90.67%	15.68%	14.55%
Displaced homemakers	68.48%	39.82%	33.48%	89.23%	13.33%	13.42%
Limited English proficient students	75.74%	43.16%	36.17%	88.19%	18.97%	12.77%
Students in nontraditional programs	71.75%	41.82%	32.42%	88.62%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	77.23%	47.24%	28.31%	91.09%	13.26%	<10.00%
Female	75.06%	43.24%	34.60%	91.50%	15.99%	13.82%
Race/ethnicity						
American Indian or Alaska Native	68.70%	37.32%	33.61%	91.23%	18.84%	16.43%
Asian	75.38%	45.88%	32.97%	87.30%	17.14%	11.66%
Black or African American	56.81%	27.85%	40.23%	87.73%	22.08%	21.25%
Hispanic or Latino	72.59%	37.75%	37.91%	91.35%	18.86%	16.00%
Native Hawaiian or Other Pacific Islander	68.42%	38.64%	20.45%	93.75%	24.16%	17.24%
White	77.71%	46.61%	30.79%	91.80%	13.50%	11.26%
Two or more races	68.21%	33.57%	35.01%	92.19%	19.94%	15.91%

Wyoming		Secondary Level						
Core indicators	Academic attainment: Reading/language arts	Academic attainment: Mathematics	Technical skill attainment	School completion	Student graduation rates	Placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> 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> in the reporting year.	Percentage of CTE concentrators who passed end-of-program technical skill assessments that are aligned with industry-recognized standards, if available and appropriate.	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.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
PY 2015–16 Performance levels	30.00%	38.00%	70.72%	95.00%	94.00%	95.00%	33.31%	29.40%
PY 2015–16 Results	34.68%	41.85%	73.33%	>95.00%	92.88%	>95.00%	28.49%	23.05%
Special populations								
Individuals with disabilities (<i>ADA</i>)	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO
Individuals with disabilities (<i>ESEA/IDEA</i>)	15.12%	11.63%	46.63%	>95.00%	83.41%	93.52%	21.51%	16.24%
Economically disadvantaged students	25.52%	33.92%	65.30%	>95.00%	88.22%	94.33%	27.87%	24.92%
Single parents	27.50%	45.00%	71.21%	>95.00%	NE	NE	27.82%	19.64%
Displaced homemakers	NE	NE	NE	NE	NE	NE	33.33%	NE
Limited English proficient students	16.67%	16.67%	33.33%	>95.00%	87.50%	>95.00%	28.75%	<10.00%
Migrant students	<10.00%	<10.00%	>95.00%	NE	>95.00%	NE	46.67%	<10.00%
Students in nontraditional programs	40.52%	39.41%	78.49%	>95.00%	>95.00%	>95.00%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state's definition of CTE concentrators and Table A-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
Gender								
Male	32.31%	44.23%	70.87%	>95.00%	91.67%	94.33%	<10.00%	<10.00%
Female	38.36%	38.17%	77.24%	>95.00%	94.45%	>95.00%	65.13%	57.43%
Race/ethnicity								
American Indian or Alaska Native	27.27%	<10.00%	47.37%	>95.00%	NE	>95.00%	30.81%	50.00%
Asian	64.71%	47.06%	75.00%	>95.00%	>95.00%	>95.00%	34.78%	<10.00%
Black or African American	16.67%	<10.00%	63.64%	>95.00%	92.00%	>95.00%	37.07%	28.57%
Hispanic or Latino	24.46%	32.37%	62.99%	>95.00%	90.00%	>95.00%	26.04%	21.18%
Native Hawaiian or Other Pacific Islander	<10.00%	<10.00%	>95.00%	>95.00%	NE	>95.00%	27.27%	<10.00%
White	35.27%	43.36%	74.96%	>95.00%	93.50%	>95.00%	28.61%	22.72%
Two or more races	51.85%	51.85%	74.36%	>95.00%	92.68%	92.86%	31.86%	39.29%

Wyoming		Postsecondary Level				
Core indicators	Technical skill attainment	Credential, certificate, or degree	Student retention or transfer	Student placement	Nontraditional participation	Nontraditional completion
Measurement definitions	Percentage of CTE concentrators in the identified entry cohort who 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 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.	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 in the identified entry cohort and who were from underrepresented gender groups who receive a credential, certificate, or degree in a CTE program identified as preparing students for employment in an occupation identified as out-of-gender balance.
PY 2015–16 Performance levels	32.74%	32.74%	65.15%	82.76%	26.42%	12.87%
PY 2015–16 Results	33.85%	33.85%	62.95%	77.69%	22.03%	12.00%
Special populations						
Individuals with disabilities (<i>ADA</i>)	63.64%	63.64%	68.87%	66.67%	36.53%	16.67%
Economically disadvantaged students	33.03%	33.03%	61.08%	85.15%	35.39%	17.20%
Single parents	33.33%	33.33%	70.97%	80.00%	34.11%	50.00%
Displaced homemakers	NE	NE	65.07%	>95.00%	30.46%	NE
Limited English proficient students	50.00%	50.00%	66.67%	50.00%	22.22%	<10.00%
Students in nontraditional programs	31.58%	31.58%	67.97%	86.36%	NA	NA
Tech prep	NE	NE	NE	NE	NE	NE

NOTE: 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 A, Table A-1 for the state’s definition of CTE concentrators and Table A-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
Gender						
Male	29.79%	29.79%	60.88%	70.59%	<10.00%	11.76%
Female	37.89%	37.89%	65.02%	84.55%	54.28%	12.20%
Race/ethnicity						
American Indian or Alaska Native	34.88%	34.88%	68.42%	80.00%	30.62%	<10.00%
Asian	35.71%	35.71%	66.67%	>95.00%	26.03%	25.00%
Black or African American	31.03%	31.03%	60.71%	>95.00%	26.09%	25.00%
Hispanic or Latino	35.14%	35.14%	61.80%	54.55%	25.87%	13.89%
Native Hawaiian or Other Pacific Islander	50.00%	50.00%	40.00%	>95.00%	19.05%	<10.00%
White	33.77%	33.77%	63.12%	78.37%	20.99%	11.67%
Two or more races	30.77%	30.77%	54.76%	80.00%	40.68%	<10.00%

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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 a Disability

The term “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 “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*]

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*]

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*]

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*]

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), states were required to report data, beginning in PY 2010–11, disaggregated by race/ethnicity using the categories and definitions based on the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity⁹⁸” 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.

⁹⁸ See <https://www.govinfo.gov/content/pkg/FR-1997-10-30/pdf/97-28653.pdf>.

- **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.



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