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U.S. Department of Education

Carl D. Perkins
Vocational and Technical
Education Act of 1998

Report to Congress on State Performance
Program Year 2005–06

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

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August 2008

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ABBREVIATIONS

<i>AEFLA</i>	<i>Adult Education and Family Literacy Act of 1998</i>
CTE	Career and technical education
Department	U. S. Department of Education
DNS	Data not submitted
<i>ESEA</i>	<i>Elementary and Secondary Education Act of 1965</i>
GED	General Educational Development test and credential
<i>NCLB</i>	<i>No Child Left Behind Act of 2001</i>
NE	No enrollment
NP	No program or no data
OMB	Office of Management and Budget
OVAE	Office of Vocational and Adult Education
<i>Perkins II</i>	<i>Carl D. Perkins Vocational and Applied Technology Act of 1990</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
PMI	Performance Measure Initiative
PY	Program year
<i>WIA</i>	<i>Workforce Investment Act</i>

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EXECUTIVE SUMMARY

The *Carl D. Perkins Vocational and Technical Education Act of 1998*¹ (commonly referred to as “*Perkins*,” “*Perkins III*,” or “*the Act*” and referred to hereafter as *Perkins III*)² requires, in Sec. 113(c)(3)(C), that the secretary provide the appropriate committees of Congress copies of annual reports received by the U.S. Department of Education (Department) from each eligible agency that receives funds under *Perkins III*. Sec. 113(c)(3)(A) of *Perkins III* further requires the secretary to make the information contained in such reports available to the general public. To meet this obligation, the Department is providing the data in both hard copy and digital (on the Internet) formats.

This report contains information on states’³ progress in achieving their adjusted performance levels⁴—negotiated with and approved by the Department—on the core indicators of performance listed in Sec. 113(b)(2)(A) of *Perkins III*:

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

¹ Vocational and technical education is also called career and technical education (CTE). Sec. 3(29) of *Perkins III* defines vocational and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors; and 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, of an individual. Career and technical education is offered in middle schools, high schools, community and technical colleges, and other postsecondary institutions. Eight states have separate adult programs, and Table 3 summarizes data regarding postsecondary and adult enrollment.

² *The Smith-Hughes Act of 1917* was the first provision for the federal funding of vocational education. Subsequent legislation that authorized federal funding of vocational education included: *The Vocational Act of 1973* and the *Carl D. Perkins Act of 1984 (Perkins)*. *Perkins* was reauthorized as the *Carl D. Perkins Vocational and Applied Technology Act of 1990 (Perkins II)*, 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)*.

³ The term “state” under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

⁴ *Perkins* performance levels are referred to as “adjusted” after a state and the Department have negotiated on and agreed to the levels for each of the core indicators of performance.

- Student participation in and completion of career and technical education programs that lead to nontraditional training and employment, hereafter referred to as nontraditional programs.⁵

For purposes of data collection and reporting, the Department divided the four core indicators of performance in Sec. 113 of *Perkins III* into seven sub-indicators for both secondary and postsecondary education as indicated below:

Table 1. Sub-indicators for Secondary and Postsecondary Education Corresponding to the Perkins III Indicators

<i>Perkins III</i> Core Indicators	Secondary Sub-indicators	Postsecondary Sub-indicators
Academic and Skill Attainment	Academic Skills Vocational Skills	Academic Skills Vocational Skills
Completion	High School Diploma or Equivalent High School Diploma and Proficiency Credential*	Degree or Credential
Placement and Retention	Placement	Placement Retention
Nontraditional Programs	Participation Completion	Participation Completion

* Only 20 states offer students the opportunity to earn both a high school diploma and other proficiency credentials (e.g., skills certificates)

As required by Sec. 113 of *Perkins III*, states also provide disaggregated data on the progress of students in each of the special population categories⁶ listed in Sec. 3(23) of *Perkins III*:

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

Sec. 206 of *Perkins III* requires states to report to the secretary on the effectiveness of their tech prep programs⁷ and, therefore, states must report data for tech prep students by

⁵ See the Glossary of Terms for the meaning of “nontraditional training and employment.”

⁶ See the Glossary of Terms for definitions of special population categories.

⁷ The term “tech prep program” in Sec. 3(26) of *Perkins III* means a program of study that:

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

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

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

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

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

each sub-indicator separately. Finally, the Department requires that states report on the progress of all career and technical education students by gender, race, and ethnicity.

This is the Department's seventh annual report to Congress. This report transmits data that states submitted to the Department for program year (PY) 2005–06.⁸ State directors were required to attest to the accuracy and completeness of their state data by signing their data submissions. State directors who submitted their data electronically to the Department attested to the accuracy and completeness of their data using an electronic personal identification number (PIN). Among the highlights of this report:

- ***States reported a higher number of students as having enrolled in career and technical education courses in PY 2005–06 than in the previous program year. The rate of enrollment is the highest in the seven program years (PY 1999–2006) of Perkins III implementation.***
- ***Although there have been some improvements, concerns remain regarding the accuracy of states' performance data.*** Among the major issues are the use of varying performance measures that do not share a common standard for validity and reliability; the variety of student population definitions used by states (i.e., whom they count in their accountability system); the inability of some states to track students' transition to subsequent education and employment; and the limited availability of national or state assessments to evaluate students' technical skill attainment—an important outcome of participation in career and technical education.
- ***Fifteen states met or exceeded each of their PY 2005–06 secondary performance levels.*** These states are: Alaska, Colorado, Idaho, Indiana, Kansas, Mississippi, Nebraska, New Jersey, South Carolina, South Dakota, Tennessee, Vermont, Virginia, West Virginia and Wyoming. This represents a decrease of one state from PY 2004–05 when 16 states met or exceeded each of their secondary performance levels, but still a considerable increase from PY 2003–04 when only two states met or exceeded each of their secondary performance levels.
- ***Five states met or exceeded each of their PY 2005–06 postsecondary performance levels.*** The states are: Iowa, Michigan, Oklahoma, Oregon, and Washington. This represents a considerable decrease from PY 2004–05 when nine states and the District of Columbia met or exceeded each of their postsecondary performance levels, but an increase from PY 2003–04 when only three states met or exceeded each of their postsecondary performance levels.

⁸ States generally operate their programs from July 1 through June 30 (referred to as program year (PY)). This report, covering PY 2005–06, corresponds to the Department's fiscal year (FY) 2005 appropriation.

- ***Nine states were awarded incentive grants⁹ from the U. S. Department of Labor during PY 2005–06 for having exceeded their performance levels overall under Perkins III, Title I of the Workforce Investment Act (WIA), and the Adult Education and Family Literacy Act (AEFLA):*** Arizona, Delaware, Illinois, Iowa, Massachusetts, Missouri, Oregon, Tennessee, and Virginia. This represents a considerable decrease from PY 2004–05 when 23 states were awarded incentive grants and FY 2003–04 when 19 states were awarded incentive grants.

This report to Congress contains four sections. The first section enumerates the accountability requirements in *Perkins III* and describes efforts by the Department to help states develop their performance accountability systems and their performance levels for career and technical education. The second section summarizes states' progress in meeting their PY 2005–06 performance levels. The third section discusses issues pertaining to the quality and reliability of states' *Perkins III* performance data. The final section offers conclusions. Individual state data profiles are provided in the appendices.

It should be noted that the final report to Congress submitted by states for *Perkins III* will be for PY 2006–07 (the last year when states receive funding under *Perkins III*). Meanwhile with the passage of the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* in August 2006, discussions are now underway at the Department to identify a common set of measurement approaches that would reduce the variety of methodologies currently used by the states. If more commonality is achieved, it will enhance the Department's ability to analyze data across the states with improved validity and reliability.

⁹ Incentive grants are authorized under Sec. 503 of the *Workforce Investment Act (WIA)*. Grants support innovative workforce development and education activities that are authorized under Title I of *WIA*, the *Adult Education and Family Literacy Act (AEFLA)*, or *Perkins III (and its successor statute)*. A state must have exceeded its performance levels in each of the three programs in order to qualify for an incentive grant.

INTRODUCTION

A. Accountability for Results

The *Carl D. Perkins Vocational and Technical Education Act of 1998*¹⁰ (hereafter referred to as *Perkins III*)¹¹ which took effect in PY 2000 (beginning July 1, 1999) is the principal source of federal funding to states for the improvement of secondary and postsecondary career and technical education programs. Each program year under *Perkins III*, Congress appropriated more than \$1.1 billion for grants to states, including the basic state grants (under Title I of *Perkins III*) and tech prep grants (under Title II of *Perkins III*). For PY 2005–06, which corresponds to the Department’s FY 2005 appropriation, Congress appropriated just over \$1.18 billion for grants to states, including the basic state grants under Title I of *Perkins III* and approximately \$391 million tech prep grants under Title II of *Perkins III*. Under Title I of *Perkins III*, states then determined what share of *Perkins III* funds should be allocated to secondary and postsecondary career and technical education programs in their state. Over the past five years, states allocated an average of 60 percent of their funds to secondary education programs and 40 percent to postsecondary education programs. A few states allocated more than 85 percent of their funds to secondary education programs and a few allocated less than 15 percent to their postsecondary programs. States generally distributed federal funds by formula to local educational agencies, area vocational and technical schools, community colleges, and other public or private nonprofit institutions that offer career and technical education programs that meet the requirements of *Perkins III*. Appendix A provides information on each state’s allocation corresponding to PY 2005–06, the year covered in this report.

Congress made *accountability for results* a central focus of the *Perkins III* legislation, setting out performance accountability requirements for states and local programs. These requirements were established “to assess the effectiveness of the state in achieving

¹⁰ Vocational and technical education is also called career and technical education (CTE). Sec. 3(29) of *Perkins III* defines vocational and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors; and 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, of an individual. Career and technical education is offered in middle schools, high schools, community and technical colleges, and other postsecondary institutions. Eight states have separate adult programs, and Table 3 summarizes data regarding postsecondary and adult enrollment.

¹¹ The *Smith-Hughes Act of 1917* was the first provision for the federal funding of vocational education. Subsequent legislation that authorized federal funding of vocational education included: *The Vocational Act of 1973* and the *Carl D. Perkins Act of 1984* (*Perkins*). *Perkins* was reauthorized as the *Carl D. Perkins Vocational and Applied Technology Act of 1990* (*Perkins II*), 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*).

statewide progress in career and technical education, and to optimize the return of investment of federal funds in vocational and technical education activities,” pursuant to Sec. 113(a) of *Perkins III*. States,¹² with input from local program administrators, are required to report annually on the following core indicators of performance:

- Student attainment of challenging state-established academic, and vocational and technical, skill proficiencies, hereafter referred to as academic and skill attainment;
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential, hereafter referred to as completion;
- Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment, hereafter referred to as placement and retention;
- Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment, hereafter referred to as nontraditional programs.¹³

For purposes of data collecting and reporting, the Department divided the four core indicators of performance in Sec. 113 of *Perkins III* into seven sub-indicators for both secondary and postsecondary education as indicated below:

Table 2. Sub-indicators for Secondary and Postsecondary Education Corresponding to the *Perkins III* Indicators

<i>Perkins III</i> Core Indicators	Secondary Sub-indicators	Postsecondary Sub-indicators
Academic and Skill Attainment	Academic Skills Vocational Skills	Academic Skills Vocational Skills
Completion	High School Diploma or Equivalent High School Diploma and Proficiency Credential*	Degree or Credential
Placement and Retention	Placement	Placement Retention
Nontraditional Programs	Participation Completion	Participation Completion

* Only 21 states offer students the opportunity to earn both a high school diploma and other proficiency credentials (e.g., skills certificates)

As required by Sec. 113 of *Perkins III*, states also are required to report disaggregated data on the performance of students in the following special population categories,¹⁴ as defined in Sec. 3(23) of *Perkins III*:

¹² The term “state” under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

¹³ See the Glossary of Terms for the meaning of “nontraditional training and employment,” under Individuals Preparing for Nontraditional Training and Employment.

¹⁴ See the Glossary of Terms for the definitions of each special population category.

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

Sec. 206 of *Perkins III* requires states to report on the effectiveness of their tech prep¹⁵ programs, and, therefore, states must report data for tech prep students by each sub-indicator separately. Finally, the Department requires that states report on the progress of all career and technical education students by gender, race, and ethnicity.

B. Establishing Measures and Setting Performance Levels

Perkins III afforded states considerable latitude in selecting their measurement approaches for each indicator and identifying those students on which to report performance. States report performance data for “concentrators,” that is, students who take a threshold number of courses or credits in vocational and technical education. Although this definition varies among states, most states define a concentrator as a student who is enrolled in two or three career and technical education courses (see Appendix B for the definitions of “concentrator” in career and technical education [CTE] for each state).

States submitted their measurement approaches and student population definitions, along with baseline performance levels for each of the sub-indicators, as part of their original *Perkins III* state plans. States then reached agreement with the Department on the performance levels they would seek to achieve for each sub-indicator for each year in which *Perkins III* would be in effect.¹⁶ Sec. 113(b)(3)(A)(vi)(II) of *Perkins III* requires states to make continuous improvement on their indicators of performance.

Over time, many states changed one or more of their measurement approaches, student population definitions, or performance levels. These modifications may improve data

¹⁵ The term “tech prep program” in Sec. 3(26) of *Perkins III* means a program of study that:

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

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

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

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

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

¹⁶ States negotiated performance levels with the Department beginning for PY 2000–01.

quality, but they often result in an inability to analyze state performance trends except in the most general of terms.

Further, while the legislative latitude under *Perkins III* enabled states to build upon their existing data collection systems, it produced wide variation across states in student population definitions and measurement approaches. For example, one state may measure academic attainment using a state-developed assessment instrument, while another state may use grade point averages. Appendix C illustrates the range of measurement approaches used by states for students' academic and technical skill attainment.

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

The Department has worked with states, since enactment of *Perkins III*, to build and improve their performance accountability systems for career and technical education. Among these efforts have been data quality and program quality workshops, followed by a series of conference calls to discuss data measurement and collection issues. These workshops brought together state directors, policymakers, and data experts to review and recommend student population definitions and measurement approaches.

The Department also established a Web site—the Peer Collaborative Resource Network (<http://www.edcountability.net>)—to foster discussion among states on issues pertaining to *Perkins III* accountability systems. Among the recent discussion items have been strategies to incorporate into states' *Perkins* accountability systems the data collection requirements under *No Child Left Behind Act of 2001 (NCLB)* and the Office of Management and Budget's (OMB) "common measures."¹⁷

During PY 2005–06, the Department continued to place emphasis on the topic of accountability during its monitoring site visits.¹⁸ Among the issues addressed during these visits were policies and procedures used by the states to gather and verify data from local grantees, efforts by the states to use performance data in funding local grantees, use of data to identify program strengths and weaknesses as a basis for program reform, and procedures used by the states to ensure that the data received from local grantees are complete, accurate, and reliable.

The Department also continued to implement its Performance Measurement Initiative (PMI), designed to help states improve their ability to report complete, accurate, and reliable data on students' academic performance, and students' transition to

¹⁷ The term, "common measures," refers to OMB's effort to have federal agencies use common definitions and measurement approaches to report on participant's outcomes in federally-funded education, employment, and training programs.

¹⁸ Monitoring site visits are visits to states that enable the Department to review a grantees' compliance with federal law and to protect against waste, fraud, and abuse of federal education funds.

postsecondary education and employment. Six states—Arizona, Florida, Nebraska, New Hampshire, New York, and Pennsylvania—were selected¹⁹ to collaborate with the Department in the initial phases of the PMI initiative.

Finally, in PY 2005–06, seven states—Alabama, Alaska, Arizona, Colorado, Oregon, Pennsylvania, and South Dakota—were selected to receive individual customized technical assistance on *Perkins III* accountability.²⁰ The states received technical assistance on issues such as strategies to align their *Perkins III* academic attainment measure to their states' *NCLB* assessment methodology to methods for using administrative records to track students' progress through further education and employment.

¹⁹ States were selected based on the size of the state, geographic area, and sophistication of their current secondary and postsecondary data systems.

²⁰ States were selected for technical assistance based on their failure to submit complete valid and reliable data during the previous reporting year, and their interest in improving their state and local *Perkins III* data systems.

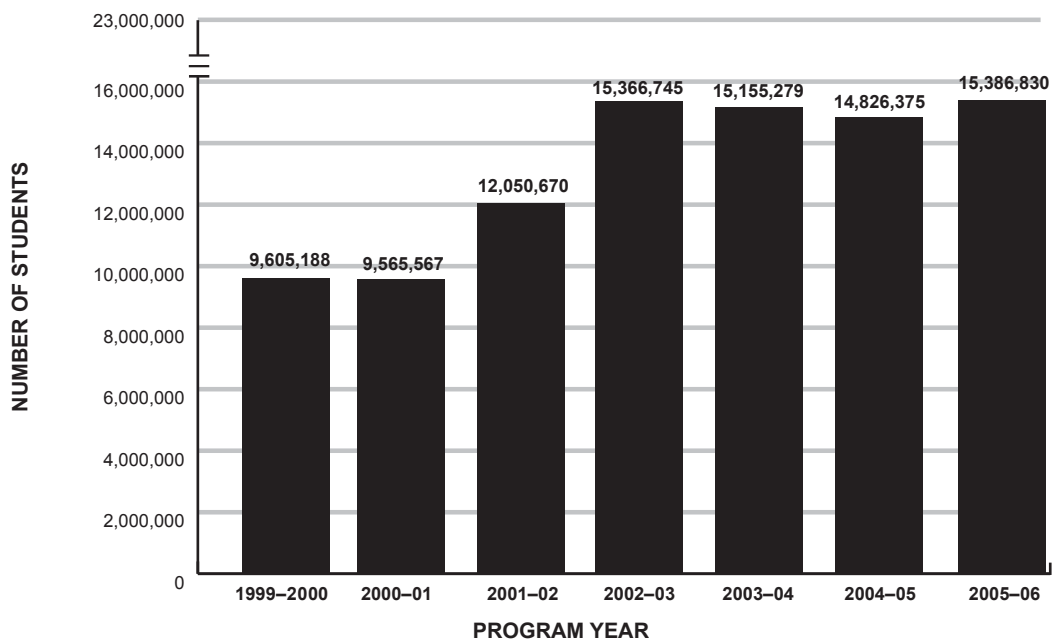
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STATE PERFORMANCE DATA

A. Enrollment in Career and Technical Education

States reported in PY 2005–06 that over 15.38 million students are enrolled (took at least one career and technical education course) in secondary and postsecondary career and technical education programs (Figure 1), a 4 percent increase from PY 2004–05. The number of students enrolled in career and technical education in PY 2005–06 is at its highest level when compared with the last seven years (PY 1999–2006) of *Perkins III* implementation. Enrollment is an unduplicated count of all students reported by each state as having taken one or more career and technical education courses. These courses may or may not be funded with federal *Perkins III* funds.

Figure 1. Student Enrollment in Career and Technical Education Programs, PY 1999–2006



Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 3 presents states' enrollment data by gender, race/ethnicity, and special population categories. Enrollments by disaggregated categories include duplicate counts. For example, a student may be both disabled and economically disadvantaged.

Table 3. Student Enrollment in Career and Technical Education Programs by Disaggregated Categories of Select Student Characteristics, PY 2005–06

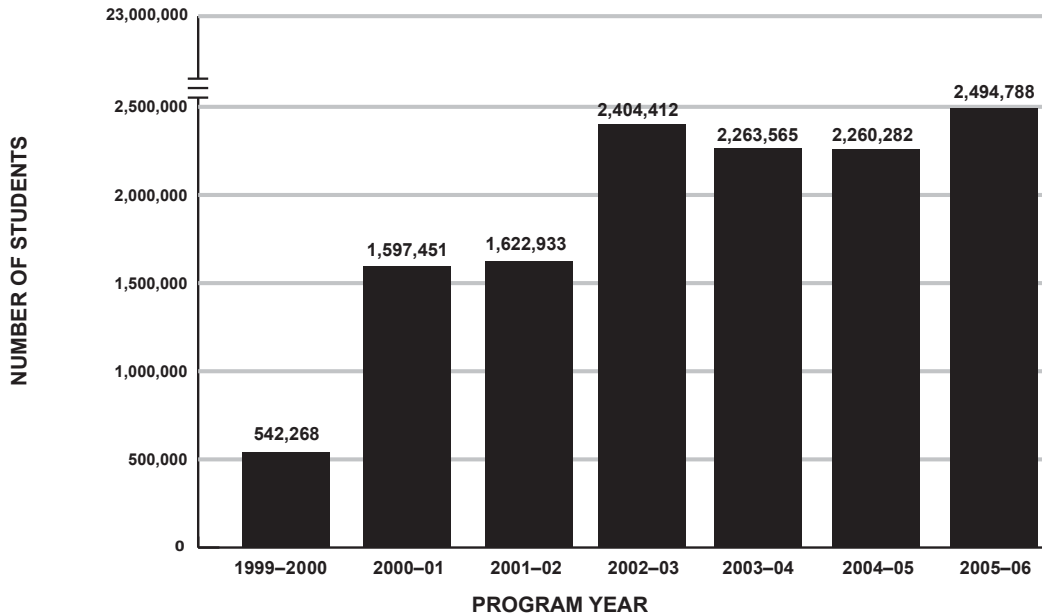
Select Student Characteristics	Disaggregated Category	Secondary	Postsecondary
Gender	Male	5,199,957	2,496,223
	Female	4,539,567	3,119,067
	Unknown*	3,163	28,853
Race/Ethnicity	Black	1,686,360	742,292
	Hispanic	1,806,388	891,808
	White	5,576,367	3,132,327
	Asian/Pacific Islander	453,091	394,884
	American Indian	122,667	66,846
Special Populations (see Glossary of Terms for definitions of Special Populations categories)	Individuals With Disabilities	1,069,496	272,029
	Economically Disadvantaged	3,317,058	1,794,000
	Limited English Proficient	519,218	239,972
	Displaced Homemaker	6,385	80,252
	Other Educational Barriers	1,399,532	879,416
	Single Parent	68,209	278,736
	Nontraditional Students	2,314,374	1,263,437

* Unknown denotes instances where the state could not identify the gender of the student.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

States also reported in PY 2005–06 that approximately 2.5 million students were enrolled in tech prep programs (Figure 2). This represents a substantial increase of 10.3 percent when compared against the preceding program year although it should be noted that wide variability exists in how states identify tech prep students. Over the last three years, tech prep students comprised about 15 to 16 percent of the total enrollment in career and technical education.

Figure 2. Student Enrollment in Tech Prep Programs, PY 1999–2006



Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

It is important to note that there is an increase in the number of states providing complete data on the performance of their secondary and postsecondary tech prep students for PY 2005–06. In PY 2005–06, eight states did not provide complete information on secondary tech prep students compared to 12 states in PY 2004–05. At the postsecondary level, 22 states did not provide complete data on performance of tech prep students in PY 2004–05 compared to 14 states in PY 2005–06.

B. States' Progress in Meeting *Perkins III* Performance Levels

Appendix D provides individual state profiles containing each State's adjusted performance levels and performance data submitted to the Department for PY 2005–06. State directors were required to attest to the accuracy and completeness of their state data by signing their state data submissions. State directors who submitted their state data electronically to the Department attested to the accuracy and completeness of their data using an electronic personal identification number (PIN).

Each state reports data on students who are identified by the state as concentrators. As discussed previously, Appendix B provides the definitions of “concentrator” in career and technical education (CTE) for each state. Although the definition of concentrator varies among states, most states define a concentrator as a student who is enrolled in two or three career and technical education courses.

It is important to note that differences across states in definitions of concentrator and in the size of student populations potentially make some of the data provided by states in disaggregated form personally identifiable. Therefore, as a precautionary measure, the Department masked data in certain cells to ensure that students could not be personally identified. Specifically, where a state reported actual performance data above 95 percent and below 10 percent, the cell was coded as >95 percent and <10 percent, respectively, as illustrated in Appendix D. The Department continues to examine whether this action appropriately makes data available to the public, as required by Sec. 113(c)(3) of *Perkins III*, while ensuring that the available data are not personally identifiable.

Tables 4 and 5 summarize states' progress in attaining their secondary and postsecondary performance levels, respectively, for all students by sub-indicators. Tables 6 and 7 summarize states' progress in attaining their performance levels on each sub-indicator for students in selected disaggregated categories.²¹ Tables 8 and 9 provide a summary of states that failed to provide tech prep data, along with the total amount of tech prep funds the state received in the grant corresponding to PY 2005–06.

²¹ Although *Perkins III* requires states to report on a disaggregated basis, the states' performance levels are established on an aggregate basis.

Table 4. States Meeting or Exceeding Their *Perkins III* Performance Levels on Each Secondary Sub-indicator, PY 2005–06

States ^a	Academic & Skill Attainment ^b		Completion		Placement	Nontraditional Programs	
	Academic Skills ^c	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Placement	Participation	Completion
Alabama		X		not offered		X	X
Alaska	X	X	X	not offered	X	X	X
Arizona	X	X		not offered	X	X	
Arkansas		X	X	not offered	X	X	X
California		X		not offered	X	X	X
Colorado	X	X	X	not offered	X	X	X
Connecticut	X		X	not offered	X		
Delaware	X			not offered		X	
District of Columbia		X	X	X		X	X
Florida		X		not offered		X	X
Georgia	X			not offered	X		X
Guam							
Hawaii			X	not offered			X
Idaho	X	X	X	not offered	X	X	X
Illinois	X	X	X	not offered			X
Indiana	X	X	X	not offered	X	X	X
Iowa	X		X	not offered	X	X	
Kansas	X	X	X	not offered	X	X	X
Kentucky		X	X	X	X	X	
Louisiana	X	X	X	not offered	X		X
Maine	X	X	X	not offered	X		
Maryland				not offered	X	X	
Massachusetts	X					X	
Michigan	X	X	X	not offered	X		
Minnesota		X		not offered	X	X	X
Mississippi	X	X	X	not offered	X	X	X
Missouri	X	X	X			X	X
Montana	X	X	X	not offered	X		X

^a The term “state” under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

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

^c For purposes of data collection and reporting as required by Sec. 113 of *Perkins III* the Department divided the four core indicators of performance into seven sub-indicators for secondary education.

Notes: An X indicates that the state reported a sub-indicator’s performance level was achieved. Those states in bold type met or exceeded performance levels in all sub-indicators.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 4. (Continued)

States ^a	Academic & Skill Attainment ^b		Completion		Placement	Nontraditional Programs	
	Academic Skills ^c	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Placement	Participation	Completion
Nebraska	X	X	X	not offered	X	X	X
Nevada		X	X		X	X	
New Hampshire	X	X	X		X		
New Jersey	X	X	X	X	X	X	X
New Mexico							X
New York					X		
North Carolina		X	X	not offered		X	
North Dakota			X	X		X	X
Ohio		X	X	not offered	X	X	
Oklahoma				not offered	X	X	
Oregon	X	X	X	not offered		X	X
Pennsylvania	X		X		X		
Puerto Rico	X	X	X	X		X	X
Rhode Island		X		X			
South Carolina	X	X	X	not offered	X	X	X
South Dakota	X	X	X	not offered	X	X	X
Tennessee	X	X	X	not offered	X	X	X
Texas	X			X	X	X	X
Utah	X	X		not offered	X	X	X
Vermont	X	X	X	X	X	X	X
Virgin Islands							
Virginia	X	X	X	not offered	X	X	X
Washington	X	X	X	X	X		
West Virginia	X	X	X	X	X	X	X
Wisconsin		X		X		X	X
Wyoming	X	X	X	X	X	X	X
Number of States Meeting or Exceeding Performance Levels	34	39	36	12	37	38	34

Table 5. States Meeting or Exceeding Their *Perkins III* Performance Levels on Each Postsecondary Sub-indicator, PY 2005–06

States ^a	Academic & Skill Attainment ^b		Completion	Placement & Retention		Nontraditional Programs	
	Academic Skills ^c	Vocational Skills	Degree or Credential	Placement	Retention	Participation	Completion
Alabama	X					X	X
Alaska	X	X	X	X	X		
Arkansas				X	X	X	X
Arizona			X	X	X	X	X
California	X		X			X	X
Colorado	X	X	X	X			
Connecticut		X				X	
Delaware		X		X	X	X	X
District of Columbia	X	X	X	X			X
Florida	X	X	X	X	X		
Georgia				X		X	X
Guam							
Hawaii	X	X			X	X	X
Idaho		X			X		
Illinois	X	X	X		X	X	X
Indiana				X	X	X	X
Iowa	X	X	X	X	X	X	X
Kansas	X	X	X	X	X		
Kentucky	X	X	X	X	X	X	
Louisiana	X	X	X			X	
Maine			X	X	X		
Maryland	X	X	X	X			X
Massachusetts	X	X	X				
Michigan	X	X	X	X	X	X	X
Minnesota	X	X	X	X	X		
Mississippi	X	X	X	X	X		
Missouri	X	X	X	X	X		X
Montana	X	X	X	X	X		X

^a The term “state” under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

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

^c For purposes of data collection and reporting as required by Sec. 113 of *Perkins III* the Department divided the four core indicators of performance into seven sub-indicators for postsecondary education.

Notes: An X indicates that the state reported a sub-indicator’s performance level was achieved. Those states in bold type met or exceeded performance levels in all sub-indicators.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 5. (Continued)

States ^a	Academic & Skill Attainment ^b		Completion	Placement & Retention		Nontraditional Programs	
	Academic Skills ^c	Vocational Skills	Degree or Credential	Placement	Retention	Participation	Completion
Nebraska	X	X	X			X	X
Nevada				X	X		
New Hampshire							
New Jersey	X	X	X	X		X	X
New Mexico			X	X		X	X
New York				X	X	X	X
North Carolina	X	X	X	X			
North Dakota						X	
Ohio	X	X	X	X	X		
Oklahoma	X	X	X	X	X	X	X
Oregon	X	X	X	X	X	X	X
Pennsylvania	X	X	X	X			
Puerto Rico	X	X	X		X	X	X
Rhode Island					X		
South Carolina				X			X
South Dakota				X	X		X
Tennessee	X	X	X				X
Texas	X	X	X		X	X	
Utah	X				X	X	X
Vermont						X	X
Virgin Islands							
Virginia	X	X		X	X	X	
Washington	X	X	X	X	X	X	X
West Virginia		X	X	X	X	X	X
Wisconsin	X	X	X		X	X	X
Wyoming	X	X	X	X	X	X	
Number of States Meeting or Exceeding Performance Levels	34	35	34	34	33	30	30

Table 6. Number of States^a Meeting or Exceeding Their *Perkins III* Performance Levels for Secondary Sub-indicators by Disaggregated Categories, PY 2005–06

Select Student Characteristics	Disaggregated Category	Academic & Skill Attainment ^b		Completion		Placement	Nontraditional Programs	
		Academic Skills ^c	Vocational Skills	High School Diploma or Equiv.	High School and Proficiency Credential	Placement	Participation	Completion
Gender	Male	32	34	33	11	37	27	24
	Female	36	43	41	12	38	33	36
Race/Ethnicity	Black	16	24	25	6	17	38	38
	White	43	42	44	13	43	31	29
	Hispanic	19	22	26	9	18	32	33
	American Indians	22	25	24	4	16	33	34
	Asian or Pacific Islander	39	38	38	10	35	41	44
Special Populations	Individuals with Disabilities	7	19	19	5	13	19	19
	Economically Disadvantaged	17	24	28	10	16	37	33
	Limited English Proficient	12	17	22	7	15	31	27
	Displaced Homemakers	7	12	13	2	11	9	10
	Other Educational Barriers	6	13	10	6	8	19	13
	Single Parent	14	22	18	6	11	23	21
	Nontraditional Students	32	35	30	10	31	37	40
Tech Prep		38	40	36	13	32	28	32

^a The term “state” under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

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

^c For purposes of data collection and reporting as required by Sec. 113 of *Perkins III* the Department divided the four core indicators of performance into seven sub-indicators for secondary education.

Notes: Although *Perkins III* requires states to report on a disaggregated basis, the states’ performance levels are established on an aggregate basis. Only 20 states offer students the opportunity to earn both a high school diploma and other proficiency credential (e.g., skills certificate).

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 7. Number of States^a Meeting or Exceeding Their *Perkins III* Performance Levels for Postsecondary Sub-indicators by Disaggregated Categories, PY 2005–06

Select Student Characteristics	Disaggregated Category	Academic & Skill Attainment ^b		Completion	Placement and Retention		Nontraditional Programs	
		Academic Skills ^c	Vocational Skills	Degree or Credential	Placement	Retention	Participation	Completion
Gender	Male	23	22	25	30	25	29	34
	Female	35	37	35	34	36	28	23
Race/Ethnicity	Black	16	14	17	26	20	34	28
	White	34	42	36	36	29	24	25
	Hispanic	20	19	22	23	23	37	31
	American Indians	20	20	18	22	22	31	25
	Asian or Pacific Islander	30	28	23	19	24	40	31
Special Populations	Individuals with Disabilities	17	18	25	13	21	33	24
	Economically Disadvantaged	20	22	24	26	24	22	23
	Limited English Proficient	28	29	23	19	23	34	25
	Displaced Homemakers	22	23	26	19	23	23	15
	Other Educational Barriers	13	12	15	21	19	17	22
	Single Parent	21	21	23	24	20	21	19
	Nontraditional Students	24	24	20	21	21	41	39
Tech Prep		21	18	22	28	25	18	19

^a The term “state” under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

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

^c For purposes of data collection and reporting as required by Sec. 113 of *Perkins III* the Department divided the four core indicators of performance into seven sub-indicators for postsecondary education.

Note: Although *Perkins III* requires states to report on a disaggregated basis, the states’ performance levels are established on an aggregate basis.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 8. States^a Not Reporting Their Complete *Perkins III* Tech Prep Student Performance Data by Secondary Sub-indicator and Amount Received, PY 2005–06

States ^a	Funding Received Under <i>Perkins III</i> , Title II (Tech Prep)	Academic & Skill Attainment ^b		Completion		Placement	Nontraditional Programs	
		Academic Skills ^c	Vocational Skills	High School Diploma or Equiv.	High School Diploma or Proficiency Credential	Placement	Participation	Completion
District of Columbia	\$330,630	X						
Louisiana	\$2,190,094	X			not offered	X		
Maine	\$529,058				not offered	X	X	X
Minnesota	\$1,736,576				not offered	X		
Montana	\$499,907				not offered		X	
New Mexico	\$834,472	X	X	X	X	X	X	X
South Carolina	\$1,731,379					X		
Virginia	\$2,419,604				not offered		X	
States Not Reporting on the Sub-Indicator		3	1	1	1	5	4	2

^a The term “state” under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

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

^c For purposes of data collection and reporting as required by Sec. 113 of *Perkins III* the Department divided the four core indicators of performance into seven sub-indicators for secondary education.

Notes: An X indicates that the state did not provide data for that sub-indicator. Empty cells indicate that the state provided secondary tech prep data. States not listed have reported complete secondary data on their tech prep students. Guam does not receive a separate federal *Perkins III* Title II Tech Prep grant. The Virgin Islands does not use the *Perkins III* funds allocated in its consolidated grant award under the *Elementary and Secondary Education Act of 1965 (ESEA)* to operate a tech prep program.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 9. States^a Not Reporting Complete Tech Prep Student Performance Data by Postsecondary Sub-indicator, PY 2005–06

States/Total Tech Prep Funds	Funding Received Under Perkins III, Title II (Tech Prep)	Academic & Skill Attainment ^b		Completion	Placement & Retention		Nontraditional Programs	
		Academic Skills ^c	Vocational Skills	Degree or Credential	Placement	Retention	Participation	Completion
Alaska	\$363,152						X	
Connecticut	\$893,569	X	X	X	X	X	X	X
Indiana	\$2,465,235		X	X	X	X		X
Iowa	\$1,245,235					X		
Louisiana	\$2,190,094				X	X		
Maine	\$529,058				X	X		
Minnesota	\$1,736,576	X	X	X	X	X	X	X
Mississippi	\$1,390,909					X		
Missouri	\$2,179,465					X		X
New Mexico	\$834,472				X			X
Oklahoma	\$1,571,037	X	X	X	X	X	X	X
Pennsylvania	\$4,238,522				X	X		
Vermont	\$346,382				X	X		X
Wyoming	\$278,417				X	X		
States Not Reporting on the Sub-indicator		3	4	4	10	12	4	7

^a The term “state” under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

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

^c For purposes of data collection and reporting as required by Sec. 113 of *Perkins III* the Department divided the four core indicators of performance into seven sub-indicators for postsecondary education.

Notes: An X indicates that the state did not provide data for that sub-indicator. Empty cells indicate that the state provided postsecondary tech prep data. States not listed have reported complete postsecondary data on their tech prep students. Guam does not receive a separate federal *Perkins III* Title II Tech Prep grant. The Virgin Islands does not use the *Perkins III* funds allocated in its consolidated grant award under the *Elementary and Secondary Education Act of 1965 (ESEA)* to operate a tech prep program.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

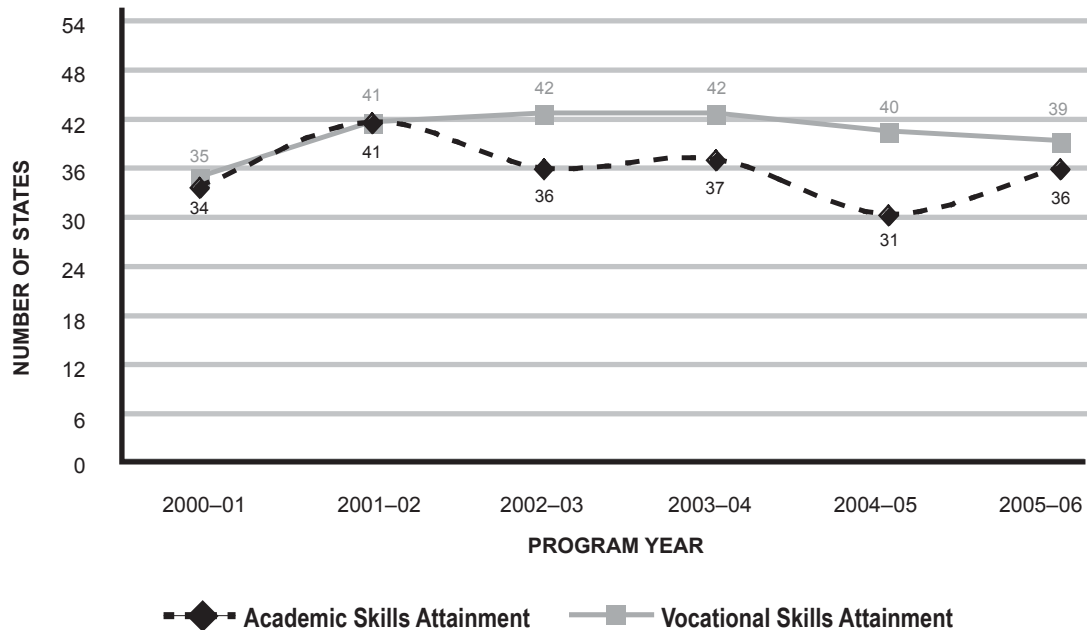
C. States' Progress Trends

1. Perkins III Secondary Performance Levels

Figures 3, 4, 5, and 6 below display states' progress or trends on secondary sub-indicators since states began submitting data to the Department in PY 2000–01. More states met their performance levels, compared to last year, on two secondary sub-indicators: academic skills attainment and high school completion. Fewer states attained their performance levels on all other sub-indicators, including technical skill attainment, diploma and other credential, program placement and nontraditional participation and nontraditional completion.

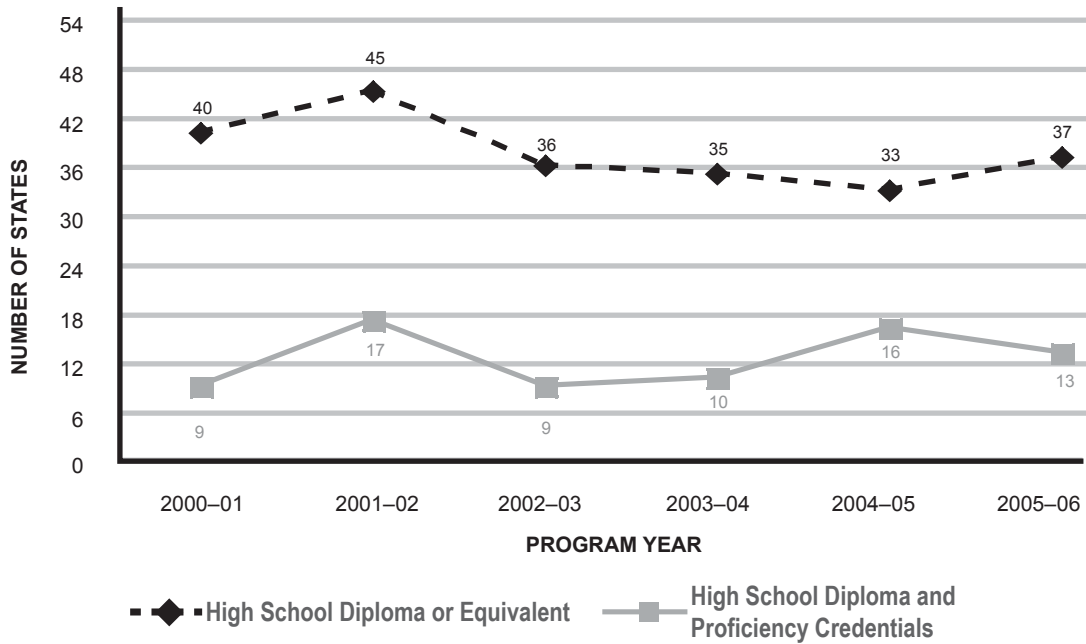
States have had uneven progress in meeting their secondary performance levels over the last four years. The high school completion rate is at its highest since PY 2002–03. The number of states meeting or exceeding their performance levels for academic attainment in PY 2005–06 is higher than PY 2004–05. However, fewer states met their performance levels for placement, diploma attainment, and nontraditional completion in the same time period.

Figure 3. Trends for Secondary Academic Skills and Vocational Skills Sub-indicators, PY 2000–06



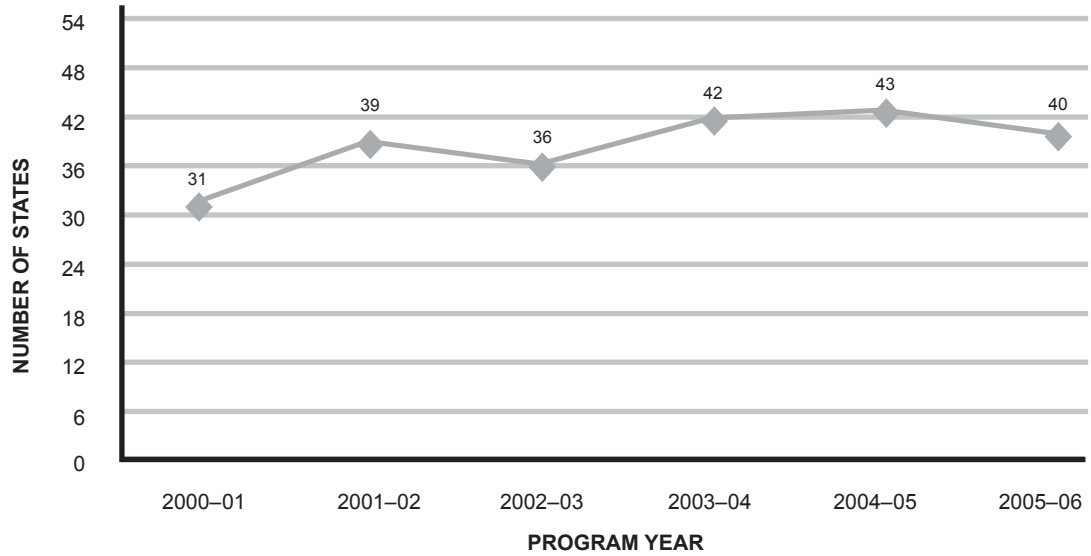
Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Figure 4. Trends for Secondary High School Diploma or Equivalent, and High School Diploma and Proficiency Credentials Sub-indicators, PY 2000–06



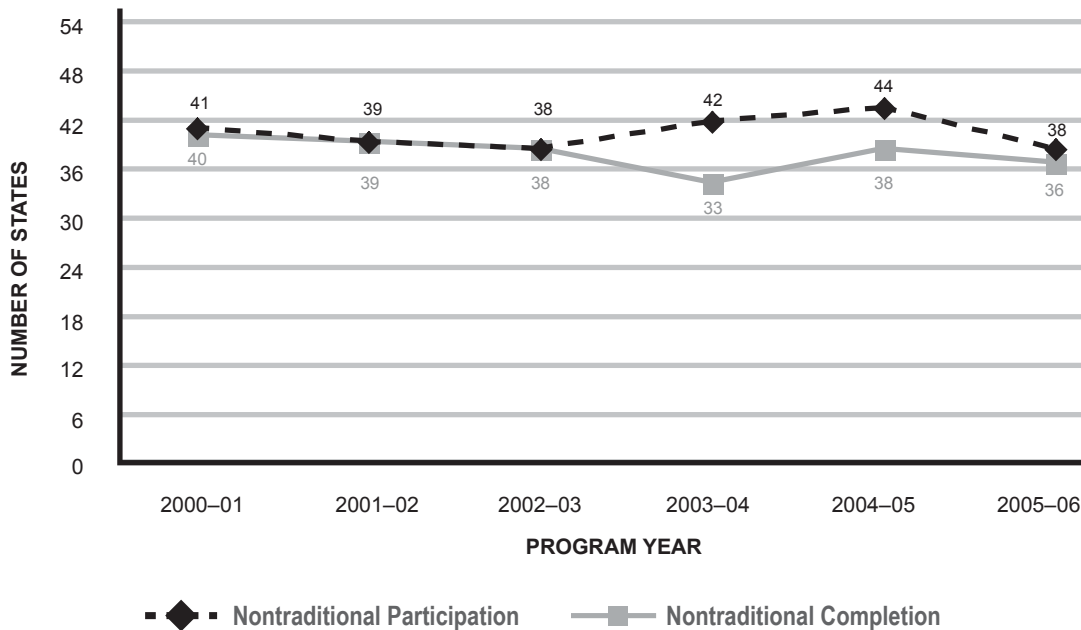
Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Figure 5. Trends for Secondary Placement Sub-indicator, PY 2000-06



Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005-06 (OMB Number 1830-0503).

Figure 6. Trends for Secondary Nontraditional Sub-indicators, PY 2000–06



Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

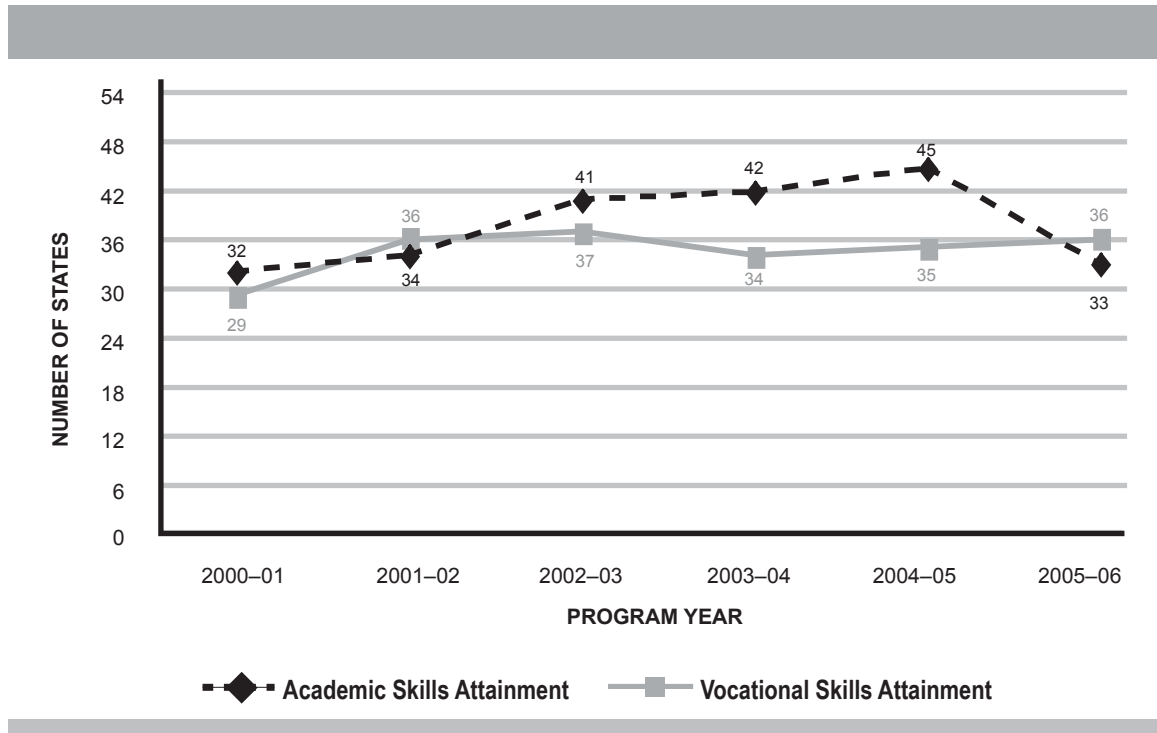
2. Perkins III Postsecondary Performance Levels

Figures 7, 8, and 9 display states’ progress trends on postsecondary sub-indicators since states began to submit data to the Department in PY 2000–01. Compared to last year, the performance of states decreased on all of the postsecondary indicators, except for a small increase in technical skill attainment and no change in placement and nontraditional participation.

From PY 2000–01 to PY 2004–05 there was consistent improvement in the number of states meeting or exceeding their performance levels for academic attainment. However, in PY 2005–06, twelve fewer states met or exceeded their academic targets when compared to PY 2004–05. The number of states meeting their skills attainment levels improved from the previous year, but the total number of states remains below the number of states meeting their performance goals in PY 2002–03. States have made consistent progress during the last four years in exceeding their performance levels for students attaining degrees, certificates, or other credentials, but seven fewer states met or exceeded their graduation rate targets in PY 2005–06 when compared to PY 2004–05. Retention levels had remained fairly consistent over the previous program years, but six fewer states met or exceeded their retention targets in PY 2005–06 when compared to

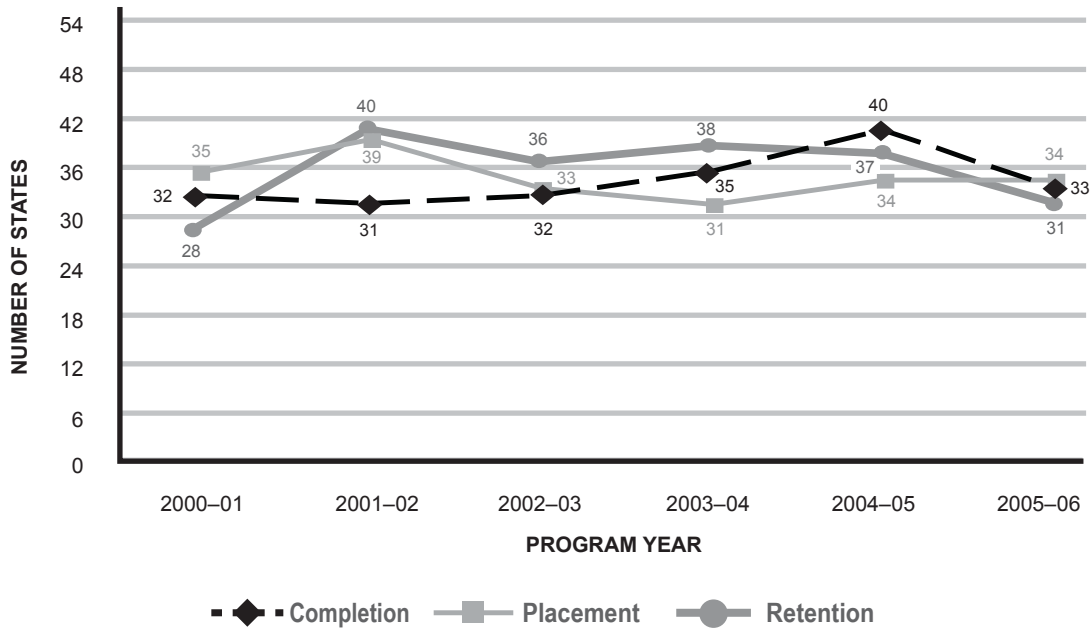
PY 2004–05. The numbers of states meeting or exceeding their placement and nontraditional participation targets in PY 2005–06 remains at the same level as PY 2004–05. Two fewer states met or exceeded their nontraditional completion targets in PY 2005–06 when compared to PY 2004–05.

Figure 7. Trends for Postsecondary Academic Skills and Vocational Skills Sub-indicators, PY 2000–06



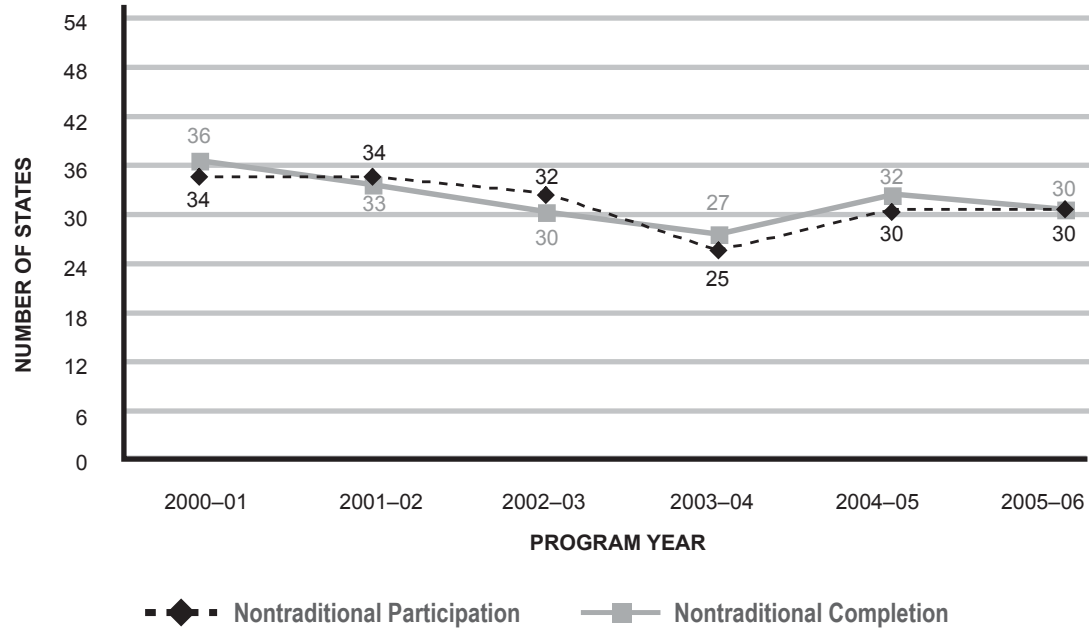
Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Figure 8. Trends for Postsecondary Completion, Placement, and Retention Sub-indicators, PY 2000–06



Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Figure 9. Trends for Postsecondary Nontraditional Sub-indicators, PY 2000–06



Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

D. States Receiving Incentive Grants Under the *Workforce Investment Act*

Sec. 503 of the *Workforce Investment Act (WIA)* provides incentive grants to reward states for successful performance in implementing three federal workforce and education programs: *WIA* (Title I), *Perkins III*, and the *Adult Education and Family Literacy Act (AEFLA)*. Successful performance is determined by a state exceeding its performance levels overall for each of these programs. In PY 2005–06, nine states (table 10) were eligible for incentive grants.²² The states were: Arizona*, Delaware**, Illinois*, Iowa*, Massachusetts*, Missouri, Oregon***, Tennessee***, and Virginia. This represents a significant decrease from PY 2004–05 when 23 states were awarded *WIA* incentive grants. Since PY 2000 (the first year for which *WIA* incentive grants were awarded), no states have received a grant each year. Oregon and Tennessee have received consecutive awards from PY 2003–06.

²² A single asterisk (*) denotes states that received *WIA* grants for two years (PYs 2004–05 and 2005–06), two asterisks (**) denote states that received *WIA* grants for three years (PYs 2003–04, 2004–05, and 2005–06), and three asterisks (***) denotes states that received *WIA* grants for four years (PYs 2002–2003, 2003–2004, 2004–2005, and 2005–2006).

It is interesting to note that of the 41 states that did not qualify for incentive grants during FY 2005–06, only three (Alabama, Michigan, and Minnesota) did not qualify because the states failed to meet solely their *Perkins III* performance levels.

In PY 2005–06, *Perkins III* funds available to the eligible states for incentive grants were \$6,449,389. No *WIA*, Title I, funds were allocated for incentive grants although states were still able to use their incentive funds to meet the purposes of *WIA* if their states elected to do so.

Table 10. States' Eligibility for Incentives Based on Exceeding State Performance Levels, by Program

States*	PY 2005–06 Exceeded State Performance Levels		
	WIA (Title I)	AEFLA (Adult Education)	Perkins III (Vocational Education)
Alabama	X	X	
Alaska			X
Arizona	X	X	X
Arkansas			X
California			X
Colorado		X	X
Connecticut		X	X
District of Columbia		X	X
Delaware	X	X	X
Florida	X		X
Georgia		X	X
Hawaii	X		X
Idaho		X	X
Illinois	X	X	X
Indiana		X	X
Iowa	X	X	X
Kansas		X	X
Kentucky	X		X
Louisiana		X	X
Maine			X
Maryland		X	X
Massachusetts	X	X	X
Michigan	X	X	
Minnesota	X	X	
Mississippi		X	X
Missouri	X	X	X
Montana		X	X

* The term "state" under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

Notes: An X indicates that the state achieved its overall performance levels for the individual program. Those states in bold type exceeded their overall performance levels in all three programs. Sec. 503 of the *Workforce Investment Act (WIA)* provides incentive grants to reward states for successful performance in implementing three federal workforce and education programs: *WIA* (Title I), *Perkins III*, and the *Adult Education and Family Literacy Act (AEFLA)*.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 10. (Continued)

States*	PY 2005–06 Exceeded State Performance Levels		
	WIA (Title I)	AEFLA (Adult Education)	Perkins III (Vocational Education)
Nebraska		X	X
Nevada			X
New Hampshire		X	
New Jersey	X		X
New Mexico			
New York		X	X
Oklahoma	X	X	X
Oregon	X	X	X
Pennsylvania			X
Puerto Rico			X
Rhode Island			X
South Carolina	X	X	X
South Dakota		X	
Tennessee	X	X	X
Texas	X		X
Utah			X
Vermont			X
Virginia	X	X	X
Washington	X		X
West Virginia		X	X
Wisconsin		X	X
Wyoming		X	X

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DATA QUALITY ISSUES

This section of the report documents ongoing weaknesses of states in reporting their *Perkins III* performance accountability data. Many of the issues addressed have been highlighted in prior reports to Congress, but merit further discussion and attention.

Sec. 122(c)(4)(B) of *Perkins III* requires a state to describe in its state plan how it will use funds allotted under *Perkins III* to “...ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students.” Nevertheless, the measures or tools many states use to assess high school students’ attainment of challenging state-established academic proficiencies as required by *Perkins III* cannot generate valid or reliable data on the extent to which career and technical education students master the same state academic standards as other students. Only three states are using their *NCLB* academic assessment instruments and these states do not necessarily hold their career and technical education students to the same “proficiency” level as required under *NCLB*. Approximately thirty percent (17 out of 54) of states measure the academic achievement of their career and technical education students using indirect and invalid measures, such as high school graduation, maintaining a C average, and completing a specific number of courses.

Moreover, much of the data collected by states continue to be of questionable value because the data are not valid or reliable, and create an accountability system that is unable to track improvements in performance over time. There are dramatic inconsistencies among states in how student populations are defined, which greatly limits the ability to make comparisons of student performance across states. Moreover, states vary widely in the way students are counted in their accountability systems and many states only count the students most likely to succeed, excluding students who are at greater risk of dropping out, such as part-time community college students. Poor data quality is a primary reason the *Perkins* program received an ineffective rating in the Program Assessment Rating Tool (PART) review process, which is used in part to inform budget decisions.

Other major issues continue to be the inability of most states to track students’ progress in postsecondary education and employment and the shortage of national or state assessments to measure students’ technical skill attainment. Both are important outcomes of participation in career and technical education.

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CONCLUSION

With the passage of the *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins IV*) in August 2006, the Department has an opportunity to address these data quality issues and to make significant changes to the Perkins accountability systems across the nation. Among the provisions in the *Perkins IV* that will help strengthen states' Perkins' accountability systems are the requirements that states use their high school assessments under *Elementary and Secondary Education Act (ESEA)*, as amended by *NCLB*, to measure career and technical education, students' academic attainment in reading/language arts and mathematics, and that states use, to the greatest extent possible, technical skill assessments, tied to industry-recognized standards, to measure students' attainment of technical skill competencies.

The Department is already taking steps to help states implement these and other provisions of the new *Perkins IV*, including issuing nonregulatory guidance on student definitions and measurement approaches, and implementing a technical skill assessment advisory group. This group will help the Department conduct an assessment of the existing national and state technical skill assessments and identify occupational areas where technical skill assessments need to be developed. Subsequent versions of this annual report will highlight the Department's progress in these and other efforts to help states optimize the return on investment of federal funds in career and technical education.

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APPENDIXES

Appendix A. Allocation of Title I Funds to Secondary and Postsecondary Career and Technical Education Under *Perkins III*, Corresponding to PY 2005–06

Not less than 85 percent of a state’s *Perkins III* Title I, allocation must be distributed to eligible recipients (e.g., local education agencies, institutions of higher education) (Sec. 112(a) (1) of *Perkins III*).

- Up to 10 percent of the 85 percent (or 8.5 percent of the total allocation) may be reserved for grants to eligible recipients in rural areas; areas with high percentages of career and technical education students; areas with high numbers of career and technical education students; and communities negatively impacted by changes made in the in-state distribution formula by the 1998 law (Sec. 112(c) of *Perkins III*).
- Each state determines the portion of the 85 percent of funds that will be reserved for secondary versus postsecondary education. These funds are distributed to eligible recipients using the formulas described in Secs. 131 (distribution of funds to secondary programs) and 132 (distribution of funds for postsecondary vocational and technical education programs) of *Perkins III*. If a state reserves less than 15 percent for either secondary or postsecondary education, however, it may distribute the funds to eligible recipients competitively or using another distribution method it devises (Sec. 133(a) of *Perkins III*).

Table A.1. Allocation of Perkins III, Title I, Funds, by States, Corresponding to PY 2005–06

States ^a	State Allocation	Amount Distributed to Local Recipients ^b	Total Secondary Amount (\$)	Secondary Percentage Share	Total Postsecondary Amount (\$)	Postsecondary Percentage Share
Alabama	\$19,991,327	17,422,687	11,498,974	66.00%	5,923,714	34.00%
Alaska	\$4,214,921	3,224,415	2,740,753	85.00%	483,662	15.00%
Arizona	\$24,414,621	18,927,818	15,824,898	83.61%	3,102,920	16.39%
Arkansas	\$12,539,958	10,824,279	8,118,209	75.00%	2,706,070	25.00%
California	\$128,752,910	109,618,410	46,039,732	42.00%	63,578,678	58.00%
Colorado	\$15,639,857	11,972,833	4,789,133	40.00%	7,183,700	60.00%
Connecticut	\$10,135,690	8,324,753	7,039,522	84.56%	1,285,231	15.44%
Delaware	\$4,808,404	3,749,461	3,124,551	83.33%	624,910	16.67%
District of Columbia	\$4,214,921	3,582,683	3,000,000	83.73%	582,683	16.27%
Florida	\$63,435,918	50,536,111	26,784,139	53.00%	23,751,972	47.00%
Georgia	\$36,586,606	29,225,634	13,843,722	47.37%	15,381,912	52.63%
Guam	\$500,000	NO REPORT	NO REPORT	NO REPORT	NO REPORT	NO REPORT
Hawaii	\$5,779,511	4,962,207	2,481,104	50.00%	2,481,103	50.00%
Idaho	\$6,792,111	5,804,391	3,772,854	65.00%	2,031,537	35.00%
Illinois	\$44,823,514	38,755,974	23,253,584	60.00%	15,502,390	40.00%
Indiana	\$25,916,214	23,348,473	14,844,959	63.58%	8,503,514	36.42%
Iowa	\$12,320,501	10,934,717	6,123,442	56.00%	4,811,275	44.00%
Kansas	\$11,504,307	10,002,714	5,001,357	50.00%	5,001,357	50.00%
Kentucky	\$18,133,250	15,650,177	7,668,587	49.00%	7,981,590	51.00%
Louisiana	\$21,534,373	18,772,231	10,512,449	56.00%	8,259,782	44.00%
Maine	\$5,779,511	4,465,987	2,232,994	50.00%	2,232,993	50.00%
Maryland	\$16,843,943	14,573,934	9,473,057	65.00%	5,100,877	35.00%
Massachusetts	\$18,419,302	15,979,553	11,089,083	69.39%	4,890,470	30.61%
Michigan	\$39,304,090	33,997,731	20,398,639	60.00%	13,599,092	40.00%
Minnesota	\$18,257,070	15,941,703	5,579,596	35.00%	10,362,107	65.00%
Mississippi	\$13,923,447	12,071,952	6,406,306	53.07%	5,665,645	46.93%
Missouri	\$23,774,909	18,484,582	12,939,207	70.00%	5,545,375	30.00%
Montana	\$5,457,128	4,219,908	2,742,940	65.00%	1,476,968	35.00%
Nebraska	\$7,138,285	5,834,733	3,500,840	60.00%	2,333,893	40.00%
Nevada	\$8,203,523	6,692,234	4,550,719	68.00%	2,141,515	32.00%

^a The term “state” under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

^b Excludes state administrative expenses, funds reserved for state leadership activities, and any funds a state may have reserved for distribution to eligible recipients under Sec. 112(c) of *Perkins III*.

^c Information from the Virgin Islands on the amount of funds that secondary and postsecondary eligible recipients receive and percentage share of funds allocated to each of them is not available as the Virgin Islands is funded by the Department through a consolidated grant under the authority of Public Law 95-134. The Virgin Islands has traditionally budgeted and expended more for its career and technical education programs than is allocated to them under *Perkins III*.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table A.1. (Continued)

States ^a	State Allocation	Amount Distributed to Local Recipients ^b	Total Secondary Amount (\$)	Secondary Percentage Share	Total Postsecondary Amount (\$)	Postsecondary Percentage Share
New Hampshire	\$5,779,511	4,714,096	3,747,707	79.50%	966,390	20.50%
New Jersey	\$24,715,756	18,920,608	10,406,334	55.00%	8,514,274	45.00%
New Mexico	\$9,263,582	7,135,936	3,567,968	50.00%	3,567,968	50.00%
New York	\$59,744,109	56,238,809	29,244,181	52.00%	26,994,628	48.00%
North Carolina	\$34,797,248	29,315,336	19,543,557	66.00%	9,771,779	34.00%
North Dakota	\$4,214,921	3,547,561	2,305,915	65.00%	1,241,646	35.00%
Ohio	\$45,570,129	39,588,084	32,341,789	82.00%	7,246,295	18.00%
Oklahoma	\$15,943,221	12,473,142	10,477,439	84.00%	1,995,703	16.00%
Oregon	\$14,267,348	12,373,010	6,186,505	50.00%	6,186,505	50.00%
Pennsylvania	\$45,576,290	39,562,329	27,693,630	70.00%	11,868,699	30.00%
Puerto Rico	\$18,977,363	16,377,139	14,411,882	88.00%	1,965,257	12.00%
Rhode Island	\$5,779,511	4,962,207	4,217,876	85.00%	744,331	15.00%
South Carolina	\$18,784,249	16,070,351	11,249,246	70.00%	4,821,105	30.00%
South Dakota	\$4,372,228	3,376,337	1,418,062	42.00%	1,958,275	58.00%
Tennessee	\$23,934,853	20,649,274	18,711,274	91.00%	1,938,000	9.00%
Texas	\$95,086,963	77,654,272	44,901,951	57.82%	32,752,321	42.18%
Utah	\$12,346,005	10,848,691	6,509,215	60.00%	4,339,476	40.00%
Vermont	\$4,214,921	3,547,561	2,838,049	80.00%	709,512	20.00%
Virgin Islands ^c	\$627,079	N/A	N/A	N/A	N/A	N/A
Virginia	\$25,807,260	22,474,849	19,103,622	85.00%	3,371,227	15.00%
Washington	\$22,629,487	17,322,250	7,621,790	44.00%	9,700,460	56.00%
West Virginia	\$8,428,617	7,164,324	5,007,325	70.00%	2,156,999	30.00%
Wisconsin	\$22,186,512	17,293,430	7,782,044	45.00%	9,511,386	55.00%
Wyoming	\$4,214,921	3,547,561	2,305,915	65.00%	1,241,646	35.00%
Total	\$1,156,402,206	973,059,442	586,968,626	63.94%	386,090,816	36.06%

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Appendix B. States' Definitions of "Concentrator"^a in Secondary and Postsecondary Career and Technical Education,^b PY 2005–06

Table B.1. Definitions of "Concentrator"^a in Career and Technical Education^b at the Secondary and Postsecondary Levels for PY 2005–06, by State

States ^c	Definitions of "Concentrator" in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Alabama	A student who enrolled in two units of credit within an occupational area in grades 9–12.	Locally determined by each local education agency.
Alaska	A student who has taken (i.e., may pass or fail) two or more vocational education courses within an approved sequence in one of the specific career areas as defined by the U.S. Department of Education.	A participant who is admitted into a certificate or degree program, has completed at least 12 vocational credit hours of the course or program of study toward a certificate or degree, or has completed all course work for an industry-recognized credential (not awarded by the postsecondary institution), as established by the postsecondary institution.
Arizona	A student who achieves two Carnegie units or credits in a single CTE program is a concentrator. The tech prep secondary student population is a subset of the vocational concentrator definition with the additional requirement that a grade of C or better is required within an articulated program. This use of the C grade will align the secondary and postsecondary definitions.	A student enrolled for postsecondary in a minimum of seven vocational credit hours in the same vocational area; and minimum of one state-designated course in English or math, technical or business English, technical math, integrated academic or occupational course, or demonstrated proficiency by assessment. The above must be obtained within the five previous years including the reporting period.
Arkansas	A student who enrolled in two units of credit within an occupational area in grades 9–12.	A student who declared a major in or who enrolled in a certificate, diploma, or occupational associate degree program.

^a A vocational concentrator is a student who enrolled in a threshold level of vocational education as defined in the state's *Perkins III* state plan.

^b Vocational and technical education is also called career and technical education (CTE). Sec. 3(29) of *Perkins III* defines vocational and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors; and 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, of an individual. Career and technical education is offered in middle schools, high schools, community and technical colleges, and other postsecondary institutions. Eight states have separate adult programs, and Table 3 summarizes data regarding postsecondary and adult enrollment.

^c The term "state" under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

Table B.1. (Continued)

States ^c	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
California	A secondary school student enrolled in the second and advanced level courses of a planned CTE program sequence.	Attainment of Academic Skills, Postsecondary (1P1) & Attainment of Vocational Skills, Postsecondary (1P2): A student enrolled in any vocational course designated as a course in the middle or end of a vocational program. Completion of Diploma or Credential, Postsecondary (2P1), Placement and Retention, Total Placement, Postsecondary (3P1), Placement and Retention, Retention, Postsecondary (3P2) & Completion of Nontraditional Programs, Postsecondary (4P2): A student who had successfully completed a minimum threshold of 12 or more credit units of related course work in a vocational or technical program area with one or more of those courses designated as being in the middle or end of a vocational program or received a certificate or degree in the cohort year.
Colorado	Locally determined by each local education agency.	There is no unique state definition of a vocational concentrator. The state has a definition of a “partial completer,” but these students are not counted in the measurement approaches. A partial completer is an individual who has demonstrated attainment of more than 50 percent of the completer requirements as identified in the program approval.
Connecticut	A student who completed at least two credits of a CTE sequence in a given career and technical education instructional program. This sequence should provide students with entry-level, job-related skills or the ability to continue in higher education, or both.	A student who completed at least two credits of a CTE sequence in a given career and technical education instructional program. This sequence should provide students with entry-level, job-related skills or the ability to continue in higher education, or both.
Delaware	A student enrolled in a career path of three or more vocational-technical courses. To achieve more consistency in data collection the definition was revised to read “a student enrolled in the third course of an approved career-technical pathway.”	A student enrolled in a career path of three or more vocational-technical courses. To achieve more consistency in data collection the definition was revised to read “a student enrolled in the third course of an approved career-technical pathway.”
District of Columbia	A student who completed at least two CTE courses.	A student who completed at least 50 percent of a CTE program.
Florida	A student who completes at least one occupational completion point within a vocational program. An occupational completion point is an exit point in a vocational program, which is linked to a labor market entry point.	Vocational concentrator postsecondary certificate: A student who completes at least one occupational completion point within a vocational program in the reporting year. An occupational completion point is an exit point in a vocational program, which is linked to a labor market entry point. Vocational concentrator postsecondary degree: A student who earned 11 or more credits toward the declared degree or certificate.

Table B.1. (Continued)

States ^c	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Georgia	<p>A student who earned four or more credits* in vocational education courses, of which three are in a concentrated career and technical prep (CTP) program of study. This definition parallels the state requirements for graduating with CTP or a dual diploma.</p> <p>*This considers variations in credit awards for courses, because of different scheduling systems at local school systems. The most standardized unit of counting student participation in vocational education programs of study is the Carnegie unit.</p>	<p>A student enrolled in a credit major who completed at least 12 hours (does not include specially admitted students).</p>
Guam	<p>A student who enrolled in a program or a sequence of courses identified in the Guam Community College (GCC), Guam Department of Education (GDOE) Memorandum of Agreement (MOA) and completed two years of course work in a program listed in the MOA.</p>	<p>A “declared” student pursuing a certificate or associate degree, or an individual accepted into the apprenticeship program, or both.</p>
Hawaii	<p>A grade 12 student who completed the requirements for his or her selected state-certified career and technical education program of study.</p>	<p>A student in a declared vocational program who completed at least 10 credits in his or her program.</p>
Idaho	<p>A student who completed three or more semesters of a professional-technical program sequence by the end of his or her junior year or who has completed all the courses (if less than three semesters) offered in an occupational area or who is enrolled in a state-approved professional-technical school or academy.</p>	<p>A student enrolled in state funded technical college professional-technical programs.</p>
Illinois	<p>A student who earned two Carnegie units of credit at the training level (typically grades 11 and 12) in a program area.</p>	<p>A student who earned 12 credit hours during an academic year, with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve his or her occupational skills.</p>

Table B.1. (Continued)

States ^c	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Indiana	A student who enrolled in a sequence of courses or instructional units that provides the academic and technical skills, knowledge, and proficiencies to prepare the individual for employment or further education, or both.	A student who enrolled in a sequence of courses or instructional units that provides the academic and technical skills, knowledge, and proficiencies to prepare the individual for employment or further education, or both.
Iowa	A student who has a combination of completed and presently enrolled vocational units totaling at least two vocational units (two years) in the vocational program being reported.	A student who has a combination of completed and presently enrolled vocational courses representing a full semester or quarter load in the vocational program being reported.
Kansas	A grade 11 or a grade 12 student who has taken three courses in the program sequence.	A student enrolled in a postsecondary institution that has completed 50 percent of an approved career and technical education program but has not received an associate degree or technical certificate.
Kentucky	A student who is enrolled in a technical education program and satisfactorily completes three courses in a sequence of courses for an occupation. The sequence must have industry-validated standards leading to an occupation or career major.	A full-time student who declared a technical education major and is enrolled in a sequence of courses. These courses must have industry-validated academic and technical content, as well as skill standards leading to an occupation or career in a one- or two-year program.
Louisiana	A student with a declared vocational-technical major in a certificate, or associate degree program and who successfully completed 12 credit hours within the declared major.	A student enrolled in a certificate, diploma, or associate degree vocational-technical program and who completed the equivalent of six credit hours in the designated certificate, diploma or associate degree program.
Maine	High school seniors reported as enrolled in an approved secondary vocational program at an area vocational center.	Students formally admitted (matriculated) into a certificate, diploma, or associate degree postsecondary technical education program offered with the approval of the Board of Trustees of the Maine Technical College System.

Table B.1. (Continued)

States ^c	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Maryland	A student who has enrolled in a course at the concentrator level for a CTE program. Concentrator courses were identified for every CTE program sequence in every local school system in Maryland.	A student who has enrolled in a course at the concentrator level for a CTE completer program. Concentrator courses were identified for every CTE program sequence in every local school system in Maryland.
Massachusetts	A student who is enrolled in a state-approved vocational-technical education program that also meets the <i>Perkins III</i> definition of vocational and technical education or is enrolled in a career and technical education program that meets the <i>Perkins III</i> definition of vocational and technical education.	A student who is enrolled in a state-approved vocational-technical education program that also meets the <i>Perkins III</i> definition of vocational and technical education or is enrolled in a career and technical education program that meets the <i>Perkins III</i> definition of vocational and technical education.
Michigan	A student who is enrolled in a state-approved career and technical education program and who has completed at least 60 percent of the required program course work.	An occupational student officially enrolled (as of the officially recognized federal count date) in an occupational program and who has earned at least 12 credits (excluding developmental course work) towards the completion of an award as of the beginning of the reporting year.
Minnesota	A student successfully enrolled in a single CTE program for more than 90 hours.	A student with a declared major in a <i>Perkins III</i> approved vocational-technical education program and who has completed 33 percent of the program requirements.
Mississippi	A student who completed the first year of a two-year program and has enrolled in the second year of the program.	A student who completed 50 percent or more vocational or technical classes within a program.
Missouri	A student who earns two or more units of CTE credit.	A student who completes a minimum of 500 clock hours or earns 75 percent of the total number of credit hours required to complete the degree. For a two-year Associate in Applied Science (A.A.S.) degree program, this may be 45 credit hours (75 percent) of a 60 credit-hour degree program.

Table B.1. (Continued)

States ^c	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Montana	A student who received at least three units of vocational course credit during a high school career. A unit of credit is two semesters of study. These credits may be earned in multiple vocational program areas.	A student who declares a vocational-technical program of study.
Nebraska	A student who completed a sequence of three or more CTE courses (or completed all of the courses offered in an area) during their high school attendance, which leads to entry-level occupations, apprenticeship, military, or postsecondary training and has achieved the 12th-grade level.	A student who during the program year, declared a vocational major, and has completed 20 or more semester (45 or more quarter) hours as reported to the Integrated Postsecondary Education Data System (IPEDS)
Nevada	A student enrolled in one or more terminal courses. (A terminal course is an occupational-specific course that is taken at the end of a sequential course of study.) Each school district has the responsibility of identifying the district’s terminal courses.	(For the 2003–04 reporting year) A first-time student enrolled in the fall of 1999 who declared a vocational major A.A.S. degree or certificate of achievement anytime between fall 1999 and summer 2003 and who was able to accumulate nine occupational credits between fall 1999 and summer 2003.
New Hampshire	A student who completed greater than 50 percent of the required sequence of instruction in his or her CTE program and is enrolled in the second half of the program as of Oct. 1 or March 1.	A student who finished his or her career and technical program of study and receives a degree.
New Jersey	A student who is enrolled in the final level course of an approved vocational-technical education program after successfully completing previous course work receiving at least a minimum passing grade.	A student who is matriculated in an A.A.S. or certain Associate in Science (A.S.) programs, or related credit-generating certificate programs, and who is enrolled in, or has successfully completed one college-level course and was enrolled full-time in the fiscal reporting year.
New Mexico	A student enrolled in an identified program or coherent sequence of courses or instructional units providing him or her with the academic and technical knowledge, skills and proficiencies to prepare for employment or advanced education, or both; and a student who has completed three or more career-technical courses in that sequence.	A student enrolled in an identified program or coherent sequence of courses or instructional units providing him or her with the academic and technical knowledge, skills and proficiencies to prepare for employment or advanced education, or both; and a student who has completed three or more career-technical courses in that sequence (secondary) or has completed eight postsecondary credit hours, and has declared a career-technical education major.

Table B.1. (Continued)

States ^c	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
New York	A student who attended school in the year in which the student is eligible to graduate and has passed a sequence of CTE courses that incorporate the career development and occupational studies standards of the state.	A first-time, full-time credit-bearing student of an entry cohort for the fall of a given year who attains at least 12 credits by June 30 of the reporting year.
North Carolina	A student who completes four vocational (career-technical education) credits in a career major and who graduates.	A student who is enrolled in a state-approved program leading to an applied science degree or certificate that has completed at least 75 percent of the course work.
North Dakota	A student enrolled in a sequence of two or more credits that provides the academic and technical knowledge, skills or proficiencies within a CTE program.	A student who enrolled in a sequence of courses or instructional units that provides an individual with the academic and technical knowledge, skill or proficiencies to prepare the individual for employment and further education.
Ohio	A student who is enrolled in the last class of a series of CTE classes within a program or is in the final class.	A student who declared a major in a technical program, began enrollment no earlier than winter of 1998, and accumulated 36 semester (54 quarter) hours as of spring in the reporting year.
Oklahoma	A student enrolled in an approved occupational program to gain the knowledge and skills for employment or to continue into postsecondary education or advanced training, or both.	A student enrolled in an approved occupational program to gain the knowledge and skills for employment or to continue postsecondary education or advanced training, or both.
Oregon	A student who accumulated at least two credits in an approved CTE during the four years of high school.	A student who completed more than half of a state-approved professional-technical education certificate or degree program.
Pennsylvania	A student who is enrolled in an approved CTE program.	A student who is enrolled in an approved CTE program.
Puerto Rico	A grade 12 student who participates in a specific vocational course for two to three consecutive years (grades 10, 11, and 12) or an adult participating in any particular adult program directed to complete an occupational field offered by a vocational public school or a community-based organization.	A student who graduated from high school or its equivalent (i.e., GED) who has been participating in a specific occupational or technical course for one to two or more consecutive years towards an occupational certificate or two years or more towards an A.A.S., or any particular adult program certificate offered by a vocational public school, at any of the four campuses of technological institute, tool and die school, or community-based organization.

Table B.1. (Continued)

States ^c	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Rhode Island	A student who enrolled in and completed at least two sequential, semester-long CTE courses in either a state recognized career and technical education program or a sequence of recognized courses.	A first-time, full-time matriculated CTE student enrolled in the school year commencing three years prior to the reporting year (postsecondary student), or a student who enrolled in a noncredit vocational training course or series of courses leading to a certificate (adult student).
South Carolina	A student who is assigned a Classification of Instructional Programs (CIP) code designating a specific CTE program.	A student who is assigned a CIP code designating a specific vocational program.
South Dakota	A student who earned two Carnegie units of credit within a program and is at least a junior in high school.	A student who earned two Carnegie units of credit within a program and has completed at least 50 percent of the school-approved program.
Tennessee	A student with three units (credits) in a focused, sequential vocational program of study (concentration) and one unit in a related vocational area or an additional credit in the sequence.	A student who is entering the second half of his or her program.
Texas	A student who demonstrates intent to achieve proficiency equivalent to at least 2.5 credits in a coherent sequence of courses for career and technology preparation and meets all academic requirements.	A student who declared a major course of study in a technical field and intends to receive a certificate or degree in that field.
Utah	A student who completes three semesters (1.5 credits) of training in the same CTE program area during grades 9–12.	A full-time student (initially registering as full-time) with a declared major in CTE certificates, or A.A.S., or approved Applied Technology Education A.S. degrees. A completer is a concentrator who graduates with a career and technical education certificate, or A.A.S., or approved Applied Technology A.S. degree. For postsecondary technical colleges, these are adults completing 60 or more hours in preparatory programs.
Vermont	A student who completed instruction in all of a program’s competencies and workplace skills or has attended one technical education program (other than prevocational) for at least 80 minutes per day for two years (or its equivalent).	A student who declared a career major- and enrolled in a two-year vocational education degree or certificate program offered through a postsecondary institution and who is taking courses that meet the requirements of that program.

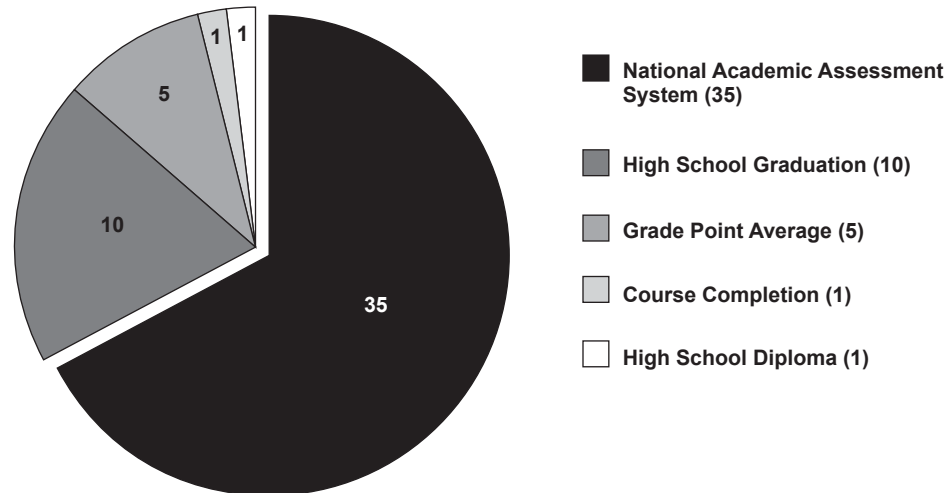
Table B.1. (Continued)

States ^c	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Virgin Islands	A student who is involved in a CTE program and is working toward achieving a certificate in a specific field of concentration.	A student who is involved in a career program and working toward achieving a certificate in a specific field of concentration.
Virginia	A student who completes a coherent sequence of courses in a specific program area.	A student who completes 50 percent of a coherent sequence of courses in a specific program area.
Washington	A student who enrolled in more than one vocational course within a single program area but has not yet completed the instructional program.	Locally determined by each local education agency.
West Virginia	A student who has completed at least four units of credit in a vocational concentration.	A student who enrolls and declares as an academic major a program leading to a certificate (one year) or an associate degree in a career-technical program.
Wisconsin	A student enrolled in a minimum of one vocational course during the reporting year, which is part of a coherent sequence of three or more courses leading to the student's vocational career objective.	A student who is accepted into a program for the first time and is enrolled full-time (took 24 or more credits in programs of one or more years in length or was accepted into a short-term [less than one-year] program). First time means that a student has not been enrolled in a program for the past 10 years (student records are not maintained at the state level for more than 10 years). A cohort of these students is created each year and followed for three years for outcomes; students remain in their cohort even if they take less than 24 credits during the second or third year that their cohort is followed.
Wyoming	A student who takes three or more semester courses in a vocational program, including those who may be currently enrolled in their third course.	A student who takes six or more semester courses in a vocational program, including those who may be currently enrolled in their sixth course.

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Appendix C. States' Measurement Approaches for *Perkins III* Secondary and Postsecondary Academic Skills and Vocational Skills Attainment

Figure 10. Measurement Approaches Used by States* for Secondary Academic Skills Attainment

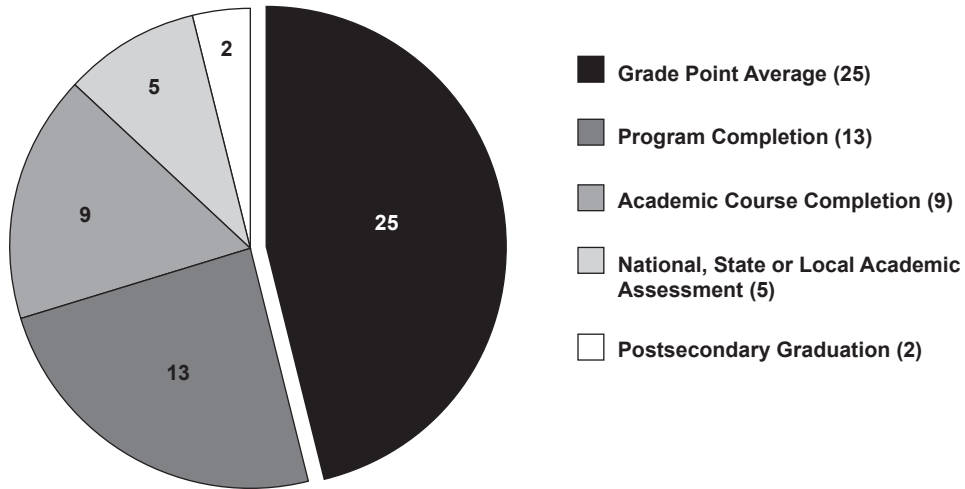


* The term "state" under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

Note: States add up to 52. Puerto Rico and Virgin Islands did not submit any measurement approaches for PY 2005–06.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

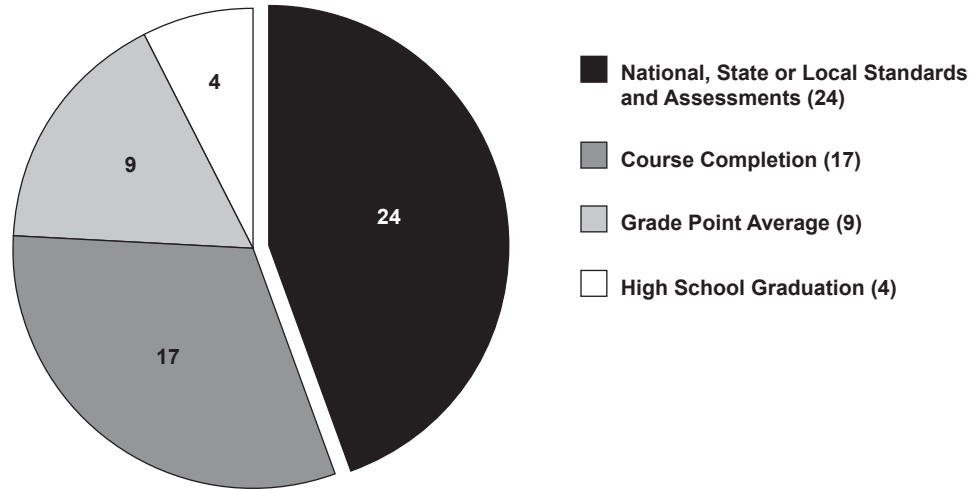
Figure 11. Measurement Approaches Used by States* for Postsecondary Academic Skills Attainment



* The term "state" under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

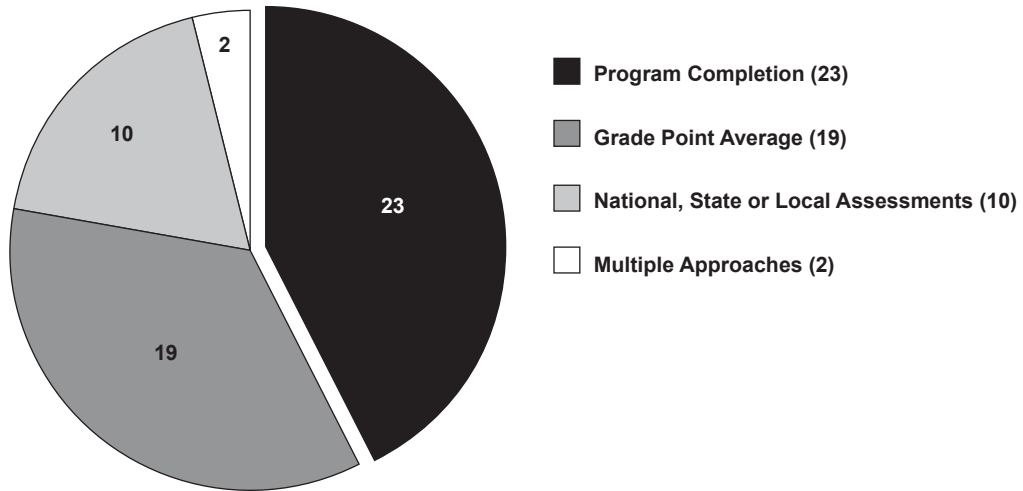
Figure 12. Measurement Approaches Used by States* for Secondary Vocational Skills Attainment



* The term "state" under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Figure 13. Measurement Approaches Used by States* for Postsecondary Vocational Skills Attainment



* The term "state" under Sec. 3(24) of *Perkins III* 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 Virgin Islands and Guam.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Appendix D. Individual State Data Profiles, PY 2005–06

Appendix D provides state profiles containing performance data submitted by the states²³ to the Department for PY 2005–06 for students identified by each state as concentrators at the secondary and postsecondary levels. State profiles are also provided for the adult level based on data submitted by eight states that include—California, Florida, Louisiana, Ohio, Oklahoma, Pennsylvania, Rhode Island, and Utah. Each state provided measurement approaches and measurement definitions for each sub-indicator. The targets and results data are reported for each state by each sub-indicator. The results data are disaggregated for each state by: (1) gender; (2) ethnicity; (3) special populations, as that term is defined in the Glossary of Terms section of this report; and (4) tech prep.

Additionally, the appendix uses the following terms which require the following clarifications:

- **Completer**

The meaning of the term “completer” is a student who attained the academic and technical knowledge, skills, or proficiencies within a program, sequence of courses, or instructional units that provides an individual with the academic and technical knowledge, skills, or proficiencies to prepare the individual for employment, further education, or both as defined in the state’s *Perkins III* state plan (Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 [OMB Number 1830-0503, p.4]).

- **Concentrator**

The meaning of the term “concentrator” is defined by each state as included in Appendix B, regarding the definitions of “concentrator” in career and technical education,²⁴ of this report.

²³ The Virgin Islands Department of Education did not submit student performance data for PY 2005–06 to the Office of Vocational and Adult Education, Division of Career and Technical Education.

²⁴ Vocational and technical education is also called career and technical education (CTE). Sec. 3(29) of *Perkins III* defines vocational and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors; and 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, of an individual. Career and technical education is offered in middle schools, high schools, community and technical colleges, and other postsecondary institutions. Eight states have separate adult programs, and Table 3 summarizes data regarding postsecondary and adult enrollment.

ALABAMA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	High School Graduation	National and State Standards, and Local Assessment	High School Graduation	National and State Standards, and State-Approved Local Assessment Systems	Surveys or Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of grade 12 concentrators who took the high school graduation exam and passed all parts.	Percentage of grade 12 concentrators with a recorded skill proficiency rating whose proficiency is equal to or greater than the state average of 72.94 percent.	Percentage of grade 12 concentrators receiving diplomas (excluding special education diplomas).	Percentage of grade 12 concentrators who receive a career profile that graduate with a diploma or equivalent.	Percentage of grade 12 program completers surveyed who were placed in postsecondary, advanced training, employment, the military, or a combination of the above within 12 months (excluding unemployed by choice and unknown).	Percentage of nontraditional participants completing nontraditional programs.	Percentage of nontraditional completers of nontraditional programs.
2005–06 Targets	91.49%	>95.00%	83.57%	NP	93.52%	15.38%	<10.00%
2005–06 Results	81.01%	89.62%	79.59%	NP	91.95%	17.39%	11.56%
Gender							
Male	77.90%	88.05%	76.21%	NP	92.76%	<10.00%	<10.00%
Female	84.99%	91.79%	83.94%	NP	91.10%	38.91%	24.95%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	85.71%	>95.00%	75.00%	NP	>95.00%	20.69%	NP
Asian	85.32%	92.82%	81.44%	NP	86.52%	21.53%	13.21%
Black	73.18%	85.00%	71.57%	NP	89.76%	17.99%	13.28%
Hispanic	73.10%	92.16%	72.73%	NP	93.75%	13.23%	<10.00%
White	85.63%	92.03%	84.38%	NP	92.97%	17.07%	10.88%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	20.18%	79.08%	18.67%	NP	87.96%	11.59%	<10.00%
Economically Disadvantaged	72.49%	86.46%	70.56%	NP	87.72%	17.89%	11.87%
Single Parents	75.93%	84.05%	74.09%	NP	80.91%	22.05%	10.51%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	63.68%	83.13%	62.63%	NP	85.76%	15.90%	<10.00%
Limited English Proficiency	55.74%	90.32%	53.97%	NP	90.00%	10.04%	<10.00%
Nontraditional	84.14%	91.86%	82.41%	NP	90.34%	>95.00%	>95.00%
Tech Prep							
Tech Prep	82.60%	88.14%	80.80%	NP	91.71%	10.41%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

ALABAMA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE GPA	State and Local Administrative Data	Surveys and Placement Records	Administrative Record Exchange	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE students attaining a GPA of 2.0 or greater in academic course work.	Percentage of CTE students attaining a GPA of 2.0 or greater in CTE course work.	Percentage of entering new freshmen CTE students who completed 15 or more credit hours of CTE course work during their first year, and completed graduation requirements within four years.	Percentage of completers whose status of employment, education, or both are known and who are employed.	Percentage of previous-year completers employed in both the first and third full quarters following completion.	Percentage of students enrolled in CTE programs identified as nontraditional for either gender for which the primary area of employment preparation is nontraditional for their gender.	Percentage of CTE completers of programs identified as nontraditional for either gender, for which the primary area of employment preparation is nontraditional for their gender.
2005–06 Targets	61.87%	78.65%	48.56%	84.86%	90.73%	<10.00%	<10.00%
2005–06 Results	71.10%	72.22%	41.92%	75.21%	89.83%	10.90%	11.47%
Gender							
Male	70.36%	76.14%	41.80%	67.38%	87.30%	12.22%	13.27%
Female	71.39%	69.75%	42.03%	79.60%	91.21%	<10.00%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	76.02%	74.31%	60.87%	73.33%	NP	13.10%	<10.00%
Asian	75.42%	78.93%	36.36%	68.00%	NP	13.39%	<10.00%
Black	62.49%	61.61%	35.41%	65.01%	NP	10.14%	<10.00%
Hispanic	74.09%	79.65%	93.33%	78.43%	NP	13.67%	<10.00%
White	<10.00%	79.22%	44.97%	78.66%	NP	11.03%	<10.00%
Other	69.11%	48.29%	30.43%	78.46%	89.09%	12.56%	73.33%
Special Population							
Individuals With Disabilities	62.50%	69.57%	56.25%	75.38%	81.25%	12.12%	18.18%
Economically Disadvantaged	70.34%	74.93%	43.56%	77.12%	92.68%	12.15%	<10.00%
Single Parents	72.92%	NP	NP	89.66%	85.71%	<10.00%	<10.00%
Displaced Homemakers	89.36%	69.86%	>95.00%	54.39%	90.00%	14.61%	<10.00%
Other Educational Barriers	69.61%	65.71%	40.74%	72.75%	74.31%	11.19%	<10.00%
Limited English Proficiency	81.82%	26.47%	NP	80.63%	>95.00%	16.67%	<10.00%
Nontraditional	71.73%	72.34%	39.85%	76.92%	84.03%	43.72%	19.10%
Tech Prep							
Tech Prep	71.10%	72.22%	41.92%	75.21%	90.53%	10.90%	11.47%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

ALASKA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Course Completion	CTE Course Completion	State and Local Data	NP	Surveys and Placement Records, and Administrative Record Exchanges	Matching Records	State and Local Data
Measurement Definitions	Percentage of CTE concentrators who earned four units of credit in language arts and two units of credit in math and who left secondary education in the reporting year.	Percentage of concentrators who met established CTE skill standards, as evidenced by earning credit for courses that address those standards, and have left secondary education in the reporting year.	Percentage of concentrators who attained a high school diploma.	NP	Percentage leaving secondary school in the reporting year who were at least enrolled in their third year of high school, and who were placed in postsecondary education, advanced training, employment, military service, or a combination of the above within six to 12 months.	Percentage of participants from the underrepresented gender group in a nontraditional secondary program in the reporting year.	Percentage of participants in underrepresented gender groups who complete a nontraditional program in the reporting year.
2005–06 Targets	79.20%	71.70%	84.21%	NP	78.39%	34.05%	28.14%
2005–06 Results	87.83%	94.37%	85.60%	NP	81.09%	35.04%	29.13%
Gender							
Male	87.74%	>95.00%	85.47%	NP	80.55%	41.64%	26.47%
Female	87.97%	93.33%	85.77%	NP	81.98%	25.73%	33.61%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	79.74%	93.08%	76.77%	NP	75.37%	38.41%	40.95%
Asian	88.60%	>95.00%	82.90%	NP	83.08%	37.59%	35.00%
Black	87.32%	92.96%	81.69%	NP	70.45%	40.29%	23.64%
Hispanic	89.76%	>95.00%	86.75%	NP	78.64%	31.95%	17.46%
White	90.89%	94.27%	89.71%	NP	83.65%	33.59%	24.31%
Other	73.44%	90.63%	68.75%	NP	71.05%	35.64%	27.78%
Special Population							
Individuals With Disabilities	88.43%	93.39%	76.45%	NP	72.02%	37.00%	30.15%
Economically Disadvantaged	83.81%	92.62%	78.28%	NP	77.91%	36.28%	32.64%
Single Parents	53.85%	>95.00%	84.62%	NP	76.92%	25.00%	>95.00%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	30.29%	87.98%	27.88%	NP	62.76%	40.73%	20.57%
Limited English Proficiency	79.81%	93.43%	71.29%	NP	75.49%	37.87%	40.14%
Nontraditional	87.71%	94.53%	84.55%	NP	81.65%	35.04%	29.13%
Tech Prep							
Tech Prep	89.74%	>95.00%	89.46%	NP	83.04%	43.92%	21.99%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

ALASKA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Course Completion	CTE Course	State and Local Data	Administrative Record Exchange	Administrative Record Exchange	State and Local Data	State and Local Data
Measurement Definitions	Percentage of concentrators who have documented completion of reading, writing, and math requirements (including requirements where the reading, writing and math are embedded in the course) and have stopped program participation in the reporting year.	Percentage of concentrators who have met the program-defined and industry-validated CTE skill standards and assessment benchmarks set at the local level and have stopped program participation in the reporting year.	Percentage of concentrators who received a credential, certificate, or associate degree in the reporting year.	Percentage of completers from the previous reporting year placed in further postsecondary education, advanced training, employment, military service, or a combination of the above, within six months of leaving postsecondary school.	Percentage of completers from the previous reporting year placed in postsecondary education, advanced training, employment, military service or a combination of the above within the first six months following exit and who are employed, in the military or in postsecondary education within the following six months.	Percentage of participants from the underrepresented gender group in a nontraditional postsecondary program in the reporting year.	Percentage of participants from the underrepresented gender group who completed nontraditional postsecondary programs in the reporting year.
2005–06 Targets	42.58%	25.03%	20.87%	82.73%	83.77%	37.22%	24.67%
2005–06 Results	64.20%	26.18%	25.03%	83.18%	80.78%	36.90%	24.67%
Gender							
Male	63.17%	29.15%	28.06%	83.39%	80.62%	50.31%	31.33%
Female	64.98%	23.93%	22.73%	86.58%	84.39%	25.49%	18.50%
Unknown Gender	NP	NP	NP	19.71%	17.79%	NP	NP
Ethnicity							
American Indian	57.76%	28.74%	24.40%	85.07%	81.91%	32.96%	21.61%
Asian	70.53%	21.94%	20.38%	84.89%	83.60%	38.96%	17.86%
Black	67.11%	16.23%	19.30%	85.88%	83.59%	43.32%	16.67%
Hispanic	71.89%	24.10%	24.50%	78.91%	76.95%	41.44%	26.92%
White	66.00%	26.40%	26.46%	86.68%	84.69%	37.35%	26.67%
Other	53.03%	27.95%	21.04%	63.71%	58.47%	36.82%	20.00%
Special Population							
Individuals With Disabilities	61.67%	41.67%	35.00%	82.28%	79.75%	45.54%	75.00%
Economically Disadvantaged	58.64%	22.47%	18.31%	82.14%	79.54%	34.68%	52.48%
Single Parents	57.26%	27.78%	24.36%	84.23%	80.18%	24.77%	37.04%
Displaced Homemakers	63.24%	38.24%	39.71%	77.78%	69.84%	27.16%	42.86%
Other Educational Barriers	51.02%	18.37%	14.29%	84.38%	75.00%	33.33%	50.00%
Limited English Proficiency	56.00%	40.00%	36.00%	>95.00%	>95.00%	11.11%	<10.00%
Nontraditional	63.09%	19.20%	13.94%	84.96%	82.84%	36.90%	24.67%
Tech Prep							
Tech Prep	45.45%	<10.00%	<10.00%	87.80%	87.80%	45.65%	NP

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

ARIZONA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	CTE Course Completion	State and Local Administered Data	NP	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of program concentrators who leave secondary education in the reporting year that meet or exceed all the reading, writing, and math state standards as assessed by the Arizona Instrument to Measure Standards (AIMS) test.	Percentage of program concentrators who leave secondary education in the reporting year that pass a state-adopted proficiency assessment or, in the absence of such an assessment, have documented attainment of at least 80 percent of the occupational Level III programs. [Level III refers to grade 11 and grade 12 students in the CTE program.]	Percentage of program concentrators who receive a secondary school diploma in the reporting year and leave school.	NP	Percentage of CTE students completing a program who graduated in the previous year and were placed in postsecondary education, advanced training, military service, employment, or a combination of the above in the reporting year.	Percentage of nontraditional male and nontraditional female students enrolled in nontraditional Level III CTE courses in the reporting year.	Percentage of nontraditional program concentrators who leave secondary education in the reporting year who pass a state-adopted proficiency assessment or, in the absence of such an assessment, have documented attainment of at least 80 percent of the occupational Level III programs.
2005–06 Targets	76.17%	59.90%	>95.00%	NP	68.71%	20.81%	23.81%
2005–06 Results	92.61%	69.79%	>95.00%	NP	68.95%	23.80%	23.16%
Gender							
Male	90.89%	69.47%	>95.00%	NP	67.52%	<10.00%	<10.00%
Female	94.50%	70.15%	>95.00%	NP	70.52%	50.37%	41.95%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	85.11%	58.31%	94.13%	NP	56.79%	28.01%	26.42%
Asian	94.89%	77.39%	>95.00%	NP	78.21%	29.27%	21.03%
Black	91.82%	67.17%	>95.00%	NP	66.97%	23.32%	26.25%
Hispanic	90.12%	68.63%	>95.00%	NP	65.93%	20.56%	22.73%
White	>95.00%	72.07%	>95.00%	NP	69.97%	24.94%	22.86%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	62.61%	68.08%	>95.00%	NP	60.29%	14.16%	13.21%
Economically Disadvantaged	>95.00%	88.19%	>95.00%	NP	57.74%	16.76%	15.46%
Single Parents	68.75%	85.00%	90.00%	NP	75.00%	32.65%	<10.00%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	89.33%	67.33%	>95.00%	NP	61.84%	14.56%	19.51%
Limited English Proficiency	85.60%	74.90%	>95.00%	NP	61.25%	16.58%	21.10%
Nontraditional	>95.00%	70.66%	>95.00%	NP	68.97%	NP	NP
Tech Prep							
Tech Prep	93.17%	71.73%	>95.00%	NP	69.36%	23.20%	22.91%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

ARIZONA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA and Program Completion	Overall GPA and Program Completion	State and Local Administrative Data	Surveys and Placement Records	Administrative Record Exchange	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE program adult learners who (1) achieve the state defined threshold level of course taking, (2) attain a grade of C or better in all state designated academic courses, and (3) have stopped program participation in the reporting year.	Percentage of CTE program adult learners who (1) achieve the state-defined threshold level of course taking, (2) have met program-defined and industry-validated occupational skills standards in all occupational courses with a grade of C or better, and (3) have left the postsecondary program in the reporting year.	Percentage of CTE program adult learners who (1) earned 18 credits within a program cluster, (2) receive a postsecondary degree, certificate, or credential, and (3) have left the postsecondary program in the reporting year.	Percentage of CTE program adult learners who (1) completed a program in the previous reporting year, and (2) were placed in further postsecondary education, advanced training, employment, or military service within three months after stopping participation in the program.	Percentage of CTE program adult learners who (1) completed a program in the previous reporting year, (2) were placed in further postsecondary education, advanced training, employment, or military service within three months after stopping participation in the program, and (3) remained in that placement for an additional six months.	Percentage of males in female-dominated occupations and number of females in male-dominated occupations participating in nontraditional programs in the reporting year.	Percentage of males in female-dominated occupations and number of females in male-dominated occupations completing nontraditional programs in the reporting year.
2005–06 Targets	90.29%	92.50%	34.03%	39.95%	77.50%	21.56%	19.43%
2005–06 Results	82.33%	84.82%	51.64%	60.21%	80.46%	24.21%	23.40%
Gender							
Male	81.70%	84.33%	51.74%	63.13%	81.53%	20.42%	23.97%
Female	82.92%	85.21%	51.59%	58.22%	79.57%	27.64%	22.83%
Unknown Gender	63.27%	81.63%	44.90%	47.37%	88.89%	NP	NP
Ethnicity							
American Indian	71.06%	78.65%	46.99%	60.32%	85.00%	26.46%	22.98%
Asian	87.34%	86.68%	52.62%	56.22%	80.53%	26.26%	27.80%
Black	56.43%	84.87%	50.17%	56.94%	75.12%	24.79%	26.63%
Hispanic	79.18%	77.75%	53.05%	61.52%	80.45%	22.96%	22.45%
White	78.62%	88.02%	51.14%	60.70%	<10.00%	23.91%	23.25%
Other	81.09%	83.40%	54.29%	54.07%	79.45%	26.89%	26.02%
Special Population							
Individuals With Disabilities	76.17%	81.82%	52.33%	40.13%	84.13%	29.52%	34.94%
Economically Disadvantaged	77.79%	80.64%	48.10%	55.22%	81.36%	24.38%	22.44%
Single Parents	77.12%	77.78%	60.78%	68.63%	81.90%	28.27%	23.23%
Displaced Homemakers	70.83%	75.00%	45.83%	60.00%	83.33%	14.08%	12.50%
Other Educational Barriers	78.93%	76.17%	68.34%	50.75%	79.24%	30.91%	28.65%
Limited English Proficiency	81.64%	67.64%	60.36%	58.13%	76.27%	19.71%	18.75%
Nontraditional	84.41%	88.16%	90.28%	63.93%	80.12%	49.49%	61.85%
Tech Prep							
Tech Prep	81.35%	80.47%	49.47%	54.03%	81.82%	23.64%	24.50%

Notes:
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ARKANSAS

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	National Academic Assessment	National and State Standards, and Assessment	State and Local Administrative Data	NP	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of tested concentrators who scored proficient or advanced on the assessment and left secondary education during the reporting year.	Percentage of tested concentrators who scored above 50 percent on the assessment and left secondary education during the reporting year.	Percentage of concentrators who graduated.	NP	Percentage of graduates completing a program of study who were employed, enrolled in further education, in the military, or a combination of the above six months after graduation.	Percentage of nontraditional gender participants in programs leading to nontraditional training and employment.	Percentage of nontraditional gender completers of programs leading to nontraditional training and employment.
2005–06 Targets	40.89%	77.95%	90.53%	NP	93.88%	32.63%	24.61%
2005–06 Results	40.64%	88.55%	91.37%	NP	94.66%	32.82%	26.06%
Gender							
Male	40.43%	85.53%	90.67%	NP	>95.00%	47.16%	32.49%
Female	40.82%	90.71%	91.95%	NP	93.44%	17.35%	17.80%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	37.93%	87.18%	91.84%	NP	88.89%	34.16%	39.29%
Asian	46.90%	90.91%	92.31%	NP	>95.00%	34.74%	32.26%
Black	16.06%	78.79%	89.83%	NP	91.12%	33.04%	26.39%
Hispanic	30.87%	76.39%	90.49%	NP	91.79%	28.81%	21.36%
White	49.10%	92.57%	91.92%	NP	>95.00%	32.93%	26.02%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	<10.00%	65.70%	88.83%	NP	88.13%	31.03%	18.03%
Economically Disadvantaged	26.90%	91.81%	89.03%	NP	91.11%	31.40%	23.24%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	25.76%	84.03%	81.15%	NP	92.13%	31.89%	11.76%
Limited English Proficiency	15.58%	58.33%	91.91%	NP	88.00%	35.83%	12.50%
Nontraditional	49.39%	90.54%	92.98%	NP	>95.00%	32.82%	26.06%
Tech Prep							
Tech Prep	42.42%	90.00%	>95.00%	NP	94.88%	29.96%	25.55%

Notes:
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ARKANSAS

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE GPA	State and Local Administrative Data	Surveys and Placement Records	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE students with a GPA of 2.0 or greater in academic work.	Percentage of CTE students with a GPA of 2.5 or greater in CTE work.	Percentage of potential completers who completed a program.	Percentage of completers who were placed in employment.	Percentage of placements in employment who were retained.	Percentage of nontraditional enrollees in nontraditional programs.	Percentage of nontraditional completers of nontraditional programs.
2005–06 Targets	74.05%	70.20%	74.18%	91.74%	94.89%	18.77%	14.76%
2005–06 Results	72.09%	67.91%	71.55%	>95.00%	>95.00%	20.02%	16.05%
Gender							
Male	67.64%	66.19%	78.67%	>95.00%	91.12%	34.03%	18.65%
Female	74.19%	69.04%	66.10%	92.88%	>95.00%	<10.00%	12.03%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	66.34%	72.90%	72.50%	90.32%	>95.00%	25.29%	16.67%
Asian	70.97%	72.77%	77.42%	>95.00%	>95.00%	19.17%	14.29%
Black	60.72%	54.39%	64.57%	>95.00%	>95.00%	17.50%	11.24%
Hispanic	69.55%	67.83%	67.08%	>95.00%	90.38%	22.61%	14.49%
White	75.59%	71.76%	73.33%	>95.00%	94.76%	20.54%	17.13%
Other	80.45%	66.00%	78.95%	>95.00%	>95.00%	22.42%	18.18%
Special Population							
Individuals With Disabilities	66.04%	64.29%	47.23%	88.89%	>95.00%	25.28%	24.56%
Economically Disadvantaged	70.60%	65.11%	78.39%	93.64%	86.78%	18.23%	18.08%
Single Parents	65.68%	59.84%	74.13%	>95.00%	73.10%	13.63%	13.46%
Displaced Homemakers	61.54%	63.86%	82.61%	>95.00%	85.71%	21.70%	22.22%
Other Educational Barriers	80.91%	72.04%	80.47%	63.33%	73.08%	17.57%	14.43%
Limited English Proficiency	65.60%	68.00%	68.18%	>95.00%	71.43%	12.99%	12.00%
Nontraditional	71.17%	66.25%	73.70%	>95.00%	90.95%	20.02%	16.05%
Tech Prep							
Tech Prep	66.01%	62.50%	58.66%	>95.00%	83.33%	13.89%	10.71%

Notes:
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CALIFORNIA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	High School Graduation and Program Completion	Program Completion	State and Local Data	NP	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of grade 12 CTE program completers receiving a high school diploma.	Percentage of secondary students completing a vocational skills program.	Percentage of grade 12 CTE program completers earning a high school diploma.	NP	Percentage of grade 12 students completing a CTE program placed in military, advanced education, training, employment, or a combination of the above.	Percentage of secondary school male and female students participating in programs determined to be nontraditional to their gender.	Percentage of secondary school male and female students completing programs determined to be nontraditional to their gender.
2005–06 Targets	85.35%	47.84%	85.35%	NP	78.21%	39.97%	50.36%
2005–06 Results	81.67%	52.63%	81.67%	NP	89.02%	49.49%	54.23%
Gender							
Male	81.53%	52.04%	81.53%	NP	89.08%	51.84%	53.33%
Female	81.85%	53.34%	81.85%	NP	88.94%	46.61%	55.45%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	85.97%	46.85%	85.97%	NP	87.43%	52.70%	46.35%
Asian	86.59%	54.48%	92.45%	NP	92.21%	49.10%	53.39%
Black	77.41%	47.86%	77.41%	NP	85.51%	47.57%	49.80%
Hispanic	77.27%	53.43%	77.27%	NP	86.32%	51.20%	55.35%
White	88.10%	51.99%	87.70%	NP	92.35%	48.83%	52.78%
Other	74.30%	67.05%	74.30%	NP	87.73%	50.25%	66.86%
Special Population							
Individuals With Disabilities	80.34%	41.33%	80.34%	NP	84.09%	48.34%	42.42%
Economically Disadvantaged	82.94%	41.01%	82.94%	NP	89.65%	44.91%	41.98%
Single Parents	76.16%	57.82%	76.16%	NP	81.09%	55.76%	53.95%
Displaced Homemakers	93.10%	60.22%	93.10%	NP	86.96%	40.86%	61.40%
Other Educational Barriers	77.78%	34.55%	77.78%	NP	83.81%	54.78%	41.13%
Limited English Proficiency	86.25%	39.86%	86.25%	NP	89.41%	43.15%	39.38%
Nontraditional	78.79%	54.23%	78.79%	NP	88.63%	>95.00%	54.23%
Tech Prep							
Tech Prep	82.41%	51.28%	82.41%	NP	87.48%	50.35%	56.96%

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

CALIFORNIA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	Academic GPA	State and Local Data	Administrative Record Exchange	Administrative Record Exchange	State and Local Data	State and Local Data
Measurement Definitions	Percentage of students enrolled in Sequence Alignment Modeling (SAM), A through C coded courses who earned a GPA of 2.0 or greater in those SAM, A through C coded courses.	Percentage of students enrolled in SAM, A through C coded courses who earned a GPA of 2.0 or greater in those SAM, A through C coded courses.	Percentage of concentrators earning a certificate, degree, or transferring to a four-year university.	Percentage of concentrators found in unemployment insurance covered employment in any quarter in the year following the cohort year or a four-year university.	Percentage of concentrators found in unemployment insurance covered employment for three of the four quarters in the year following the cohort year and not at a four-year university.	Percentage of student participants determined as nontraditional gender enrolled in SAM, A through D coded courses identified with a nontraditional Taxonomy of Program* code. *[The Taxonomy of Programs is a system of numerical codes used to collect and report information on programs and courses in different colleges throughout the state having similar outcomes.]	Percentage of nontraditional concentrators in nontraditional programs earning a certificate or degree, or transferring to a four-year university.
2005–06 Targets	80.47%	84.02%	73.00%	82.07%	83.48%	35.31%	23.25%
2005–06 Results	83.69%	83.69%	73.73%	81.76%	81.73%	37.53%	25.79%
Gender							
Male	82.14%	82.14%	68.34%	83.48%	81.73%	15.91%	10.62%
Female	85.09%	85.09%	77.96%	80.40%	81.74%	62.80%	38.66%
Unknown Gender	83.73%	83.73%	67.53%	83.64%	81.02%	NP	NP
Ethnicity							
American Indian	80.10%	80.10%	69.80%	79.74%	76.29%	38.70%	30.30%
Asian	86.81%	86.81%	78.68%	79.84%	82.43%	40.61%	29.04%
Black	73.78%	73.78%	73.41%	76.74%	78.76%	42.63%	27.16%
Hispanic	79.83%	79.83%	70.86%	84.38%	82.65%	37.40%	25.76%
White	86.84%	86.84%	74.65%	81.57%	81.52%	35.62%	24.32%
Other	85.14%	85.14%	68.96%	82.93%	82.06%	32.56%	24.14%
Special Population							
Individuals With Disabilities	79.37%	79.37%	83.35%	66.09%	72.55%	45.87%	31.00%
Economically Disadvantaged	79.96%	79.96%	76.99%	80.06%	78.48%	43.46%	27.09%
Single Parents	81.14%	81.14%	76.66%	80.48%	80.28%	47.16%	26.92%
Displaced Homemakers	83.53%	83.53%	73.90%	72.98%	77.40%	45.04%	26.50%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	87.18%	87.18%	79.14%	73.84%	79.49%	45.61%	32.13%
Nontraditional	82.57%	82.57%	79.39%	81.51%	82.50%	>95.00%	>95.00%
Tech Prep							
Tech Prep	82.48%	82.48%	83.68%	81.27%	81.19%	36.06%	23.25%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

CALIFORNIA

Adult

Sub-indicators	Academic Skills	Vocational Skills	Degrees or Credentials	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	Program Completion	Program Completion	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of adult CTE program completers.	Percentage of adult CTE program completers.	Percentage of adult CTE program completers.	Percentage of adult CTE program completers.	Percentage of adult CTE program completers placed in military, advanced education and training, or employment.	Percentage of adult males and females participating in nontraditional programs determined to be nontraditional to their gender.	Percentage of adult males and females who complete programs determined to be nontraditional to their gender.
2005–06 Targets	54.77%	54.77%	54.77%	44.47%	NP	47.02%	59.58%
2005–06 Results	56.19%	56.19%	56.19%	84.10%	NP	63.42%	57.46%
Gender							
Male	51.98%	51.98%	51.98%	84.33%	NP	62.77%	54.19%
Female	59.00%	59.00%	59.00%	83.97%	NP	63.85%	59.60%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	53.53%	53.53%	53.53%	79.70%	NP	60.92%	55.44%
Asian	62.56%	62.56%	62.56%	83.35%	NP	65.45%	62.69%
Black	49.02%	49.02%	49.02%	82.47%	NP	57.90%	50.40%
Hispanic	55.98%	55.98%	55.98%	84.31%	NP	63.72%	57.17%
White	56.38%	56.38%	>95.00%	85.62%	NP	63.27%	58.47%
Other	52.91%	52.91%	>95.00%	74.19%	NP	68.02%	51.91%
Special Population							
Individuals With Disabilities	55.46%	55.46%	55.46%	80.36%	NP	60.43%	57.21%
Economically Disadvantaged	58.30%	58.30%	58.30%	83.38%	NP	63.45%	59.43%
Single Parents	59.11%	59.11%	59.11%	82.34%	NP	60.35%	59.41%
Displaced Homemakers	67.14%	67.14%	67.14%	85.28%	NP	57.29%	66.55%
Other Educational Barriers	62.37%	62.37%	62.37%	73.37%	NP	61.12%	60.64%
Limited English Proficiency	64.53%	>95.00%	64.53%	83.26%	NP	58.95%	63.23%
Nontraditional	57.46%	57.46%	57.46%	85.13%	NP	63.33%	57.46%
Tech Prep							
Tech Prep	69.36%	69.36%	69.36%	86.92%	NE	60.04%	71.93%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

COLORADO

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	High School Graduation	Program Completion	High School	NP	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of grade 12 CTE students completing the program who graduated.	Percentage of grade 12 CTE participants who completed the program.	Percentage of grade 12 CTE students completing the program who graduated.	NP	Percentage of available respondent grade 12 CTE students completing a program who are placed in postsecondary education, advanced training, military service, employment, or a combination of the above.	Percentage of CTE participants who are males and females participating in programs leading to occupations nontraditional for their gender.	Percentage of CTE students, who are males and females, completing programs leading to occupations nontraditional for their gender.
2005–06 Targets	82.41%	54.68%	82.41%	NP	>95.00%	31.70%	27.95%
2005–06 Results	87.44%	66.09%	87.44%	NP	>95.00%	43.19%	37.77%
Gender							
Male	86.40%	67.11%	86.40%	NP	>95.00%	61.59%	50.33%
Female	88.61%	64.98%	88.61%	NP	>95.00%	22.45%	22.84%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	88.00%	66.37%	88.00%	NP	>95.00%	39.72%	35.73%
Asian	88.35%	63.61%	88.35%	NP	>95.00%	46.69%	42.76%
Black	88.85%	65.65%	88.85%	NP	>95.00%	42.19%	37.66%
Hispanic	84.78%	65.52%	84.78%	NP	>95.00%	40.65%	34.73%
White	88.03%	66.47%	88.03%	NP	>95.00%	44.02%	38.52%
Other	>95.00%	51.14%	>95.00%	NP	>95.00%	36.30%	31.25%
Special Population							
Individuals With Disabilities	77.42%	70.23%	77.42%	NP	91.63%	34.84%	24.87%
Economically Disadvantaged	89.92%	68.98%	89.92%	NP	>95.00%	41.64%	36.17%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	77.04%	55.69%	77.04%	NP	94.05%	45.18%	34.39%
Limited English Proficiency	85.00%	63.28%	85.00%	NP	>95.00%	40.84%	34.30%
Nontraditional	89.40%	56.49%	89.40%	NP	>95.00%	>95.00%	>95.00%
Tech Prep							
Tech Prep	91.22%	61.25%	91.22%	NP	>95.00%	39.60%	35.99%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

COLORADO

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	Program Completion	Surveys and Placement Records	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of students completing approved postsecondary CTE programs.	Percentage of students completing approved postsecondary CTE programs.	Percentage of students completing approved postsecondary CTE programs.	Percentage of postsecondary completer survey respondents.	Percentage of postsecondary completer survey respondents.	Percentage of postsecondary CTE participants who are males and females participating in programs leading to occupations nontraditional for their gender.	Percentage of postsecondary CTE completers who are males and females completing programs leading to occupations nontraditional for their gender.
2005–06 Targets	40.31%	40.31%	40.31%	93.15%	73.00%	20.08%	19.38%
2005–06 Results	56.23%	56.23%	56.23%	>95.00%	67.76%	15.99%	13.91%
Gender							
Male	54.57%	54.57%	54.57%	>95.00%	51.66%	13.64%	14.14%
Female	57.79%	57.79%	57.79%	94.51%	86.43%	18.20%	13.72%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	63.50%	63.50%	63.50%	>95.00%	73.85%	14.95%	13.46%
Asian	54.95%	54.95%	54.95%	>95.00%	69.91%	18.25%	15.19%
Black	45.63%	45.63%	45.63%	>95.00%	74.29%	20.98%	17.53%
Hispanic	52.75%	52.75%	52.75%	94.97%	60.71%	14.94%	12.00%
White	57.59%	57.59%	57.59%	>95.00%	68.59%	15.69%	13.89%
Other	55.87%	55.87%	55.87%	91.25%	67.96%	18.20%	16.94%
Special Population							
Individuals With Disabilities	51.81%	51.81%	51.81%	87.36%	88.37%	18.11%	17.63%
Economically Disadvantaged	47.71%	47.71%	47.71%	>95.00%	86.05%	19.69%	17.33%
Single Parents	50.14%	50.14%	50.14%	89.86%	82.69%	17.29%	10.92%
Displaced Homemakers	39.40%	39.40%	39.40%	93.92%	84.96%	20.14%	12.95%
Other Educational Barriers	33.48%	33.48%	33.48%	>95.00%	90.65%	19.57%	12.12%
Limited English Proficiency	55.27%	55.27%	55.27%	93.08%	75.52%	17.77%	15.37%
Nontraditional	48.94%	48.94%	48.94%	94.31%	83.58%	>95.00%	>95.00%
Tech Prep							
Tech Prep	43.17%	43.17%	43.17%	>95.00%	80.95%	13.67%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

CONNECTICUT

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Assessment	National and State Standards, and Assessment	State and Local Data	NP	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of CTE participants passing all four of the state's academic tests.	Percentage of CTE student concentrators meeting the state's assessment goals.	Percentage of grade 12 CTE concentrator completers.	NP	Percentage of students completing programs who responded to the survey.	Percentage of nontraditional participants in all programs that have been defined as occupations where one gender comprises less than 25 percent of employment.	Percentage of nontraditional completers in all programs that have been defined as occupations where one gender comprises less than 25 percent of employment.
2005–06 Targets	21.18%	51.43%	46.01%	NP	>95.00%	39.96%	36.55%
2005–06 Results	70.30%	49.46%	94.21%	NP	>95.00%	38.12%	34.09%
Gender							
Male	72.18%	39.38%	94.39%	NP	>95.00%	32.02%	31.09%
Female	68.32%	64.58%	93.99%	NP	>95.00%	45.98%	37.62%
Unknown Gender	NP	49.46%	NP	NP	NP	NP	NP
Ethnicity							
American Indian	62.50%	48.43%	86.21%	NP	78.57%	37.09%	25.86%
Asian	70.83%	34.70%	>95.00%	NP	94.67%	41.33%	38.49%
Black	43.13%	42.57%	91.87%	NP	94.74%	42.15%	40.84%
Hispanic	42.72%	41.01%	>95.00%	NP	94.66%	37.36%	29.66%
White	79.05%	48.11%	94.52%	NP	>95.00%	37.25%	33.34%
Other	62.50%	24.34%	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	29.55%	25.40%	94.14%	NP	89.39%	NP	NP
Economically Disadvantaged	44.94%	45.56%	>95.00%	NP	84.13%	NP	NP
Single Parents	53.81%	44.19%	89.43%	NP	89.60%	NP	NP
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NP	30.36%	93.37%	NP	76.13%	NP	NP
Limited English Proficiency	28.03%	35.50%	>95.00%	NP	72.66%	NP	NP
Nontraditional	NP	33.99%	34.30%	NP	NP	37.12%	34.09%
Tech Prep							
Tech Prep	70.89%	52.75%	>95.00%	NP	90.28%	38.00%	35.23%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

CONNECTICUT

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	Program Completion	Surveys and Placement Records	Administrative Record Exchange	State and Local Data	State and Local Data
Measurement Definitions	Percentage of first-time, full-time degree-seeking CTE participants.	Percentage of first-time, full-time degree-seeking CTE participants who entered the program in 1996.	Percentage of graduates employed within six months of graduation, number of graduates in baccalaureate programs within six months of graduation, and number of graduates in the military within six months of graduation.	Number of graduates employed within six months of graduation; number of graduates in baccalaureate programs within six months of graduation; number of graduates in the military within six months of graduation.	Percentage of CTE postsecondary program graduates employed within six months of graduation and were retained after 18 months.	Percentage of nontraditional participants in all programs that have been defined as occupations where one gender comprises less than 25 percent of employment.	Percentage of nontraditional completers in all programs that have been defined as occupations where one gender comprises less than 25 percent of employment.
2005–06 Targets	20.52%	90.23%	23.54%	79.19%	87.65%	28.44%	33.99%
2005–06 Results	18.25%	91.35%	22.14%	79.14%	87.60%	31.44%	28.68%
Gender							
Male	14.97%	88.40%	19.26%	79.11%	85.95%	71.33%	77.66%
Female	20.34%	92.78%	23.88%	79.15%	88.41%	<10.00%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	18.75%	66.67%	21.82%	83.33%	77.78%	32.04%	16.67%
Asian	16.41%	93.75%	19.28%	62.92%	83.78%	35.63%	33.33%
Black	16.73%	85.92%	18.64%	81.54%	89.34%	30.01%	19.95%
Hispanic	15.08%	86.34%	14.13%	78.62%	83.84%	28.46%	22.40%
White	19.50%	93.39%	25.89%	79.68%	88.14%	<10.00%	26.31%
Other	17.55%	91.08%	21.56%	76.71%	86.17%	32.05%	20.89%
Special Population							
Individuals With Disabilities	13.45%	41.84%	17.11%	NP	NP	NP	NP
Economically Disadvantaged	12.23%	50.89%	11.80%	NP	NP	NP	NP
Single Parents	15.35%	44.76%	16.80%	NP	NP	NP	NP
Displaced Homemakers	10.13%	56.67%	15.53%	NP	NP	NP	NP
Other Educational Barriers	12.35%	41.63%	14.53%	NP	NP	NP	NP
Limited English Proficiency	15.81%	62.26%	45.45%	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	31.44%	NP
Tech Prep							
Tech Prep	NP	NP	NP	NP	NP	NP	NP

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

DELAWARE

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	National Academic Assessment	National and State Standards, and Assessment	State and Local Administrative Data	NP	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of assessed CTE students meeting or exceeding the standards in reading, math, and writing.	Percentage of CTE students completing a state-approved career pathway.	Percentage of CTE program completers receiving a diploma.	NP	Percentage of CTE completers and graduates who were placed in postsecondary education, employment, the military, or a combination of the above.	Percentage of underrepresented gender students among participants in nontraditional programs.	Percentage of underrepresented gender students among completers of nontraditional programs.
2005–06 Targets	23.24%	82.06%	79.50%	NP	93.37%	25.75%	13.02%
2005–06 Results	40.81%	62.82%	61.46%	NP	92.63%	36.30%	21.57%
Gender							
Male	42.08%	64.00%	62.25%	NP	93.39%	49.44%	20.23%
Female	39.42%	61.59%	60.64%	NP	91.82%	21.43%	23.18%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	54.55%	83.33%	75.00%	NP	>95.00%	39.05%	10.00%
Asian	46.88%	34.88%	33.72%	NP	>95.00%	46.73%	18.52%
Black	23.63%	54.67%	53.94%	NP	92.44%	38.17%	24.42%
Hispanic	28.18%	47.32%	45.98%	NP	86.21%	33.17%	18.18%
White	48.06%	69.10%	67.44%	NP	92.82%	35.20%	20.92%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	<10.00%	71.57%	66.67%	NP	80.61%	34.43%	16.80%
Economically Disadvantaged	28.28%	59.96%	58.06%	NP	84.97%	35.22%	19.65%
Single Parents	14.29%	84.00%	78.00%	NP	NP	39.71%	29.41%
Displaced Homemakers	<10.00%	>95.00%	>95.00%	NP	NP	<10.00%	<10.00%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	<10.00%	32.31%	30.77%	NP	90.00%	43.49%	20.00%
Nontraditional	NP	NP	NP	NP	NP	NP	NP
Tech Prep							
Tech Prep	50.00%	58.51%	57.16%	NP	92.29%	37.11%	25.77%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

DELAWARE

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Course Completion	CTE Course Completion	State and Local Administrative Data	Surveys and Placement Records	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of community college students from the cohort passing all academic courses needed for a completion award and apprentices completing academic content needed for certification.	Percentage of community college students from the cohort passing all CTE courses needed for a completion award and apprentices completing CTE content needed for certification.	Percentage of community college students from the cohort and apprentices graduating in current year.	Percentage of community college students and apprentices who graduated two years previously who were identified as employed, enrolled in further education or military service, by survey or administrative records, up to 12 months after graduation.	Percentage of apprentices receiving the Journey Worker Certification three years previous to the current calendar year who were not unemployed, according to administrative records, in the previous calendar year.	Percentage of underrepresented gender apprentices participating in nontraditional apprentice programs, plus the percentage of underrepresented gender community college students participating in nontraditional community college programs.	Percentage of underrepresented gender students receiving certificates of completion for nontraditional apprentice-related training, plus the percentage of underrepresented students receiving completion awards for nontraditional community college programs.
2005–06 Targets	38.68%	38.68%	38.68%	91.28%	86.73%	16.08%	12.96%
2005–06 Results	32.39%	56.68%	29.55%	92.27%	87.39%	18.72%	20.71%
Gender							
Male	34.62%	59.62%	25.96%	89.72%	89.29%	42.45%	35.38%
Female	30.77%	54.55%	32.17%	93.43%	86.78%	10.01%	14.76%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	NP	NP	NP	>95.00%	>95.00%	<10.00%	40.00%
Asian	37.04%	59.26%	48.15%	88.24%	>95.00%	23.87%	35.71%
Black	25.00%	38.89%	25.00%	88.38%	83.87%	18.47%	15.00%
Hispanic	<10.00%	10.00%	20.00%	91.67%	NP	21.22%	33.33%
White	36.92%	70.77%	26.92%	93.41%	87.43%	18.20%	20.46%
Other	45.83%	62.50%	41.67%	88.24%	50.00%	25.21%	31.25%
Special Population							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	34.67%	56.00%	34.67%	>95.00%	87.76%	17.01%	22.83%
Single Parents	<10.00%	<10.00%	<10.00%	NP	NP	NP	NP
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	NP	NP	NP	90.38%	85.87%	16.77%	16.94%
Limited English Proficiency	23.91%	34.78%	30.43%	>95.00%	75.00%	18.13%	35.29%
Nontraditional	26.97%	44.94%	29.21%	92.02%	85.53%	16.76%	22.52%
Tech Prep							
Tech Prep	39.29%	67.86%	35.71%	>95.00%	>95.00%	16.67%	12.50%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

DISTRICT OF COLUMBIA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	National Academic Assessment	CTE GPA	State and Local Administrative Data	National and State Standards, and Assessment	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE concentrators scoring at the basic level or above in reading and math on the Stanford Achievement Tests 9.	Percentage of CTE concentrators receiving at least a 2.0 GPA in their program of study.	Percentage of CTE concentrators who completed and received a high school diploma.	Percentage of CTE concentrators who left school after completing their program that received either a high school diploma or a certificate of completion.	Percentage of CTE completers and graduates placed in postsecondary education, advanced training, employment, military service, or a combination of the above, within six months.	Percentage of concentrators in nontraditional CTE programs who were members of underrepresented gender groups.	Percentage of completers of nontraditional CTE programs who were members of underrepresented gender groups.
2005–06 Targets	31.75%	65.36%	>95.00%	>95.00%	84.93%	14.88%	13.07%
2005–06 Results	NP	74.38%	>95.00%	>95.00%	>95.00%	35.64%	38.92%
Gender							
Male	NP	72.87%	>95.00%	>95.00%	>95.00%	<10.00%	<10.00%
Female	NP	75.42%	>95.00%	>95.00%	>95.00%	56.22%	54.05%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	NP	NP	NP	NP	NP	NP	NP
Asian	NP	NP	>95.00%	>95.00%	>95.00%	55.56%	40.00%
Black	NP	NP	>95.00%	>95.00%	>95.00%	35.16%	37.01%
Hispanic	NP	NP	>95.00%	>95.00%	>95.00%	36.23%	75.00%
White	NP	NP	>95.00%	>95.00%	>95.00%	>95.00%	NP
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	NP	NP	>95.00%	>95.00%	>95.00%	19.12%	37.50%
Economically Disadvantaged	NP	NP	>95.00%	>95.00%	>95.00%	37.03%	40.98%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	NP	NP	>95.00%	>95.00%	>95.00%	23.91%	33.33%
Nontraditional	NE	NE	>95.00%	>95.00%	>95.00%	>95.00%	>95.00%
Tech Prep							
Tech Prep	NP	74.38%	>95.00%	>95.00%	>95.00%	35.64%	38.92%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

DISTRICT OF COLUMBIA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	CTE GPA	State and Local Administrative Data	Surveys and Placement Records	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE concentrators attaining an overall GPA of 2.8 or greater.	Percentage of CTE concentrators attaining a GPA of 3.0 or greater in CTE courses.	Percentage of CTE concentrators who completed and graduated.	Percentage of CTE completers and graduates who reported status as placed in further education, employment, or the military.	Percentage of CTE completers graduating who reported status as placed on the three months survey and were reported in the same status after one year.	Percentage of concentrators in nontraditional CTE programs who were members of underrepresented gender groups.	Percentage of CTE concentrators who completed nontraditional majors that were of the underrepresented gender groups.
2005–06 Targets	45.18%	39.02%	75.05%	>95.00%	>95.00%	26.47%	13.70%
2005–06 Results	46.87%	53.54%	>95.00%	>95.00%	93.94%	25.59%	25.23%
Gender							
Male	45.88%	52.33%	>95.00%	>95.00%	93.87%	16.06%	16.47%
Female	48.15%	55.09%	>95.00%	>95.00%	94.03%	39.27%	37.85%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	NE	NE	NE	NE	NE	NE	NE
Asian	NE	NE	NE	NE	NE	NE	NE
Black	NE	NE	NE	NE	NE	NE	NE
Hispanic	NE	NE		NE	NE	NE	NE
White	NE	NE	NE	NE	NE	NE	NE
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	NP	NP	NP	NP	NP	NP	NP
Economically Disadvantaged	NP	NP	NP	NP	NP	NP	NP
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	NP	NP	NP	NP	NP	NP	NP
Nontraditional	NP	NP	NP	NP	NP	>95.00%	>95.00%
Tech Prep							
Tech Prep	46.87%	53.54%	>95.00%	>95.00%	93.94%	25.59%	25.23%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

FLORIDA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State-Approved Standards and Local Assessment Systems	State-Approved Standards and Local Assessment Systems	High School Graduation	NP	Surveys and Placement Records, and Administrative Record Exchanges	National and State Standards, and Local Assessment	State and Local Administrative Data
Measurement Definitions	Percentage of secondary CTE job preparatory students who achieved an Operator Certification Program and attained a high school diploma or its recognized state equivalent.	Percentage of secondary graduates who were CTE job preparatory students and achieved an Operator Certification Program.	Percentage of secondary CTE job preparatory students who achieved an Operator Certification Program and attained a high school diploma or its recognized state equivalent.	NP	Percentage of completers exiting with a valid social security number who were located working, continuing their education, in the military, or a combination of the above.	Percentage of nontraditional students enrolled in nontraditional programs.	Percentage of nontraditional students who completed at least one Operator Certification Program in a nontraditional program.
2005–06 Targets	87.90%	44.66%	87.90%	NP	78.80%	30.85%	32.11%
2005–06 Results	84.45%	52.33%	84.45%	NP	77.96%	32.73%	33.30%
Gender							
Male	84.55%	51.64%	84.55%	NP	75.96%	48.71%	59.77%
Female	84.36%	52.98%	84.36%	NP	79.80%	17.07%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	88.28%	51.72%	88.28%	NP	70.00%	35.67%	36.52%
Asian	90.86%	46.96%	90.86%	NP	80.75%	41.12%	42.76%
Black	76.49%	55.76%	76.49%	NP	75.93%	31.71%	33.23%
Hispanic	78.90%	48.79%	78.90%	NP	77.59%	30.46%	30.59%
White	89.50%	52.74%	89.50%	NP	78.99%	33.60%	33.89%
Other	87.36%	48.04%	87.36%	NP	73.08%	33.47%	34.69%
Special Population							
Individuals With Disabilities	84.30%	43.42%	84.30%	NP	65.04%	31.34%	34.91%
Economically Disadvantaged	76.91%	53.73%	76.91%	NP	73.37%	31.47%	31.43%
Single Parents	59.01%	67.67%	59.01%	NP	75.08%	18.93%	<10.00%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	69.67%	50.30%	69.67%	NP	74.40%	29.16%	28.74%
Limited English Proficiency	43.84%	42.96%	43.84%	NP	67.22%	34.27%	35.59%
Nontraditional	41.00%	>95.00%	41.00%	NP	76.00%	NP	NP
Tech Prep							
Tech Prep	87.00%	64.72%	87.00%	NP	80.99%	33.18%	32.73%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

FLORIDA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	CTE Program Completion	State and Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of students who declared a CTE degree program of study or a college credit certificate program of study, completed at least 11 college credits, and attained a GPA of 2.5 or greater.	Percentage of students who declared a CTE degree program of study or a college credit certificate program of study, completed at least 11 college credits.	Percentage of students who declared a CTE degree program of study or a college credit certificate program of study, completed at least 11 college credits, and attained a CTE degree or college credit certificate.	Percentage of completers exiting with a valid social security number who were located working, continuing their education, or in the military.	Percentage of completers found working, employed, or in the military.	Percentage of nontraditional enrollees in nontraditional CTE degree or college credit certificate programs.	Percentage of nontraditional completers of nontraditional CTE degree or college credit certificate programs.
2005–06 Targets	81.30%	69.81%	21.65%	85.30%	87.64%	24.66%	23.60%
2005–06 Results	81.41%	77.13%	22.22%	87.22%	91.44%	23.91%	21.86%
Gender							
Male	78.24%	72.48%	23.62%	89.08%	91.33%	22.74%	33.88%
Female	83.32%	80.34%	21.40%	85.85%	91.51%	24.54%	16.75%
Unknown Gender	79.59%	56.54%	12.93%	90.48%	>95.00%	NP	NP
Ethnicity							
American Indian	79.86%	78.05%	26.39%	76.32%	90.38%	22.09%	24.14%
Asian	84.07%	81.62%	23.87%	84.09%	90.35%	26.81%	29.92%
Black	70.21%	75.04%	17.48%	88.77%	92.74%	23.50%	20.80%
Hispanic	80.59%	77.06%	21.87%	89.70%	92.11%	27.19%	25.58%
White	84.82%	77.77%	23.72%	86.45%	91.20%	23.02%	20.59%
Other	80.34%	72.29%	18.91%	89.78%	87.73%	25.68%	28.90%
Special Population							
Individuals With Disabilities	74.35%	81.99%	20.32%	82.84%	88.01%	26.24%	27.11%
Economically Disadvantaged	79.69%	78.24%	19.59%	86.79%	90.44%	24.75%	20.08%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	78.56%	83.89%	17.03%	85.39%	85.25%	24.72%	27.38%
Nontraditional	82.07%	74.37%	20.73%	86.90%	90.94%	NP	NP
Tech Prep							
Tech Prep	74.79%	75.16%	16.39%	91.61%	92.29%	19.85%	20.64%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

FLORIDA

Adult

Sub-indicators	Academic Skills	Vocational Skills	Degrees or Credentials	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	National and State Academic Assessment	National and State Standards, and Local Assessment	Administrative Record Exchanges	State and Local Administrative Data	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of students enrolled in vocational certificate postsecondary adult vocational (PSAV) programs who achieved at least one Operator Certification Program and the prescribed basic skills levels.	Percentage of enrollees who achieved at least one Operator Certification Program in a vocational certificate PSAV program.	Percentage of exiting Operator Certification Program completers with valid social security numbers located and working, continuing their education, or in the military.	Percentage of enrollees who achieved at least one Operator Certification Program in a vocational certificate PSAV program and who achieved a vocational certificate.	Percentage of previous year placed completers who were located and still working, continuing their education, or in the military.	Percentage of students enrolled in nontraditional programs that are identified as nontraditional for their gender.	Percentage of students who completed at least an Operator Certification Program in a nontraditional program identified as nontraditional for their gender.
2005–06 Targets	38.80%	55.27%	48.19%	77.24%	69.25%	10.95%	10.44%
2005–06 Results	46.52%	63.11%	50.07%	82.03%	87.07%	10.73%	11.15%
Gender							
Male	46.58%	61.46%	51.39%	85.04%	88.49%	<10.00%	10.16%
Female	46.45%	64.99%	48.85%	78.85%	85.76%	13.18%	12.20%
Unknown Gender	NP	57.75%	60.98%	88.89%	>95.00%	NP	NP
Ethnicity							
American Indian	47.21%	62.25%	50.99%	82.93%	81.82%	12.50%	12.33%
Asian	51.31%	70.33%	47.76%	82.78%	86.16%	12.42%	13.22%
Black	42.88%	61.79%	45.63%	81.96%	88.19%	13.41%	13.19%
Hispanic	35.82%	61.47%	35.22%	80.09%	85.42%	<10.00%	10.70%
White	53.69%	64.29%	58.41%	82.57%	87.14%	<10.00%	10.19%
Other	47.21%	61.41%	48.98%	79.51%	85.48%	12.68%	11.31%
Special Population							
Individuals With Disabilities	32.35%	61.56%	38.87%	71.51%	81.92%	10.66%	11.27%
Economically Disadvantaged	45.85%	63.67%	46.77%	80.25%	84.96%	11.57%	10.43%
Single Parents	46.14%	61.61%	46.44%	78.81%	85.81%	<10.00%	<10.00%
Displaced Homemakers	51.04%	65.16%	48.39%	74.15%	78.69%	11.68%	10.50%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	27.12%	62.11%	25.37%	77.95%	83.55%	11.53%	12.67%
Nontraditional	46.77%	63.17%	50.42%	87.37%	89.81%	NP	NP
Tech Prep							
Tech Prep	56.76%	66.30%	50.69%	86.63%	87.16%	<10.00%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

GEORGIA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	CTE Course Completion	High School Graduation	NP	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of self-identified CTE, career prep, and dual diploma students passing the Georgia High School Graduation Test in one to five attempts.	Percentage of vocational enrollees earning four or more credits in CTE and career prep courses.	Percentage of CTE concentrators receiving or qualifying to receive a Technical Certificate of Credit Programs or dual diploma.	NP	Percentage of CTE dual diploma graduates placed in postsecondary education, military service, employment, or a combination of the above within three months after graduation.	Percentage of underrepresented genders enrolled in six targeted programs leading to nontraditional employment (duplicated head-count, grades 9–12).	Percentage of underrepresented genders who receive a CTE or dual diploma in six targeted programs leading to nontraditional employment (unduplicated head-count, grades 9–12).
2005–06 Targets	77.61%	69.25%	74.77%	NP	84.18%	29.22%	40.08%
2005–06 Results	84.47%	68.91%	84.37%	NP	87.98%	22.14%	44.80%
Gender							
Male	85.79%	67.77%	86.06%	NP	86.32%	37.24%	37.92%
Female	83.18%	69.99%	82.83%	NP	89.71%	12.66%	50.15%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	88.89%	58.73%	94.59%	NP	81.25%	22.67%	44.44%
Asian	83.41%	39.69%	>95.00%	NP	83.63%	24.86%	64.63%
Black	75.89%	60.01%	93.51%	NP	86.81%	24.69%	52.35%
Hispanic	75.22%	62.12%	>95.00%	NP	60.80%	18.82%	50.26%
White	92.05%	78.50%	77.10%	NP	90.57%	20.34%	38.85%
Other	85.98%	53.49%	>95.00%	NP	80.77%	22.81%	52.34%
Special Population							
Individuals With Disabilities	46.18%	83.08%	59.97%	NP	83.35%	28.07%	26.48%
Economically Disadvantaged	76.07%	75.55%	82.38%	NP	85.19%	22.24%	43.20%
Single Parents	76.40%	90.31%	82.44%	NP	>95.00%	22.65%	37.58%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	74.52%	63.03%	76.73%	NP	86.62%	22.04%	30.42%
Limited English Proficiency	44.66%	56.11%	82.81%	NP	41.10%	18.28%	67.65%
Nontraditional	83.33%	79.22%	81.46%	NP	87.62%	22.14%	44.79%
Tech Prep							
Tech Prep	85.36%	80.55%	80.14%	NP	88.49%	26.65%	43.31%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

GEORGIA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Course Completion	CTE Course Completion	State and Local Administrative Data	Surveys and Placement Records	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of students achieving only successful grades in academic courses (grades of A, B, C, or S in nondevelopmental studies courses).	Percentage of students achieving only successful grades in CTE courses (grades of A, B, C, or S in nondevelopmental studies courses).	Percentage of graduates out of total student leavers.	Percentage of available graduates placed in field, a related field, out of field, military service, or continuing their postsecondary education.	Percentage of students who showed up as employed in unemployment insurance data one quarter after graduation who also showed up as employed in unemployment insurance data in the third quarter after graduation.	Percentage of students of underrepresented genders out of total enrollees in nontraditional programs.	Percentage of students of underrepresented genders out of total completers of nontraditional programs.
2005–06 Targets	84.45%	83.36%	42.21%	>95.00%	87.54%	13.65%	12.34%
2005–06 Results	81.35%	81.70%	38.46%	>95.00%	86.71%	14.68%	12.38%
Gender							
Male	78.37%	82.91%	41.07%	>95.00%	84.82%	22.38%	15.12%
Female	82.71%	80.97%	36.85%	>95.00%	88.10%	10.85%	10.71%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	85.45%	80.24%	32.03%	>95.00%	>95.00%	18.06%	16.07%
Asian	79.59%	83.30%	40.71%	>95.00%	>95.00%	17.69%	11.20%
Black	79.89%	79.17%	34.85%	>95.00%	85.86%	14.43%	13.27%
Hispanic	80.50%	83.55%	37.84%	>95.00%	94.44%	14.74%	11.41%
White	82.57%	83.59%	41.56%	>95.00%	86.86%	14.70%	11.69%
Other	81.65%	80.79%	33.73%	>95.00%	87.50%	17.10%	16.14%
Special Population							
Individuals With Disabilities	78.93%	72.06%	39.16%	>95.00%	91.67%	17.10%	12.94%
Economically Disadvantaged	80.50%	72.55%	35.97%	>95.00%	86.48%	14.10%	10.85%
Single Parents	79.36%	71.11%	34.03%	>95.00%	88.19%	13.14%	10.82%
Displaced Homemakers	80.90%	76.25%	38.75%	>95.00%	94.44%	13.69%	<10.00%
Other Educational Barriers	78.56%	71.93%	31.25%	>95.00%	84.86%	15.12%	11.17%
Limited English Proficiency	82.38%	78.76%	40.11%	>95.00%	91.67%	16.45%	10.73%
Nontraditional	79.33%	81.54%	33.80%	>95.00%	88.46%	>95.00%	>95.00%
Tech Prep							
Tech Prep	78.32%	76.68%	39.87%	>95.00%	81.94%	13.75%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

GUAM

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	Program Completion	State and Local Data	National and State Standards, and Assessment	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of CTE concentrators who successfully completed (i.e., reached performance benchmarks) all CTE courses and left secondary education in the reporting year.	Percentage of CTE concentrators who successfully completed all CTE courses and left secondary education in the reporting year.	Percentage of CTE concentrators who attained a high school diploma or its recognized state equivalent and left secondary education in the reporting year.	Percentage of CTE concentrators who received a high school diploma or its recognized state equivalent, and a certificate of completion, and left secondary education in the reporting year.	Percentage of CTE concentrators who received a high school diploma or its recognized state equivalent, left secondary education in the reporting year, and who were placed in postsecondary, advanced training, employment, military service, or a combination of the above.	Percentage of students in underrepresented gender groups who participated in a nontraditional secondary program in the reporting year.	Percentage of students in underrepresented gender groups who completed a nontraditional secondary program in the reporting year.
2005–06 Targets	NP	NP	NP	NP	NP	NP	NP
2005–06 Results	55.40%	72.36%	NP	NP	60.00%	15.86%	NP
Gender							
Male	49.34%	67.32%	NP	NP	<10.00%	<10.00%	NP
Female	61.42%	77.38%	NP	NP	81.82%	28.66%	NP
Unknown Gender	>95.00%	>95.00%	NP	NP	NP	NP	NP
Ethnicity							
American Indian	NE	NE	NE	NE	NE	NE	NE
Asian	57.14%	74.60%	NP	NP	64.29%	<10.00%	NP
Black	NE	NE	NE	NE	NE	NE	NE
Hispanic	NE	NE	NE	NE	NE	NE	NE
White	>95.00%	>95.00%	NP	NP	NP	NP	NP
Other	55.21%	72.16%	NP	NP	NP	16.40%	NP
Special Population							
Individuals With Disabilities	NE	NE	NE	NE	NE	NE	NE
Economically Disadvantaged	NE	NE	NE	NE	NE	NE	NE
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	NE	NE	NE	NE	NE	NE	NE
Nontraditional	NE	NE	NE	NE	NE	NE	NE
Tech Prep							
Tech Prep	NE	NE	NE	NE	NE	NE	NE

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

GUAM

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Course Completion	Program Completion	State and Local Data	Surveys and Placement Records	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of concentrators who successfully completed all academic courses and stopped program participation in the reporting year.	Percentage of concentrators who completed programs and stopped program participation in the reporting year.	Percentage of concentrators who completed programs and stopped program participation in the reporting year.	Percentage of students who completed a postsecondary program in the reporting year, and who were placed in further postsecondary education, advanced training, employment, military service, or a combination of the above.	Percentage of students who completed a postsecondary program in the reporting year, and were placed in employment in the reporting year and were retained in employment.	Percentage of students in underrepresented gender groups who participated in a nontraditional postsecondary program in the reporting year.	Percentage of students in underrepresented gender groups who completed a nontraditional postsecondary program in the reporting year.
2005–06 Targets	NP	NP	NP	NP	NP	NP	NP
2005–06 Results	56.10%	89.68%	>95.00%	>95.00%	64.81%	14.83%	11.54%
Gender							
Male	43.75%	90.88%	94.44%	>95.00%	88.24%	53.56%	45.45%
Female	62.41%	89.20%	>95.00%	94.44%	27.78%	<10.00%	<10.00%
Unknown Gender	NP	<10.00%	NP	>95.00%	<10.00%	NP	NP
Ethnicity							
American Indian	NE	NE	NE	NE	NE	NE	NE
Asian	55.33%	89.52%	>95.00%	>95.00%	65.38%	14.75%	10.42%
Black	<10.00%	90.00%	NP	NP	NP	11.11%	NP
Hispanic	>95.00%	88.89%	>95.00%	NP	NP	44.44%	<10.00%
White	69.23%	93.33%	>95.00%	>95.00%	<10.00%	14.29%	33.33%
Other	75.00%	>95.00%	NP	>95.00%	>95.00%	<10.00%	NP
Special Population							
Individuals With Disabilities	37.50%	85.71%	>95.00%	NP	NP	39.29%	<10.00%
Economically Disadvantaged	NE	NE	NE	NE	NE	NE	NE
Single Parents	66.67%	87.06%	>95.00%	NP	NP	<10.00%	<10.00%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	NE	NE	NE	NE	NE	NE	NE
Nontraditional	NE	NE	NE	NE	NE	14.83%	11.54%
Tech Prep							
Tech Prep	NE	NE	NE	NE	NE	NE	NE

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

HAWAII

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE GPA	State and Local Data	NP	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of grade 12 students who completed the requirements for selected state-certified CTE programs of study and received a cumulative GPA of 2.0 or greater in all languages arts, math, and science courses required for graduation.	Percentage of grade 12 students who completed the requirements for selected state-certified CTE programs of study and received a cumulative GPA of 2.0 or greater in all CTE courses in their state certificate.	Percentage of grade 12 students who completed the requirements for selected state-certified CTE programs of study and have been awarded a high school diploma. A program of study includes two Carnegie units in a single CTE program area.	NP	Percentage of completers who responded to the placement survey and who entered into postsecondary education, employment, military, or a combination of the above within six months of graduation.	Percentage of students in the underrepresented gender group who have enrolled in nontraditional CTE course(s).	Percentage of grade 12 students in the underrepresented group who have completed the requirements in a nontraditional state-certified CTE program of study and awarded a high school diploma.
2005–06 Targets	71.62%	91.23%	92.50%	NP	90.00%	28.66%	24.00%
2005–06 Results	67.02%	89.75%	93.23%	NP	>95.00%	27.34%	33.67%
Gender							
Male	60.37%	89.01%	92.26%	NP	>95.00%	11.62%	20.17%
Female	76.05%	90.76%	94.54%	NP	>95.00%	52.29%	52.39%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	>95.00%	>95.00%	50.00%	NP	NP	29.58%	>95.00%
Asian	67.30%	88.78%	94.39%	NP	>95.00%	26.73%	33.38%
Black	60.00%	>95.00%	>95.00%	NP	>95.00%	26.85%	60.00%
Hispanic	33.33%	83.33%	91.67%	NP	NP	30.24%	37.50%
White	66.93%	94.49%	90.55%	NP	>95.00%	28.28%	34.78%
Other	68.42%	90.98%	88.72%	NP	90.91%	29.32%	31.30%
Special Population							
Individuals With Disabilities	66.67%	83.33%	>95.00%	NP	>95.00%	15.01%	12.24%
Economically Disadvantaged	63.96%	86.22%	93.29%	NP	>95.00%	27.39%	31.43%
Single Parents	52.38%	80.95%	>95.00%	NE	NE	NE	18.75%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	58.33%	77.78%	88.89%	NP	NP	25.30%	35.48%
Nontraditional	71.27%	91.33%	91.06%	NP	>95.00%	27.34%	33.67%
Tech Prep							
Tech Prep	67.02%	89.75%	93.23%	NP	>95.00%	27.34%	33.67%

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

HAWAII

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE GPA	State and Local Data	Administrative Record Exchange	Administrative Record Exchange	State and Local Data	State and Local Data
Measurement Definitions	Percentage of concentrators who have a cumulative GPA of 2.00 or greater in academic courses and who stopped program participation in the year reported.	Percentage of concentrators who have a cumulative GPA of 2.00 or greater in CTE courses and who stopped program participation in the year reported.	Percentage of concentrators who received a degree or certificate in a CTE program and who stopped program participation in the year reported.	Percentage of completers in the year reported who are employed within one unemployment insurance quarter following program completion.	Percentage of completers in the year reported who are employed within one unemployment insurance quarter following program completion and who are employed in the following unemployment insurance quarter.	Percentage of participants in underrepresented gender groups who participated in nontraditional programs in the year reported.	Percentage of completers in underrepresented gender groups in nontraditional programs in the year reported.
2005–06 Targets	81.92%	90.00%	37.33%	71.72%	92.00%	14.60%	12.73%
2005–06 Results	85.10%	92.38%	47.30%	71.56%	90.45%	16.33%	15.98%
Gender							
Male	80.04%	90.59%	46.22%	64.46%	89.22%	17.52%	20.91%
Female	89.78%	94.00%	48.28%	77.38%	91.28%	15.27%	12.07%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	76.92%	92.86%	50.00%	NP	NP	28.57%	<10.00%
Asian	84.39%	86.39%	48.78%	60.10%	90.83%	15.68%	15.00%
Black	73.91%	>95.00%	45.83%	66.67%	83.33%	22.73%	10.00%
Hispanic	78.79%	87.80%	29.27%	57.14%	83.33%	18.56%	30.00%
White	92.14%	94.13%	42.74%	67.98%	>95.00%	18.60%	14.80%
Other	85.13%	92.78%	46.52%	75.50%	91.23%	16.29%	16.56%
Special Population							
Individuals With Disabilities	77.50%	77.64%	55.28%	70.00%	85.71%	33.50%	36.14%
Economically Disadvantaged	86.85%	91.48%	45.86%	75.25%	90.86%	20.52%	20.25%
Single Parents	91.15%	91.41%	43.75%	79.75%	>95.00%	15.69%	12.96%
Displaced Homemakers	85.53%	94.05%	47.62%	72.97%	>95.00%	17.93%	17.50%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	88.42%	93.02%	55.81%	60.26%	>95.00%	15.43%	17.50%
Nontraditional	88.42%	91.05%	48.24%	73.43%	90.48%	>95.00%	>95.00%
Tech Prep							
Tech Prep	85.10%	92.38%	47.30%	71.56%	90.45%	16.33%	15.98%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

IDAHO

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	High School Graduation	National and State Standards, and Local Assessment	State and Local Data	NP	National and State Standards, and Local Assessment	State and Local Data	State and Local Data
Measurement Definitions	Percentage of senior concentrators in professional-technical program who complete high school graduation requirements. [The meaning of a "professional-technical program" in Idaho is a technical training program that includes academic and technical courses, which integrates academic and industry standards and includes articulation between high school and college.]	Percentage of professional-technical program completers who demonstrate mastery.	Percentage of total professional-technical program concentrators who graduate with a diploma.	NP	Percentage of professional-technical program completer respondents who achieve positive placement or transition.	Percentage of professional-technical program students (females plus males) who enter nontraditional programs for their gender.	Percentage of professional-technical students (females plus males) who complete nontraditional programs for their gender.
2005–06 Targets	>95.00%	89.38%	>95.00%	NP	92.88%	18.47%	19.91%
2005–06 Results	>95.00%	93.14%	>95.00%	NP	93.74%	19.40%	24.34%
Gender							
Male	>95.00%	92.12%	>95.00%	NP	92.99%	<10.00%	17.91%
Female	>95.00%	94.21%	>95.00%	NP	94.61%	39.80%	34.11%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	>95.00%	76.64%	84.34%	NP	94.74%	32.55%	36.23%
Asian	>95.00%	>95.00%	>95.00%	NP	>95.00%	26.71%	29.03%
Black	93.33%	>95.00%	>95.00%	NP	91.30%	12.27%	15.00%
Hispanic	>95.00%	90.91%	90.37%	NP	87.05%	23.67%	32.27%
White	>95.00%	93.48%	>95.00%	NP	94.43%	18.67%	23.09%
Other	91.18%	93.75%	92.11%	NE	94.92%	NE	NE
Special Population							
Individuals With Disabilities	94.56%	89.78%	93.96%	NP	90.53%	25.15%	21.35%
Economically Disadvantaged	>95.00%	92.60%	94.08%	NP	92.78%	31.36%	29.90%
Single Parents	>95.00%	91.49%	94.44%	NP	89.66%	41.98%	23.33%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	>95.00%	90.73%	93.60%	NP	83.33%	30.00%	25.66%
Nontraditional	>95.00%	94.50%	92.45%	NP	>95.00%	19.40%	24.34%
Tech Prep							
Tech Prep	>95.00%	93.91%	70.99%	NP	93.53%	23.16%	26.75%

Notes:
 This chart reports results for students that the state has identified as "concentrators." Please see Appendix B for states' definitions of "concentrators" in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

IDAHO

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE GPA	State and Local Data	Surveys and Placement Records	Administrative Record Exchange	State and Local Data	State and Local Data
Measurement Definitions	Percentage of completers earning a 2.0 GPA or greater in required general education courses and across all professional-technical courses or A.A.S. degree programs.	Percentage of completers earning a 2.5 GPA or greater in professional-technical courses that demonstrate mastery of the knowledge, skills, and competencies required for attaining a technical certificate or a degree.	Percentage of full-time professional-technical students who complete requirements for a certificate or an A.A.S. degree, regardless of their original intent, within a period equal to one and half times the normal program length.	Percentage of completers who achieve positive placement or transition.	Percentage of professional-technical completers and A.A.S. degree and certificate completers placed and retained in employment.	Percentage of professional-technical program students (males and females) who enter programs that are nontraditional for their gender.	Percentage of professional-technical students (females plus males) who complete programs that are nontraditional for their gender.
2005–06 Targets	92.47%	>95.00%	89.17%	94.49%	90.46%	13.81%	12.86%
2005–06 Results	90.10%	>95.00%	88.21%	93.90%	>95.00%	11.33%	10.60%
Gender							
Male	87.10%	93.40%	91.00%	>95.00%	>95.00%	<10.00%	<10.00%
Female	92.87%	>95.00%	84.89%	91.89%	>95.00%	17.21%	18.17%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	91.30%	91.67%	86.36%	94.74%	>95.00%	10.31%	<10.00%
Asian	85.71%	>95.00%	91.67%	88.89%	>95.00%	11.36%	<10.00%
Black	>95.00%	87.50%	>95.00%	87.50%	>95.00%	27.27%	12.50%
Hispanic	84.06%	93.75%	91.11%	93.83%	>95.00%	<10.00%	16.13%
White	90.46%	>95.00%	88.28%	93.71%	>95.00%	11.20%	10.64%
Other	89.15%	93.89%	85.71%	>95.00%	>95.00%	13.78%	<10.00%
Special Population							
Individuals With Disabilities	87.62%	88.50%	51.64%	92.42%	94.12%	16.62%	20.75%
Economically Disadvantaged	90.23%	>95.00%	89.18%	93.97%	94.57%	11.74%	11.86%
Single Parents	91.61%	94.74%	60.92%	>95.00%	>95.00%	16.27%	14.18%
Displaced Homemakers	>95.00%	94.68%	68.75%	92.59%	>95.00%	17.19%	17.39%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	91.43%	>95.00%	63.16%	94.74%	>95.00%	13.98%	15.15%
Nontraditional	87.67%	>95.00%	68.70%	93.10%	92.11%	>95.00%	>95.00%
Tech Prep							
Tech Prep	91.67%	94.69%	94.37%	>95.00%	>95.00%	<10.00%	<10.00%

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

ILLINOIS

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	High School Graduation	High School Graduation	High School Graduation	NP	Administrative Record Exchange and Matching of Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of all CTE concentrators in a given graduation cohort who received a high school diploma.	Percentage of all CTE concentrators in a given graduation cohort who received a high school diploma.	Percentage of all CTE concentrators in a given graduation cohort who received a high school diploma.	NP	Percentage of all CTE concentrators in a given graduation cohort identified by social security numbers who appear as employed in the unemployment insurance wage records and enrolled in the state's higher education database in the year following graduation.	Percentage of males and females enrolled in programs that lead to nontraditional employment for their respective genders.	Percentage of males and females completing programs that lead to nontraditional employment for their respective genders.
2005–06 Targets	>95.00%	78.89%	>95.00%	NP	76.36%	16.47%	12.78%
2005–06 Results	>95.00%	>95.00%	>95.00%	>95.00%	74.08%	16.29%	13.71%
Gender							
Male	94.53%	94.53%	94.53%	94.53%	72.79%	<10.00%	<10.00%
Female	>95.00%	>95.00%	>95.00%	>95.00%	75.63%	68.71%	50.22%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	81.82%	81.82%	81.82%	81.82%	84.44%	13.04%	14.29%
Asian	>95.00%	>95.00%	>95.00%	>95.00%	77.76%	10.45%	13.40%
Black	91.60%	91.60%	91.60%	91.60%	60.43%	20.29%	22.11%
Hispanic	92.98%	92.98%	92.98%	92.98%	70.00%	14.85%	16.49%
White	>95.00%	>95.00%	>95.00%	>95.00%	78.47%	16.10%	11.77%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	92.36%	92.36%	92.36%	92.36%	64.01%	10.69%	<10.00%
Economically Disadvantaged	92.62%	92.62%	92.62%	92.62%	64.83%	21.13%	21.32%
Single Parents	88.42%	88.42%	88.42%	88.42%	59.17%	43.84%	31.87%
Displaced Homemakers	90.00%	90.00%	90.00%	90.00%	66.20%	22.22%	14.29%
Other Educational Barriers	91.45%	91.45%	91.45%	91.45%	67.34%	17.04%	16.98%
Limited English Proficiency	94.48%	94.48%	94.48%	94.48%	65.22%	<10.00%	10.29%
Nontraditional	>95.00%	>95.00%	>95.00%	>95.00%	75.86%	16.29%	13.71%
Tech Prep							
Tech Prep	>95.00%	>95.00%	>95.00%	>95.00%	75.39%	15.80%	14.27%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

ILLINOIS

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	State and Local Data	Administrative Record Exchange	Administrative Record Exchange	State and Local Data	State and Local Data
Measurement Definitions	Percentage of occupational program majors in the cohort who completed a degree or occupational certificate or who are still enrolled in the institution or have transferred within five years of enrollment.	Percentage of occupational program majors in the cohort who completed a degree or occupational certificate or who are still enrolled in the institution or have transferred within five years of enrollment.	Percentage of occupational program majors in the cohort who completed a degree or occupational certificate within five years of enrollment.	Percentage of all degree and occupational certificate completers in the same fiscal year identified by social security number who are identified as employed in the Illinois unemployment insurance wage records in the third quarter after program completion or were enrolled in the Illinois public higher education shared database in the academic year following program completion.	Percentage of all degree and occupational certificate completers in a given fiscal year identified by social security number who are identified as employed in the third and fourth quarters after program completion.	Percentage of total female and male enrollment in specified occupational programs that lead to employment nontraditional for their gender.	Percentage of total female and male program completions in specified occupational programs that lead to employment nontraditional for their gender.
2005–06 Targets	64.85%	64.85%	55.08%	78.75%	93.75%	13.58%	10.86%
2005–06 Results	70.07%	70.07%	55.93%	78.17%	94.67%	17.32%	14.99%
Gender							
Male	65.14%	65.14%	49.66%	72.09%	94.54%	13.85%	13.42%
Female	73.73%	73.73%	60.58%	82.71%	94.75%	21.11%	17.24%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	63.75%	63.75%	46.25%	67.13%	85.71%	19.46%	16.83%
Asian	71.08%	71.08%	48.86%	61.26%	93.83%	22.99%	17.86%
Black	67.09%	67.09%	48.60%	70.21%	93.14%	20.81%	20.25%
Hispanic	63.11%	63.11%	45.57%	79.86%	>95.00%	16.54%	15.50%
White	71.23%	71.23%	58.44%	81.92%	94.97%	16.19%	13.47%
Other	61.46%	61.46%	46.88%	74.21%	>95.00%	18.25%	14.56%
Special Population							
Individuals With Disabilities	67.66%	67.66%	54.99%	78.40%	94.47%	17.84%	13.46%
Economically Disadvantaged	70.91%	70.91%	58.74%	77.32%	94.04%	17.58%	12.42%
Single Parents	68.59%	68.59%	51.73%	78.16%	93.25%	15.10%	13.41%
Displaced Homemakers	69.14%	69.14%	55.56%	75.45%	92.25%	13.68%	<10.00%
Other Educational Barriers	67.86%	67.86%	49.02%	80.85%	93.83%	16.20%	11.94%
Limited English Proficiency	67.54%	67.54%	45.51%	62.64%	94.75%	15.75%	11.16%
Nontraditional	68.36%	68.36%	49.97%	78.32%	94.88%	17.32%	14.99%
Tech Prep							
Tech Prep	72.44%	72.44%	55.62%	83.07%	>95.00%	30.89%	12.50%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

INDIANA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Assessment	Local Standards and Assessment	State and Local Data	NP	Administrative Record Exchanges and Matching of Administrative Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of students concentrating in CTE programs who meet academic standards.	Percentage of students concentrating in CTE who attain program-defined and validated CTE skills.	Percentage of senior CTE concentrators who graduate from high school.	NP	Percentage of students included in the denominator who are enrolled in documented postsecondary programs, advanced training, employment, military service, or a combination of the above within one year of graduation.	Percentage of nontraditional students concentrating in programs that lead to nontraditional employment for their respective genders.	Percentage of nontraditional students concentrating in programs that lead to nontraditional employment for their respective genders.
2005–06 Targets	91.27%	90.07%	89.47%	NP	79.63%	<10.00%	<10.00%
2005–06 Results	92.00%	>95.00%	92.50%	NP	84.36%	10.96%	11.04%
Gender							
Male	91.17%	>95.00%	91.69%	NP	82.98%	<10.00%	<10.00%
Female	93.05%	>95.00%	93.52%	NP	85.99%	34.32%	37.07%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	86.67%	>95.00%	86.67%	NP	92.86%	<10.00%	<10.00%
Asian	93.20%	>95.00%	94.17%	NP	83.33%	<10.00%	<10.00%
Black	92.00%	>95.00%	92.26%	NP	80.79%	17.09%	19.64%
Hispanic	87.00%	>95.00%	86.55%	NP	83.23%	10.57%	10.20%
White	92.19%	>95.00%	92.75%	NP	84.66%	10.51%	10.61%
Other	91.85%	>95.00%	91.85%	NP	86.36%	14.17%	13.89%
Special Population							
Individuals With Disabilities	88.15%	94.07%	89.63%	NP	75.41%	14.91%	13.85%
Economically Disadvantaged	90.68%	>95.00%	90.47%	NP	86.11%	12.71%	13.43%
Single Parents	84.91%	>95.00%	90.09%	NP	83.58%	<10.00%	<10.00%
Displaced Homemakers	80.93%	>95.00%	89.69%	NP	83.04%	<10.00%	<10.00%
Other Educational Barriers	75.44%	93.48%	83.32%	NP	83.54%	10.84%	<10.00%
Limited English Proficiency	80.43%	89.13%	82.61%	NP	86.67%	<10.00%	<10.00%
Nontraditional	90.77%	>95.00%	91.83%	NP	81.46%	>95.00%	>95.00%
Tech Prep							
Tech Prep	47.81%	73.16%	45.67%	NP	76.79%	17.59%	17.59%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

INDIANA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	National and State Standards, and Local Assessment	State and Local Data	Administrative Record Exchange	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of students concentrating in occupationally-specific programs that lead to a certificate or an associate degree and who meet program-defined academic standards.	Percentage of students concentrating in occupationally-specific programs that lead to a certificate or an associate degree and who attain program-defined and industry-validated CTE skill standards.	Percentage of students who attain an associate degree, credential or certificate.	Percentage of postsecondary students who attain an associate degree or certificate, and enter advanced training, employment, or military service within one year after graduation.	Percentage of postsecondary students who are placed in employment and remain employed for one year.	Percentage of nontraditional students concentrating in occupationally-specific programs that lead to employment in occupations nontraditional for their gender.	Percentage of nontraditional students completing occupationally-specific programs that lead to employment in occupations nontraditional for their gender.
2005–06 Targets	87.33%	26.65%	26.65%	84.69%	86.00%	<10.00%	<10.00%
2005–06 Results	82.28%	26.55%	26.55%	86.13%	87.43%	26.62%	23.92%
Gender							
Male	79.19%	25.56%	25.56%	89.16%	86.31%	<10.00%	<10.00%
Female	85.12%	27.76%	27.76%	82.02%	89.18%	47.20%	35.58%
Unknown Gender	87.80%	20.83%	20.83%	86.36%	92.59%	NP	NP
Ethnicity							
American Indian	80.20%	16.67%	16.67%	84.21%	90.91%	25.24%	24.07%
Asian	79.15%	30.91%	30.91%	91.07%	85.00%	30.73%	24.79%
Black	63.59%	<10.00%	<10.00%	89.80%	84.36%	40.75%	39.60%
Hispanic	76.56%	18.33%	18.33%	92.17%	92.03%	33.81%	25.27%
White	84.14%	28.99%	28.99%	85.65%	87.83%	25.09%	22.56%
Other	82.31%	23.13%	23.13%	84.52%	72.41%	15.06%	20.06%
Special Population							
Individuals With Disabilities	>95.00%	33.33%	33.33%	>95.00%	NP	22.22%	<10.00%
Economically Disadvantaged	50.00%	14.06%	14.06%	86.36%	NP	28.81%	57.14%
Single Parents	>95.00%	18.75%	18.75%	>95.00%	NP	16.67%	<10.00%
Displaced Homemakers	>95.00%	NP	NP	NP	NP	14.29%	<10.00%
Other Educational Barriers	66.67%	12.10%	12.10%	89.74%	NP	22.95%	16.67%
Limited English Proficiency	NP	<10.00%	<10.00%	>95.00%	NP	<10.00%	NP
Nontraditional	79.23%	21.93%	21.93%	85.71%	84.52%	>95.00%	>95.00%
Tech Prep							
Tech Prep	>95.00%	NP	NP	NP	NP	<10.00%	NP

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

IOWA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	National Academic Assessment	National and State Standards, and Local Assessment	State and Local Data	NP	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Number of targeted CTE students rated proficient or higher.	Number of program completers rated proficient or higher.	Number of targeted students receiving a diploma or its equivalent.	NP	Number of completers placed in continuing education, nonmilitary employment, military, or a combination of the above.	Number of students in underrepresented gender groups enrolled in programs for nontraditional occupations.	Number of students in underrepresented gender groups who completed a program for a nontraditional occupation.
2005–06 Targets	68.25%	82.23%	>95.00%	NP	>95.00%	33.52%	24.27%
2005–06 Results	73.24%	77.90%	>95.00%	NP	>95.00%	34.77%	20.88%
Gender							
Male	72.86%	77.13%	>95.00%	NP	>95.00%	42.37%	27.66%
Female	73.83%	79.15%	>95.00%	NP	>95.00%	27.96%	17.13%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	64.29%	88.00%	>95.00%	NP	92.31%	34.69%	24.00%
Asian	54.01%	79.37%	>95.00%	NP	>95.00%	38.18%	36.84%
Black	42.43%	73.79%	>95.00%	NP	>95.00%	39.96%	26.67%
Hispanic	58.42%	74.50%	>95.00%	NP	85.71%	34.52%	17.52%
White	75.16%	78.00%	>95.00%	NP	>95.00%	34.46%	22.15%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	31.32%	67.50%	>95.00%	NP	94.74%	33.23%	14.78%
Economically Disadvantaged	60.20%	75.76%	>95.00%	NP	93.70%	35.07%	19.13%
Single Parents	71.25%	>95.00%	>95.00%	NP	88.89%	29.70%	46.52%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	51.59%	77.84%	>95.00%	NP	90.27%	36.04%	24.50%
Limited English Proficiency	46.26%	84.21%	>95.00%	NP	68.75%	34.13%	16.07%
Nontraditional	74.57%	82.73%	>95.00%	NP	>95.00%	>95.00%	>95.00%
Tech Prep							
Tech Prep	73.48%	76.39%	>95.00%	NP	>95.00%	33.52%	15.98%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

IOWA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	National and State Standards, and Local Assessment	State and Local Data	Surveys and Placement Records	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Number of students receiving a degree, diploma, or certificate.	Number of program completers rated as occupationally proficient.	Number of students receiving a degree, diploma, or certificate.	Number of completers placed in continuing education, nonmilitary employment, and military.	Number of completers employed both the second (year after graduation) and fourth (graduation year) unemployment insurance quarters.	Number of students in underrepresented gender groups enrolled in programs for nontraditional occupations.	Number of students in underrepresented gender groups who completed a program for nontraditional occupations.
2005–06 Targets	>95.00%	91.56%	>95.00%	>95.00%	92.74%	20.09%	14.26%
2005–06 Results	>95.00%	>95.00%	>95.00%	>95.00%	93.35%	23.32%	15.35%
Gender							
Male	>95.00%	94.19%	>95.00%	>95.00%	91.89%	11.53%	12.33%
Female	>95.00%	>95.00%	>95.00%	>95.00%	94.32%	31.51%	16.98%
Unknown Gender	>95.00%	NP	>95.00%	NP	82.86%	NP	NP
Ethnicity							
American Indian	>95.00%	91.49%	>95.00%	>95.00%	93.94%	24.01%	12.50%
Asian	>95.00%	94.50%	>95.00%	82.54%	94.12%	27.96%	23.38%
Black	>95.00%	90.73%	>95.00%	>95.00%	87.91%	22.88%	17.80%
Hispanic	>95.00%	>95.00%	>95.00%	>95.00%	85.71%	26.62%	19.35%
White	>95.00%	>95.00%	>95.00%	>95.00%	93.73%	23.04%	14.93%
Other	>95.00%	90.39%	>95.00%	>95.00%	90.13%	23.96%	20.64%
Special Population							
Individuals With Disabilities	>95.00%	>95.00%	>95.00%	>95.00%	92.18%	23.20%	14.10%
Economically Disadvantaged	>95.00%	93.61%	>95.00%	>95.00%	92.92%	22.50%	15.03%
Single Parents	>95.00%	>95.00%	>95.00%	>95.00%	91.30%	37.86%	13.69%
Displaced Homemakers	>95.00%	>95.00%	>95.00%	>95.00%	>95.00%	39.08%	19.57%
Other Educational Barriers	NE	>95.00%	NE	92.98%	NE	NE	NE
Limited English Proficiency	>95.00%	86.54%	>95.00%	65.22%	85.37%	28.80%	16.98%
Nontraditional	NP	>95.00%	NP	69.77%	NP	23.32%	15.35%
Tech Prep							
Tech Prep	80.29%	52.89%	80.29%	82.18%	NP	12.73%	21.84%

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

KANSAS

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	Local Standards and Assessment	State and Local Data	NP	National and State Standards, and Assessment	State and Local Data	State and Local Assessment
Measurement Definitions	Total number of secondary students who attained a 2.0 GPA or greater during the reporting year.	Number of students who attained the 80 percent threshold level of CTE and met state-established, industry-validated vocational skill standards and left secondary education in the reporting year.	Number of secondary CTE students who attained a high school diploma and left secondary education in the reporting year.	NP	Number of students who completed secondary CTE programs, and received a high school diploma, and left secondary education in the reporting year, and placed in postsecondary education, advanced training, employment, military service, or a combination of the above.	Number of students in underrepresented gender groups who participated in a nontraditional secondary program in the reporting year.	Number of students in underrepresented gender groups who completed a nontraditional program in the reporting year.
2005–06 Targets	93.03%	>95.00%	75.95%	NP	85.28%	35.04%	55.47%
2005–06 Results	>95.00%	>95.00%	>95.00%	NP	88.31%	49.97%	>95.00%
Gender							
Male	>95.00%	>95.00%	>95.00%	NP	88.84%	70.15%	>95.00%
Female	>95.00%	>95.00%	>95.00%	NP	87.60%	21.18%	>95.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	94.40%	>95.00%	>95.00%	NP	92.77%	47.86%	>95.00%
Asian	>95.00%	>95.00%	>95.00%	NP	76.58%	54.03%	>95.00%
Black	91.89%	>95.00%	>95.00%	NP	71.67%	54.04%	>95.00%
Hispanic	92.52%	>95.00%	>95.00%	NP	69.05%	48.60%	>95.00%
White	>95.00%	>95.00%	>95.00%	NP	90.48%	49.68%	>95.00%
Other	93.65%	>95.00%	>95.00%	NP	73.33%	45.37%	>95.00%
Special Population							
Individuals With Disabilities	94.32%	>95.00%	>95.00%	NP	81.76%	49.69%	>95.00%
Economically Disadvantaged	92.92%	>95.00%	>95.00%	NP	79.18%	48.85%	>95.00%
Single Parents	93.28%	>95.00%	>95.00%	NP	85.59%	50.52%	>95.00%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	86.46%	>95.00%	>95.00%	NP	83.33%	54.52%	>95.00%
Limited English Proficiency	94.62%	>95.00%	>95.00%	NP	75.47%	44.50%	>95.00%
Nontraditional	>95.00%	>95.00%	>95.00%	NP	>95.00%	NP	NP
Tech Prep							
Tech Prep	>95.00%	>95.00%	>95.00%	NP	90.97%	57.50%	>95.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

KANSAS

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	CTE Course Completion	Program Completion	State and Local Data	Surveys and Placement Records	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Number of postsecondary students who attained a 2.0 GPA or greater and who have met program-defined academic standards, and stopped program participation in the reporting year.	Number of postsecondary CTE students who met the 80 percent level of CTE and completed a CTE program, met state-established industry-validated CTE skill standards, and stopped program participation in the reporting year.	Number of students enrolled in postsecondary CTE programs and who received or were eligible to receive a postsecondary degree, certificate, or credential, or reached their predetermined goal, and stopped program participation in the reporting year.	Number of students who completed a postsecondary CTE program in the reporting year and were placed in further postsecondary education, advanced training, employment, or military service after stopping participation in the postsecondary program.	Number of students who completed a postsecondary CTE program in the reporting year and were placed in further postsecondary education, advanced training, employment, or military service after stopping participation in the postsecondary program and who remain employed six months later.	Number of students in underrepresented gender groups who participated in a nontraditional postsecondary program in the reporting year.	Number of students in underrepresented gender groups who completed in a nontraditional postsecondary program in the reporting year.
2005–06 Targets	>95.00%	>95.00%	36.75%	72.05%	72.05%	21.50%	18.10%
2005–06 Results	>95.00%	>95.00%	45.85%	88.81%	88.81%	17.49%	15.28%
Gender							
Male	>95.00%	>95.00%	42.01%	86.23%	86.23%	13.15%	14.20%
Female	>95.00%	>95.00%	49.50%	90.90%	90.90%	21.63%	16.11%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	>95.00%	>95.00%	44.38%	91.89%	91.89%	17.16%	10.14%
Asian	>95.00%	>95.00%	45.00%	78.70%	78.70%	20.00%	20.00%
Black	>95.00%	>95.00%	43.41%	80.24%	80.24%	21.44%	18.91%
Hispanic	>95.00%	>95.00%	47.00%	83.06%	83.06%	17.89%	14.79%
White	>95.00%	>95.00%	47.06%	90.04%	90.04%	16.83%	14.72%
Other	>95.00%	>95.00%	28.96%	90.10%	90.10%	21.42%	23.20%
Special Population							
Individuals With Disabilities	>95.00%	>95.00%	50.00%	73.58%	73.58%	17.00%	15.63%
Economically Disadvantaged	>95.00%	>95.00%	50.13%	94.29%	94.29%	17.29%	14.20%
Single Parents	>95.00%	>95.00%	58.41%	91.88%	91.88%	11.42%	<10.00%
Displaced Homemakers	>95.00%	>95.00%	51.97%	86.36%	86.36%	18.11%	15.52%
Other Educational Barriers	>95.00%	>95.00%	44.62%	91.87%	91.87%	20.81%	18.24%
Limited English Proficiency	>95.00%	>95.00%	37.12%	89.38%	89.38%	15.08%	16.67%
Nontraditional	>95.00%	>95.00%	40.64%	86.16%	86.16%	>95.00%	>95.00%
Tech Prep							
Tech Prep	>95.00%	>95.00%	51.58%	83.51%	83.51%	14.64%	11.79%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

KENTUCKY

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment System	CTE Program Completion	State and Local Administrative Data	National and State Standards, and State-Approved Local Standards and Assessment Systems	State-Developed, School Administered Survey and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of exiting CTE concentrators who passed the state exam.	Percentage of CTE concentrators who graduated from high school.	Percentage of exiting CTE concentrators who graduated from high school.	Percentage of senior concentrators passing the state skills standard test.	Percentage of CTE program completers who graduate from high school and placed in employment, postsecondary education, military, or a combination of the above.	Percentage of female and male concentrators among participants enrolled in CTE programs leading to nontraditional employment.	Percentage of females and males among completers of programs leading to nontraditional employment and graduation from high school.
2005–06 Targets	14.52%	55.26%	79.92%	35.59%	80.35%	26.20%	25.38%
2005–06 Results	10.55%	67.70%	>95.00%	45.94%	90.98%	31.18%	22.98%
Gender							
Male	<10.00%	66.79%	>95.00%	41.77%	91.36%	21.88%	23.97%
Female	14.26%	68.72%	>95.00%	49.63%	90.42%	44.10%	22.24%
Unknown Gender	NP	NP	NP	NP	>95.00%	NP	NP
Ethnicity							
American Indian	<10.00%	57.58%	91.30%	33.33%	89.47%	29.51%	11.11%
Asian	26.37%	66.12%	>95.00%	44.90%	>95.00%	36.71%	26.00%
Black	10.80%	47.23%	92.71%	29.67%	87.39%	34.80%	20.39%
Hispanic	<10.00%	52.08%	>95.00%	30.34%	>95.00%	32.44%	21.88%
White	10.46%	68.37%	>95.00%	47.51%	91.01%	30.43%	20.74%
Other	10.05%	85.93%	>95.00%	36.61%	>95.00%	33.74%	41.76%
Special Population							
Individuals With Disabilities	<10.00%	60.97%	92.35%	NP	82.24%	22.30%	12.79%
Economically Disadvantaged	<10.00%	62.55%	94.16%	NP	86.86%	30.35%	18.82%
Single Parents	<10.00%	75.82%	94.76%	NP	78.09%	31.51%	29.27%
Displaced Homemakers	NP	<10.00%	>95.00%	NP	>95.00%	<10.00%	<10.00%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	11.36%	42.14%	93.33%	NP	>95.00%	32.30%	16.67%
Nontraditional	13.15%	65.52%	>95.00%	NP	92.00%	>95.00%	76.96%
Tech Prep							
Tech Prep	10.57%	71.90%	>95.00%	NP	91.50%	29.57%	20.45%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

KENTUCKY

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	State and Local Administrative Data	State Developed School Administered Surveys and Placement Records, and Administrative Records	State and Local Administrative Data	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE program completers with a 2.0 GPA or greater who receives a credential or is eligible to receive a credential.	Percentage of CTE program completers with a 2.0 GPA or greater and who receives a credential or is eligible to receive a credential.	Percentage of CTE program completers with a 2.0 GPA or greater who receives a credential or is eligible to receive a credential.	Percentage of program completers with a GPA of 2.0 or greater and received a credential or was eligible to receive a credential who are placed in employment, continuing their education, or are in the military.	Percentage of CTE completers with a 2.0 GPA or greater who received a credential or was eligible to receive a credential and retained their original placement or transitioned to another positive placement.	Percentage of CTE concentrators, female and male, enrolled in programs leading to nontraditional employment.	Percentage of CTE completers, male and female, who complete programs leading to nontraditional employment and who receive a credential or is eligible to receive a credential.
2005–06 Targets	49.74%	49.74%	49.74%	57.54%	36.24%	12.59%	24.04%
2005–06 Results	64.42%	64.42%	64.42%	74.53%	72.40%	13.13%	<10.00%
Gender							
Male	57.61%	57.61%	57.61%	51.34%	45.39%	15.59%	12.00%
Female	68.64%	68.64%	68.64%	55.86%	53.67%	11.36%	<10.00%
Unknown Gender	NP	NP	NP	>95.00%	>95.00%	NP	NP
Ethnicity							
American Indian	60.53%	60.53%	60.53%	57.14%	20.00%	19.12%	<10.00%
Asian	62.38%	62.38%	62.38%	52.54%	22.22%	25.14%	14.63%
Black	57.85%	57.85%	57.85%	28.24%	27.59%	13.98%	<10.00%
Hispanic	61.96%	61.96%	61.96%	41.43%	40.00%	17.44%	13.33%
White	65.17%	65.17%	65.17%	56.83%	51.84%	12.87%	<10.00%
Other	52.26%	52.26%	52.26%	>95.00%	50.00%	13.85%	23.55%
Special Population							
Individuals With Disabilities	60.20%	60.20%	60.20%	54.55%	67.71%	17.36%	<10.00%
Economically Disadvantaged	67.55%	67.55%	67.55%	63.57%	54.46%	13.76%	<10.00%
Single Parents	66.96%	66.96%	66.96%	48.43%	71.79%	15.82%	<10.00%
Displaced Homemakers	73.53%	73.53%	73.53%	62.86%	73.68%	16.67%	<10.00%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	>95.00%	>95.00%	>95.00%	<10.00%	<10.00%	44.44%	66.67%
Nontraditional	58.64%	58.64%	58.64%	48.47%	45.51%	>95.00%	61.41%
Tech Prep							
Tech Prep	26.32%	26.32%	26.32%	80.00%	55.56%	<10.00%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

LOUISIANA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	Program Completion	Program Completion	NP	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE students passing the state assessments.	Percentage of concentrators completing CTE programs.	Percentage of concentrators completing CTE programs.	NP	Percentage of surveyed CTE completers who responded and placed in further study, employment, the military, or a combination of the above.	Percentage of nontraditional enrollees in nontraditional programs.	Percentage of nontraditional completers of nontraditional programs.
2005–06 Targets	76.73%	40.25%	40.25%	NP	70.72%	18.25%	19.75%
2005–06 Results	83.26%	47.88%	47.88%	47.19%	89.92%	17.31%	28.19%
Gender							
Male	82.59%	45.02%	45.02%	42.46%	88.55%	16.47%	26.97%
Female	83.97%	50.15%	50.15%	51.20%	90.93%	18.45%	29.66%
Unknown Gender	64.80%	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	88.00%	57.00%	57.00%	56.08%	90.00%	17.70%	23.26%
Asian	86.61%	47.43%	47.43%	42.88%	77.17%	20.33%	<10.00%
Black	72.36%	47.01%	47.24%	41.63%	88.76%	19.78%	29.58%
Hispanic	77.69%	44.03%	44.03%	40.00%	81.38%	19.41%	28.81%
White	91.86%	48.34%	48.34%	NP	91.13%	15.85%	27.63%
Other	64.71%	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	NP	52.45%	52.45%	22.62%	80.71%	15.14%	30.03%
Economically Disadvantaged	NP	47.23%	47.23%	44.82%	88.19%	18.24%	24.39%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	NP	32.70%	NP	23.22%	63.41%	20.54%	<10.00%
Nontraditional	NP	28.19%	28.19%	NP	NP	>95.00%	>95.00%
Tech Prep							
Tech Prep	NP	53.16%	53.16%	NP	NP	14.02%	33.94%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

LOUISIANA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	Program Completion	Surveys and Placement Records, and Administrative Record Exchanges	Surveys and Placement Records and Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE concentrators receiving a degree or credential.	Percentage of CTE concentrators receiving a degree or credential.	Percentage of CTE concentrators receiving a degree or credential.	Percentage of CTE completers placed in further study, employment or the military.	Percentage of placed CTE completers retained in the placement status for at least six months.	Percentage of nontraditional CTE concentrators enrolled in nontraditional programs.	Percentage of nontraditional CTE concentrators who complete nontraditional programs.
2005–06 Targets	16.22%	16.22%	16.22%	90.00%	87.64%	15.10%	18.30%
2005–06 Results	21.41%	21.41%	21.41%	85.10%	84.15%	17.09%	17.15%
Gender							
Male	20.17%	20.17%	20.17%	81.57%	85.32%	34.04%	46.22%
Female	21.98%	21.98%	21.98%	86.67%	83.65%	<10.00%	<10.00%
Unknown Gender	22.22%	22.22%	22.22%	NP	NP	NP	NP
Ethnicity							
American Indian	18.27%	18.27%	18.27%	82.35%	92.59%	21.15%	<10.00%
Asian	33.96%	33.96%	33.96%	67.31%	81.25%	18.87%	30.56%
Black	17.68%	17.68%	17.68%	86.70%	78.46%	14.11%	14.85%
Hispanic	29.21%	29.21%	29.21%	73.08%	74.55%	17.42%	15.38%
White	23.66%	23.66%	23.66%	83.65%	87.22%	12.98%	17.94%
Other	20.70%	20.70%	20.70%	77.78%	82.64%	34.06%	17.07%
Special Population							
Individuals With Disabilities	13.66%	13.66%	13.66%	NP	NP	14.63%	17.86%
Economically Disadvantaged	14.93%	14.93%	14.93%	NP	NP	14.14%	<10.00%
Single Parents	32.48%	32.48%	32.48%	NP	NP	<10.00%	<10.00%
Displaced Homemakers	45.83%	45.83%	45.83%	NP	NP	22.92%	<10.00%
Other Educational Barriers	16.61%	16.61%	16.61%	NP	NP	10.91%	<10.00%
Limited English Proficiency	37.50%	37.50%	37.50%	NP	NP	32.69%	<10.00%
Nontraditional	21.48%	21.48%	21.48%	NP	NP	>95.00%	>95.00%
Tech Prep							
Tech Prep	<10.00%	<10.00%	<10.00%	NP	NP	16.00%	NP

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

LOUISIANA

Adult

Sub-indicators	Academic Skills	Vocational Skills	Degrees or Credentials	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	Program Completion	Program Completion	Surveys and Placement Records, and Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of concentrators completing a CTE program.	Percentage of concentrators completing a CTE program.	Percentage of concentrators completing a CTE program.	Percentage of concentrators completing a CTE program.	Percentage of placed completers retained in the placement status for at least six months.	Percentage of nontraditional enrollees in nontraditional programs.	Percentage of nontraditional completers of nontraditional programs.
2005–06 Targets	36.84%	36.84%	36.84%	78.91%	85.75%	<10.00%	11.78%
2005–06 Results	37.37%	37.37%	37.37%	74.47%	87.80%	10.19%	10.73%
Gender							
Male	33.06%	33.06%	33.06%	67.83%	86.51%	11.88%	17.10%
Female	41.39%	41.39%	41.39%	78.82%	88.51%	<10.00%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	16.39%	16.39%	16.39%	47.37%	88.89%	12.77%	<10.00%
Asian	40.00%	40.00%	40.00%	68.00%	70.59%	<10.00%	<10.00%
Black	38.50%	38.50%	38.50%	73.32%	89.30%	11.85%	13.93%
Hispanic	36.73%	36.73%	36.73%	71.05%	70.37%	12.87%	12.82%
White	37.09%	37.09%	37.09%	73.37%	92.25%	<10.00%	<10.00%
Other	31.44%	31.44%	31.44%	73.68%	78.26%	16.16%	22.97%
Special Population							
Individuals With Disabilities	34.96%	34.96%	34.96%	NP	NP	11.21%	<10.00%
Economically Disadvantaged	43.08%	43.08%	43.08%	NP	NP	<10.00%	<10.00%
Single Parents	43.03%	43.03%	43.03%	NP	NP	<10.00%	<10.00%
Displaced Homemakers	37.69%	37.69%	37.69%	NP	NP	<10.00%	12.24%
Other Educational Barriers	27.65%	27.65%	27.65%	NP	NP	<10.00%	<10.00%
Limited English Proficiency	36.11%	36.11%	36.11%	NP	NP	<10.00%	14.29%
Nontraditional	39.34%	39.34%	39.34%	NP	NP	>95.00%	>95.00%
Tech Prep							
Tech Prep	31.73%	31.73%	31.73%	NE	NE	11.27%	33.33%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MAINE

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	High School Graduation	CTE Course Completion	High School Graduation	NP	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Number of high school seniors enrolled in an approved secondary CTE program, at each region and center and statewide, who are categorized and reported as "Completed 50 percent or More" or "Completed" on end-of-year Enrollment Form-Vocational (EFV)-116 forms.	Number of high school seniors enrolled in an approved secondary CTE program, at each region and center and statewide, who are categorized and reported as "Completed 50 percent or More" or "Completed" on end-of-year EFV-116 forms.	Number of high school seniors enrolled in an approved secondary CTE program, at each region and center and statewide, who are categorized and reported as "Completed 50 percent or More" or "Completed" on end-of-year EFV-116 forms.	NP	Number of grade 12 secondary CTE program participants reported as both "Completed 50 percent or More" or "Completed" or "Graduated" on end-of-year EFV-116 forms who enroll in postsecondary education, military service, advanced training or a combination of the above within one year.	Number of males and females enrolled in approved secondary CTE program that are nontraditional for their gender, at each center and region and statewide, who are reported on the EFV-116 forms.	Number of males and females reported on the EFV-116 form as "Completed" or "Graduated" from approved secondary CTE programs that are nontraditional for their gender, at each center, region, and statewide.
2005-06 Targets	87.45%	85.13%	87.45%	NP	60.00%	<10.00%	11.77%
2005-06 Results	89.17%	93.43%	89.17%	NP	81.03%	<10.00%	<10.00%
Gender							
Male	87.73%	92.87%	87.73%	NP	81.03%	<10.00%	<10.00%
Female	91.49%	94.35%	91.49%	NP	NP	16.74%	21.71%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	82.76%	82.76%	82.76%	NP	NP	10.34%	22.22%
Asian	80.56%	88.89%	80.56%	NP	NP	11.11%	22.22%
Black	92.73%	90.91%	92.73%	NP	NP	16.28%	16.67%
Hispanic	86.67%	90.00%	86.67%	NP	NP	13.64%	23.08%
White	89.27%	93.63%	89.27%	NP	NP	<10.00%	<10.00%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	84.70%	90.57%	84.70%	NP	NP	<10.00%	<10.00%
Economically Disadvantaged	88.22%	93.97%	88.22%	NP	NP	<10.00%	10.28%
Single Parents	85.71%	92.86%	85.71%	NP	NP	16.67%	<10.00%
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	80.67%	88.67%	80.67%	NP	NP	<10.00%	<10.00%
Limited English Proficiency	82.93%	92.68%	82.93%	NP	NP	13.64%	35.71%
Nontraditional	88.79%	89.72%	88.79%	NP	NP	<10.00%	<10.00%
Tech Prep							
Tech Prep	89.17%	93.43%	89.17%	NP	NP	NP	NP

Notes:
 This chart reports results for students that the state has identified as "concentrators." Please see Appendix B for states' definitions of "concentrators" in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MAINE

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	High School Graduation	CTE Course Completion	State and Local Data	NP	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Students matriculated into postsecondary CTE programs offered by the Maine Technical College System (MTCS), by program, college, and systemwide, who have successfully met the approved academic and technical skill requirements of their program and received an A.A.S. degree, diploma, or certificate.	Students matriculated into postsecondary CTE programs offered by the MTCS, by program, college, and systemwide, who have successfully met the approved academic and technical skill requirements of their program and received an A.A.S. degree, diploma, or certificate.	Students matriculated into postsecondary CTE programs offered by the MTCS, by program, college, and systemwide, who have successfully met the approved academic and technical skill requirements of their program and received an A.A.S. degree, diploma, or certificate.	MTCS graduates, by program, at each college and systemwide, who become employed within one year of graduation and remain employed for a minimum of two unemployment insurance system ED-202 wage record quarters based on social security number matches with unemployment insurance system ES-202 wage record data.	MTCS graduates, by program, at each college and systemwide, who become employed within one year of graduation and remain employed for a minimum of three unemployment insurance system ED-202 wage record quarters, based on social security number matches with unemployment insurance system ES-202 wage record data.	Number of males and females enrolled in an identified nontraditional program.	Number of males and females completing an identified nontraditional program.
2005–06 Targets	25.12%	25.12%	25.12%	85.22%	85.22%	<10.00%	20.53%
2005–06 Results	24.80%	24.80%	24.80%	85.90%	85.90%	<10.00%	20.20%
Gender							
Male	24.85%	24.85%	24.85%	NP	NP	<10.00%	20.83%
Female	24.72%	24.72%	24.72%	NP	NP	10.12%	19.91%
Unknown Gender	>95.00%	>95.00%	>95.00%	NP	NP	NP	NP
Ethnicity							
American Indian	17.31%	17.31%	17.31%	NP	NP	<10.00%	11.11%
Asian	12.64%	12.64%	12.64%	NP	NP	21.21%	<10.00%
Black	14.81%	14.81%	14.81%	NP	NP	15.79%	20.00%
Hispanic	15.63%	15.63%	15.63%	NP	NP	14.29%	<10.00%
White	25.40%	25.40%	25.40%	NP	NP	<10.00%	21.07%
Other	24.15%	24.15%	24.15%	NP	NP	<10.00%	31.25%
Special Population							
Individuals With Disabilities	25.61%	25.61%	25.61%	NP	NP	<10.00%	17.24%
Economically Disadvantaged	21.82%	21.82%	21.82%	NP	NP	<10.00%	16.52%
Single Parents	15.71%	15.71%	15.71%	NP	NP	15.92%	14.53%
Displaced Homemakers	14.50%	24.43%	24.43%	NP	NP	<10.00%	25.00%
Other Educational Barriers	<10.00%	<10.00%	<10.00%	NP	NP	>95.00%	NP
Limited English Proficiency	14.08%	14.08%	14.08%	NP	NP	<10.00%	11.43%
Nontraditional	10.53%	10.53%	10.53%	NP	NP	>95.00%	<10.00%
Tech Prep							
Tech Prep	37.42%	37.42%	37.42%	NP	NP	<10.00%	60.00%

Notes:
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MARYLAND

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	CTE GPA	High School Graduation	NP	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE concentrators achieving an overall GPA of 2.0 or greater.	Percentage of CTE concentrators achieving a CTE GPA of 2.0 or greater.	Percentage of CTE concentrators receiving high school diplomas or certificates.	NP	Percentage of CTE graduates entering postsecondary education, employment, the military, or a combination of the above within two quarters after graduation.	Percentage of underrepresented gender students among participants in nontraditional CTE programs.	Percentage of underrepresented gender students among completers of nontraditional CTE programs.
2005–06 Targets	74.96%	80.80%	>95.00%	NP	75.88%	39.00%	25.16%
2005–06 Results	73.89%	78.23%	92.39%	NP	80.44%	39.63%	23.48%
Gender							
Male	68.74%	73.67%	91.22%	NP	79.56%	70.00%	25.44%
Female	79.29%	83.00%	93.60%	NP	81.19%	11.44%	21.48%
Unknown Gender	NP	NP	NP	NP	85.00%	NP	NP
Ethnicity							
American Indian	60.26%	80.13%	>95.00%	NP	75.00%	42.77%	39.39%
Asian	85.71%	86.20%	>95.00%	NP	76.15%	47.05%	39.58%
Black	64.05%	71.57%	89.33%	NP	77.75%	41.40%	24.61%
Hispanic	66.93%	70.02%	87.04%	NP	86.18%	40.73%	20.81%
White	78.58%	81.50%	93.93%	NP	82.25%	37.56%	22.25%
Other	NE	NE	NE	NE	78.72%	NE	NE
Special Population							
Individuals With Disabilities	56.50%	60.54%	87.84%	NP	79.17%	42.46%	17.32%
Economically Disadvantaged	61.44%	69.80%	86.84%	NP	82.69%	39.49%	21.36%
Single Parents	75.00%	>95.00%	75.00%	NP	>95.00%	50.00%	<10.00%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	70.38%	67.20%	80.74%	NP	85.71%	44.61%	27.71%
Nontraditional	72.45%	76.08%	90.67%	NP	81.04%	39.63%	82.18%
Tech Prep							
Tech Prep	76.45%	79.79%	93.38%	NP	83.88%	39.83%	25.14%

Notes:
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MARYLAND

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	Overall GPA	State and Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of occupational degree or certificate recipients who achieve an overall GPA of 2.2 or greater.	Percentage of occupational degree or certificate recipients who achieve an overall GPA of 2.2 or greater.	Percentage of first-time, full-time students seeking an occupational degree or certificate who receive one within three years.	Percentage of occupational degree or certificate recipients who enter further postsecondary education, employment, or the military within two quarters after graduation.	Percentage of occupational degree or certificate recipients who enter employment within two quarters after graduation and remain employed four quarters after graduation.	Percentage of underrepresented gender students among participants in nontraditional CTE programs.	Percentage of underrepresented gender students among completers of nontraditional CTE programs.
2005–06 Targets	>95.00%	>95.00%	<10.00%	75.53%	91.00%	22.25%	26.71%
2005–06 Results	>95.00%	>95.00%	13.90%	80.05%	88.20%	20.89%	27.90%
Gender							
Male	>95.00%	>95.00%	12.87%	80.69%	88.50%	67.34%	75.08%
Female	>95.00%	>95.00%	14.69%	79.77%	88.06%	<10.00%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	>95.00%	>95.00%	15.79%	88.89%	80.00%	16.42%	38.46%
Asian	>95.00%	>95.00%	<10.00%	67.39%	85.19%	31.21%	32.46%
Black	>95.00%	>95.00%	<10.00%	80.87%	88.27%	19.06%	25.12%
Hispanic	>95.00%	>95.00%	<10.00%	70.49%	83.82%	19.80%	47.46%
White	>95.00%	>95.00%	19.84%	81.62%	88.65%	21.08%	28.07%
Other	>95.00%	>95.00%	<10.00%	69.58%	85.56%	26.26%	28.83%
Special Population							
Individuals With Disabilities	94.74%	94.74%	<10.00%	85.29%	86.27%	22.48%	20.45%
Economically Disadvantaged	>95.00%	>95.00%	<10.00%	82.00%	87.20%	17.61%	19.12%
Single Parents	>95.00%	>95.00%	<10.00%	NP	NP	<10.00%	NP
Displaced Homemakers	NP	NP	NP	NP	NP	<10.00%	NP
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	>95.00%	>95.00%	<10.00%	75.71%	78.49%	24.11%	32.95%
Nontraditional	>95.00%	>95.00%	<10.00%	74.58%	85.65%	20.89%	>95.00%
Tech Prep							
Tech Prep	>95.00%	>95.00%	<10.00%	79.81%	86.57%	25.30%	37.13%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MASSACHUSETTS

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	National and State Standards, and Assessment	National and State Standards, and Assessment	National and State Standards, and Assessment	Surveys and Placement Records	State and Local Administered Data	State and Local Data
Measurement Definitions	The number of students who passed the Massachusetts Comprehensive Assessment System (MCAS) for each subject area.	The number of students completing a Chapter 74 CTE program, receiving a Chapter 74 certificate, or completing a non-Chapter 74 program.	The number of students completing a Chapter 74 program and receiving a Chapter 74 certificate or completing a non-Chapter 74 program.	The number of CTE students receiving high school diplomas.	The number of CTE graduates employed, in the military, in postsecondary education, or a combination of the above nine months after graduation.	The number of nontraditional students enrolled in programs nontraditional for their gender.	The number of nontraditional students completing nontraditional programs.
2005–06 Targets	51.44%	93.15%	93.15%	93.15%	>95.00%	10.85%	11.00%
2005–06 Results	81.07%	87.41%	87.41%	87.41%	>95.00%	11.37%	10.14%
Gender							
Male	81.12%	87.04%	87.04%	87.04%	>95.00%	<10.00%	<10.00%
Female	81.00%	87.90%	87.90%	87.90%	94.65%	28.77%	11.82%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	80.77%	92.68%	92.68%	92.68%	93.94%	19.05%	15.79%
Asian	83.37%	94.14%	94.14%	94.14%	94.52%	13.72%	11.19%
Black	68.18%	82.02%	82.02%	82.02%	90.64%	11.55%	<10.00%
Hispanic	62.71%	83.74%	83.74%	83.74%	93.04%	14.13%	13.00%
White	86.44%	94.53%	94.53%	94.53%	>95.00%	10.69%	<10.00%
Other	66.67%	NP	NP	NP	NP	12.90%	<10.00%
Special Population							
Individuals With Disabilities	57.64%	81.09%	81.09%	81.09%	92.06%	<10.00%	<10.00%
Economically Disadvantaged	70.85%	83.15%	83.15%	83.15%	92.52%	14.02%	12.05%
Single Parents	83.87%	80.26%	80.26%	80.26%	82.81%	11.57%	20.00%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	73.03%	80.08%	80.08%	80.08%	92.84%	11.83%	10.99%
Limited English Proficiency	41.65%	75.74%	75.74%	75.74%	90.46%	13.03%	10.16%
Nontraditional	81.28%	87.41%	87.41%	87.41%	92.96%	>95.00%	>95.00%
Tech Prep							
Tech Prep	89.08%	89.36%	89.36%	89.36%	>95.00%	14.89%	13.64%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MASSACHUSETTS

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	National and State Academic Assessment, and Academic Course Completion	National and State Academic Assessment and Course Completion	State and Local Data	Surveys and Placement Records	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	The number of for-credit courses completed by all matriculated CTE students.	The number of for-credit courses completed by all matriculated CTE students.	The number of full-time, first-time matriculated students who completed a CTE associate degree or certificate program within four years.	The number of CTE graduates who are in a job, the military or further education nine months after graduation.	The number of CTE graduates who are in a job, the military, or further education nine months after graduation.	The number of nontraditional students enrolled in programs nontraditional for their gender.	The number of nontraditional students who complete nontraditional programs.
2005–06 Targets	76.24%	76.24%	48.72%	>95.00%	>95.00%	15.82%	13.00%
2005–06 Results	77.26%	77.26%	52.06%	94.88%	94.88%	13.80%	11.74%
Gender							
Male	73.91%	73.91%	45.95%	>95.00%	>95.00%	10.51%	<10.00%
Female	79.74%	79.74%	57.75%	94.46%	94.46%	21.29%	21.76%
Unknown Gender	75.85%	75.85%	51.49%	91.79%	91.79%	NP	NP
Ethnicity							
American Indian	71.43%	71.43%	45.83%	94.87%	94.87%	12.12%	11.76%
Asian	77.28%	77.28%	52.14%	92.67%	92.67%	11.64%	12.35%
Black	74.18%	74.18%	48.86%	>95.00%	>95.00%	21.10%	17.98%
Hispanic	70.37%	70.37%	40.45%	94.46%	94.46%	18.42%	16.11%
White	78.37%	78.37%	53.04%	>95.00%	>95.00%	12.49%	10.53%
Other	79.31%	79.31%	60.49%	91.95%	91.95%	10.22%	10.19%
Special Population							
Individuals With Disabilities	73.19%	73.19%	44.56%	89.74%	89.74%	NP	NP
Economically Disadvantaged	76.04%	76.04%	48.60%	94.68%	94.68%	NP	NP
Single Parents	74.91%	74.91%	49.73%	>95.00%	>95.00%	NP	NP
Displaced Homemakers	75.93%	75.93%	39.66%	91.21%	91.21%	NP	NP
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	78.60%	78.60%	46.65%	93.02%	93.02%	NP	NP
Nontraditional	76.64%	76.64%	45.76%	93.29%	93.29%	NP	NP
Tech Prep							
Tech Prep	73.59%	73.59%	48.60%	93.52%	93.52%	15.79%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MICHIGAN

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	CTE GPA	State and Local Data	NP	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	The number of grade 10 through grade 12 CTE program concentrators who participated in Michigan Educational Assessment Program tests and attained an endorsement status of at least a level 3 (basic level) on four of the tests.	Number of grade 11 and grade 12 CTE program concentrators who left school and obtained a GPA of 2.0 or greater.	Number of CTE program concentrators who received a secondary school diploma or its recognized state equivalent.	NP	The number of grade 12 program completers who graduated the previous year and were in postsecondary education, advanced training, employment, military service, or a combination of the above.	The number of grade 9 and above female and male students enrolled in an occupational program determined to be nontraditional for their gender.	The number of grade 9 and above female and male students who completed an occupational program determined to be nontraditional for their gender.
2005–06 Targets	62.48%	86.89%	>95.00%	NP	94.50%	33.24%	31.09%
2005–06 Results	65.44%	89.50%	>95.00%	NP	94.69%	14.90%	12.96%
Gender							
Male	64.99%	87.10%	>95.00%	NP	94.83%	<10.00%	<10.00%
Female	65.97%	92.45%	>95.00%	NP	94.51%	33.83%	25.45%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	60.62%	87.99%	>95.00%	NP	90.61%	12.92%	11.81%
Asian	68.74%	91.69%	>95.00%	NP	>95.00%	18.03%	16.82%
Black	42.60%	82.24%	>95.00%	NP	93.76%	14.80%	13.19%
Hispanic	49.84%	84.38%	>95.00%	NP	91.78%	14.74%	13.82%
White	69.47%	90.88%	>95.00%	NP	94.93%	14.89%	12.86%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	23.75%	81.69%	>95.00%	NP	87.55%	10.40%	<10.00%
Economically Disadvantaged	51.90%	85.85%	>95.00%	NP	91.36%	16.19%	13.42%
Single Parents	49.60%	87.41%	>95.00%	NP	84.95%	21.63%	20.43%
Displaced Homemakers	50.00%	75.00%	>95.00%	NP	NP	42.86%	40.00%
Other Educational Barriers	37.28%	77.07%	>95.00%	NP	89.53%	11.39%	<10.00%
Limited English Proficiency	39.16%	85.60%	>95.00%	NP	91.43%	15.42%	13.71%
Nontraditional	70.27%	92.40%	>95.00%	NP	93.82%	>95.00%	>95.00%
Tech Prep							
Tech Prep	69.07%	90.59%	>95.00%	NP	>95.00%	13.34%	12.12%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MICHIGAN

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE Course	State and Local Data	Surveys and Placement Records	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of postsecondary occupational student concentrators who attain a GPA of 2.0 or greater in academic courses.	Percentage of postsecondary occupational student concentrators who attain a GPA of 2.0 or greater in occupational specialty courses.	Percentage of first-time, full-time occupational students among an entry cohort for the fall of 2002, minus exceptions, who received awards by August 2005.	Number of occupational completers who received awards in 2003-04 and were employed, continued their education, or entered military service during 2004-05.	Percentage of postsecondary occupational students who reported being employed within 180 days of graduation, and remained employed three months later during 2003-04.	Percentage of occupational participants (enrollees) who were enrolled in programs considered nontraditional for their gender.	Percentage of occupational participants (enrollees) who received an award in a program considered nontraditional for their gender.
2005-06 Targets	79.41%	83.45%	18.64%	91.01%	88.73%	17.93%	14.25%
2005-06 Results	80.40%	84.28%	18.85%	93.01%	>95.00%	18.08%	15.59%
Gender							
Male	77.10%	82.57%	18.80%	90.31%	>95.00%	23.49%	18.42%
Female	82.78%	85.58%	18.77%	>95.00%	>95.00%	14.32%	13.49%
Unknown Gender	70.97%	80.75%	20.25%	70.16%	>95.00%	NP	NP
Ethnicity							
American Indian	72.69%	78.56%	11.34%	74.42%	>95.00%	16.64%	23.66%
Asian	81.42%	84.84%	12.04%	84.17%	89.71%	23.58%	16.91%
Black	74.48%	76.74%	<10.00%	88.07%	94.44%	20.37%	18.02%
Hispanic	77.43%	81.96%	14.42%	88.50%	88.89%	21.49%	19.30%
White	81.97%	85.59%	20.81%	>95.00%	>95.00%	16.58%	14.81%
Other	79.00%	83.07%	17.83%	76.40%	84.58%	23.21%	18.65%
Special Population							
Individuals With Disabilities	78.96%	82.56%	18.40%	91.60%	>95.00%	55.92%	18.67%
Economically Disadvantaged	78.54%	82.03%	24.93%	93.65%	>95.00%	17.42%	13.88%
Single Parents	82.94%	85.36%	32.33%	>95.00%	>95.00%	14.13%	13.88%
Displaced Homemakers	87.95%	86.98%	22.22%	>95.00%	>95.00%	<10.00%	<10.00%
Other Educational Barriers	77.87%	81.07%	16.85%	93.02%	>95.00%	17.75%	14.33%
Limited English Proficiency	81.36%	84.52%	14.29%	83.02%	>95.00%	25.28%	23.16%
Nontraditional	82.71%	85.58%	23.66%	73.33%	>95.00%	>95.00%	90.19%
Tech Prep							
Tech Prep	76.22%	70.77%	22.58%	67.24%	78.95%	14.08%	30.85%

Notes:
 This chart reports results for students that the state has identified as "concentrators." Please see Appendix B for states' definitions of "concentrators" in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MINNESOTA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	CTE Course Completion	State and Local Data	NP	State Surveys	State and Local Data	State and Local Data
Measurement Definitions	The number of grade 12 CTE concentrators who passed the basic requirement tests of math, reading, and writing.	The number of CTE concentrators who completed high school requirements.	The number of CTE completers who passed all requirements for graduation.	NP	The number of CTE completers with a positive course match to a Minnesota State Colleges and Universities (MnSCU) courses and CTE completers responding to further education, military, or employment on a self-report survey.	The number of participants from underrepresented gender groups who enrolled in identified nontraditional CTE programs.	The number of completers from underrepresented gender groups who completed identified nontraditional CTE programs.
2005–06 Targets	80.21%	70.97%	82.72%	NP	>95.00%	34.48%	33.92%
2005–06 Results	14.73%	89.71%	79.01%	NP	>95.00%	37.90%	37.60%
Gender							
Male	15.83%	91.06%	76.60%	NP	>95.00%	50.82%	49.88%
Female	13.42%	88.17%	81.87%	NP	>95.00%	19.55%	19.31%
Unknown Gender	NP	NP	NP	NP	<10.00%	NP	NP
Ethnicity							
American Indian	24.04%	88.95%	57.34%	NP	80.00%	44.78%	48.08%
Asian	24.10%	90.61%	72.82%	NP	>95.00%	52.71%	55.01%
Black	26.81%	86.97%	48.19%	NP	80.00%	49.77%	48.22%
Hispanic	28.37%	87.90%	59.08%	NP	66.67%	47.91%	48.77%
White	12.10%	90.00%	83.59%	NP	>95.00%	44.38%	46.35%
Other	NE	NE	NE	NE	>95.00%	NE	NE
Special Population							
Individuals With Disabilities	19.41%	90.30%	53.99%	NP	NP	44.13%	45.53%
Economically Disadvantaged	23.73%	88.85%	61.92%	NP	NP	46.57%	48.21%
Single Parents	21.50%	87.43%	40.50%	NP	NP	31.71%	32.20%
Displaced Homemakers	28.57%	67.74%	28.57%	NP	NP	25.00%	<10.00%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	37.19%	85.51%	46.90%	NP	NP	51.33%	51.44%
Nontraditional	15.69%	94.88%	79.32%	NP	NP	45.53%	47.05%
Tech Prep							
Tech Prep	14.69%	88.61%	79.35%	NP	NP	43.49%	47.09%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MINNESOTA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	Program Completion	State Surveys	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Number of CTE concentrators who met program-defined standards (for certificates, diplomas, or A.A.S. or A.S. degrees) and completed their program in the reporting year.	Number of CTE concentrators who met program-defined standards (for certificates, diplomas, or A.A.S. or A.S. degrees) and completed their program in the reporting year.	Number of CTE concentrators who met program-defined standards (for certificates, diplomas, or A.A.S. or A.S. degrees) and completed their program in the reporting year.	Number of CTE completers reporting related placement, unrelated placement, continued education, or military placement in the reporting year.	Number of CTE completers identified as employed within unemployment insurance wage detail records, third quarter and fourth quarter after the placement reporting period.	Number of CTE participants in underrepresented gender groups who participated in a nontraditional CTE program during the reporting year.	Number of CTE concentrators in underrepresented gender groups who received a certificate, diploma, or A.A.S. or A.S. degree in a nontraditional program area in the reporting year.
2005–06 Targets	28.33%	28.33%	28.33%	>95.00%	91.96%	22.31%	17.27%
2005–06 Results	30.67%	30.67%	30.67%	>95.00%	93.28%	20.89%	15.50%
Gender							
Male	28.07%	28.07%	28.07%	>95.00%	92.83%	27.45%	23.72%
Female	32.41%	32.41%	32.41%	>95.00%	93.60%	15.62%	10.02%
Unknown Gender	53.75%	53.75%	53.75%	>95.00%	91.78%	NP	NP
Ethnicity							
American Indian	23.78%	23.78%	23.78%	94.81%	90.98%	19.98%	13.37%
Asian	28.03%	28.03%	28.03%	94.75%	94.75%	24.02%	17.97%
Black	26.10%	26.10%	26.10%	94.65%	94.37%	31.80%	28.06%
Hispanic	31.06%	31.06%	31.06%	>95.00%	92.64%	21.09%	14.81%
White	30.46%	30.46%	30.46%	>95.00%	93.22%	19.30%	14.35%
Other	43.01%	43.01%	43.01%	>95.00%	93.06%	23.83%	18.86%
Special Population							
Individuals With Disabilities	28.61%	28.61%	28.61%	94.96%	90.21%	19.61%	14.09%
Economically Disadvantaged	28.05%	28.05%	28.05%	>95.00%	92.43%	19.72%	13.11%
Single Parents	29.56%	29.56%	29.56%	>95.00%	91.82%	14.31%	<10.00%
Displaced Homemakers	31.63%	31.63%	31.63%	93.71%	94.33%	17.71%	13.04%
Other Educational Barriers	29.62%	29.62%	29.62%	>95.00%	92.98%	17.23%	10.11%
Limited English Proficiency	29.41%	29.41%	29.41%	94.92%	>95.00%	29.68%	27.80%
Nontraditional	27.99%	27.99%	27.99%	>95.00%	93.02%	20.89%	15.50%
Tech Prep							
Tech Prep	NP	NP	NP	NP	NP	NP	NP

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MISSISSIPPI

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	State Academic Assessment	State Academic Assessment	NP	Surveys and Placement Records, and Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of completers who passed each of the four areas in the Mississippi Subject Area Testing Program (SATP): Algebra I, Biology I, English II, and US History from 1877.	Percentage of concentrators who attain a given level on exams, tests, and profiles.	Percentage of completers who passed each of the four areas in the Mississippi Subject Area Testing Program (SATP): Algebra I, Biology I, English II, and US History from 1877.	NP	Percentage of completers and graduates who were placed in employment, advanced education, the military, or a combination of the above.	Percentage of male and female nontraditional participants in nontraditional programs.	Percentage of male and female nontraditional completers of nontraditional programs.
2005–06 Targets	69.60%	62.17%	69.60%	NP	87.06%	14.28%	12.68%
2005–06 Results	>95.00%	69.52%	>95.00%	NP	90.47%	16.76%	15.02%
Gender							
Male	94.69%	69.04%	>95.00%	NP	90.10%	12.06%	12.90%
Female	>95.00%	69.94%	>95.00%	NP	90.80%	22.34%	17.42%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	80.00%	75.00%	75.00%	NP	>95.00%	35.00%	60.00%
Asian	93.94%	67.74%	>95.00%	NP	93.94%	23.81%	17.50%
Black	94.38%	53.46%	>95.00%	NP	86.91%	17.73%	15.60%
Hispanic	91.67%	79.17%	>95.00%	NP	91.67%	18.66%	20.59%
White	>95.00%	81.48%	>95.00%	NP	93.21%	15.58%	14.24%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	88.19%	46.43%	94.81%	NP	82.25%	11.34%	12.30%
Economically Disadvantaged	>95.00%	63.26%	>95.00%	NP	89.05%	17.24%	15.29%
Single Parents	88.35%	61.46%	>95.00%	NP	83.64%	21.97%	15.20%
Displaced Homemakers	>95.00%	86.84%	91.67%	NP	>95.00%	24.19%	20.83%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	72.73%	63.64%	>95.00%	NP	91.67%	13.56%	12.50%
Nontraditional	94.86%	58.99%	>95.00%	NP	89.93%	>95.00%	>95.00%
Tech Prep							
Tech Prep	>95.00%	65.47%	>95.00%	NP	90.46%	16.60%	15.93%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MISSISSIPPI

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State and Local Administrative Data	State and Local Administrative Data	State and Local Administrative Data	Surveys and Placement Records and Administrative Record Exchanges	Surveys and Placement Records and Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of eligible completers who attain given levels on the Test of Adult Basic Education (TABE) or its equivalent.	Percentage of eligible concentrators who attain given levels on exams, tests, and profiles.	Percentage of concentrators that graduate.	Percentage of concentrator graduates placed in employment, advanced education, or the military.	Percentage of placements in employment, advanced education, or the military who remained there for a minimum of six months.	Percentage of males and females participating in nontraditional programs.	Percentage of males and females completing nontraditional programs.
2005–06 Targets	54.68%	71.71%	44.62%	83.00%	88.60%	13.90%	<10.00%
2005–06 Results	90.95%	92.79%	61.13%	90.73%	>95.00%	<10.00%	<10.00%
Gender							
Male	89.14%	91.86%	59.90%	92.51%	NP	11.56%	<10.00%
Female	92.26%	93.54%	62.06%	89.42%	NP	<10.00%	<10.00%
Unknown Gender	NP	NP	NP	NP	>95.00%	NP	NP
Ethnicity							
American Indian	80.65%	>95.00%	48.48%	93.75%	NP	12.35%	<10.00%
Asian	94.74%	94.74%	58.97%	91.30%	NP	20.31%	16.67%
Black	84.86%	87.49%	61.72%	87.12%	NP	<10.00%	<10.00%
Hispanic	88.24%	93.33%	42.50%	94.12%	NP	11.48%	11.11%
White	>95.00%	>95.00%	61.04%	93.41%	NP	<10.00%	<10.00%
Other	13.76%	>95.00%	61.54%	88.39%	NP	<10.00%	<10.00%
Special Population							
Individuals With Disabilities	>95.00%	90.74%	75.64%	92.09%	NP	<10.00%	<10.00%
Economically Disadvantaged	89.33%	91.35%	60.66%	90.13%	NP	<10.00%	<10.00%
Single Parents	89.75%	90.67%	65.28%	87.42%	NP	<10.00%	<10.00%
Displaced Homemakers	90.41%	>95.00%	63.73%	89.10%	NP	<10.00%	<10.00%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	86.27%	>95.00%	65.00%	88.46%	NP	10.28%	<10.00%
Nontraditional	93.37%	>95.00%	58.17%	90.67%	NP	36.29%	31.10%
Tech Prep							
Tech Prep	88.89%	91.38%	58.12%	89.44%	NP	<10.00%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MISSOURI

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	National and State Standards, and Local Assessment	State and Local Data	State-Approved Local Standards and Assessment	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of concentrators tested before April 2006 who scored in the top three levels of achievement on the Missouri Assessment Program. Alternatively, percentage of concentrators tested after April 2006 who scored in the top two levels of achievement on the Missouri Assessment Program	Percentage of concentrators mastering 80 percent of the state-approved or locally adopted identified competencies, or both.	Percentage of completers.	Percentage of completers receiving a national, state, or local credential.	Percentage of completers placed in postsecondary education, advanced training, military, employment, or a combination of the above.	Percentage of underrepresented secondary CTE students participating in nontraditional CTE programs.	Percentage of underrepresented secondary CTE participants completing nontraditional CTE programs.
2005–06 Targets	44.74%	85.15%	93.74%	31.97%	93.77%	27.24%	24.80%
2005–06 Results	48.88%	87.98%	>95.00%	30.61%	92.44%	33.64%	32.42%
Gender							
Male	46.51%	86.97%	94.82%	29.57%	92.81%	29.49%	26.33%
Female	52.15%	89.41%	>95.00%	31.90%	91.97%	38.51%	40.01%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	32.34%	83.08%	89.71%	24.59%	85.00%	34.69%	27.69%
Asian	55.41%	86.45%	92.74%	34.34%	85.63%	37.62%	37.58%
Black	26.21%	80.52%	93.48%	28.38%	91.13%	37.33%	34.75%
Hispanic	33.92%	80.79%	91.96%	15.85%	89.14%	31.90%	29.07%
White	51.70%	89.02%	>95.00%	31.28%	92.75%	33.05%	32.22%
Other	44.23%	92.86%	71.43%	40.00%	>95.00%	33.33%	50.00%
Special Population							
Individuals With Disabilities	20.38%	81.35%	92.96%	30.32%	88.13%	28.67%	27.32%
Economically Disadvantaged	37.49%	83.89%	92.57%	30.24%	87.70%	35.30%	32.98%
Single Parents	36.76%	83.20%	93.63%	26.06%	79.13%	34.90%	35.41%
Displaced Homemakers	12.50%	50.00%	88.89%	12.50%	66.67%	16.67%	28.57%
Other Educational Barriers	22.43%	81.74%	93.78%	35.79%	89.41%	27.76%	25.05%
Limited English Proficiency	25.25%	83.96%	>95.00%	13.43%	82.71%	27.76%	31.54%
Nontraditional	55.79%	88.44%	94.53%	28.96%	91.74%	NP	NP
Tech Prep							
Tech Prep	44.57%	85.56%	94.08%	49.99%	90.39%	25.34%	24.39%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MISSOURI

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	National and State Academic Assessment	National and State Standards, and Local Assessment	State and Local Data	Surveys and Placement Records	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of concentrators scoring at or above the 50th percentile on a nationally normed or averaged academic assessment (Consistent with Coordinating Board for Higher Education academic reporting requirements for all postsecondary institutions in the state).	Percentage of concentrators mastering 80 percent of the state-approved or locally adopted identified competencies.	Percentage of completers.	Percentage of completers placed in postsecondary education, advanced training, military, or employment.	Percentage of concentrators retained in employment one year after placement.	Percentage of underrepresented postsecondary students participating in nontraditional CTE programs.	Percentage of underrepresented postsecondary students completing nontraditional CTE programs.
2005–06 Targets	77.21%	91.56%	82.51%	86.47%	91.89%	30.81%	17.08%
2005–06 Results	86.74%	91.75%	84.49%	88.05%	92.35%	29.33%	17.59%
Gender							
Male	88.40%	89.35%	85.03%	87.10%	91.28%	19.13%	12.21%
Female	85.66%	93.30%	84.16%	88.55%	92.95%	37.61%	21.75%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	92.45%	92.00%	78.95%	94.59%	93.75%	31.72%	20.00%
Asian	79.35%	89.29%	78.08%	68.85%	90.24%	37.69%	14.29%
Black	70.48%	90.83%	87.42%	80.14%	91.24%	37.92%	25.30%
Hispanic	87.27%	89.47%	77.27%	82.43%	86.36%	38.46%	40.82%
White	88.61%	91.79%	84.37%	89.29%	92.50%	27.14%	16.72%
Other	83.61%	94.43%	87.73%	73.91%	>95.00%	37.09%	18.68%
Special Population							
Individuals With Disabilities	71.04%	89.95%	64.64%	75.34%	83.69%	31.88%	19.15%
Economically Disadvantaged	84.16%	92.93%	79.53%	86.14%	91.70%	33.91%	14.49%
Single Parents	75.07%	85.16%	75.47%	82.49%	93.12%	25.48%	19.39%
Displaced Homemakers	75.76%	84.52%	69.92%	72.97%	90.57%	28.47%	19.39%
Other Educational Barriers	83.04%	89.94%	84.25%	85.35%	90.91%	25.55%	21.96%
Limited English Proficiency	50.88%	90.99%	71.43%	73.12%	>95.00%	58.36%	38.24%
Nontraditional	88.97%	91.97%	74.80%	85.23%	90.97%	NP	NP
Tech Prep							
Tech Prep	79.33%	94.33%	73.48%	94.41%	NP	40.93%	17.58%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MONTANA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State and Local Data	State and Local Data	State and Local Data	NP	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of CTE concentrators who attained a high school diploma.	Percentage of CTE concentrators who attained a high school diploma.	Percentage of CTE concentrators who attained a high school diploma.	NP	Percentage of CTE concentrators who were placed in postsecondary education, advanced training, employment, military, service, or a combination of the above within six months of graduation.	Percentage of participants of the underrepresented gender in programs defined as nontraditional.	Percentage of nontraditional CTE concentrators who attained a high school diploma.
2005–06 Targets	>95.00%	>95.00%	>95.00%	NP	>95.00%	21.99%	10.83%
2005–06 Results	>95.00%	>95.00%	>95.00%	NP	>95.00%	20.95%	11.20%
Gender							
Male	>95.00%	>95.00%	>95.00%	NP	>95.00%	18.19%	<10.00%
Female	>95.00%	>95.00%	>95.00%	NP	>95.00%	25.65%	23.99%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	>95.00%	>95.00%	>95.00%	NP	92.53%	NP	17.83%
Asian	>95.00%	>95.00%	>95.00%	NP	>95.00%	NP	16.67%
Black	>95.00%	>95.00%	>95.00%	NP	93.33%	NP	<10.00%
Hispanic	>95.00%	>95.00%	>95.00%	NP	89.39%	NP	17.65%
White	>95.00%	>95.00%	>95.00%	NP	>95.00%	NP	10.64%
Other	75.00%	75.00%	75.00%	NE	>95.00%	NE	NE
Special Population							
Individuals With Disabilities	>95.00%	>95.00%	>95.00%	NP	90.89%	NP	<10.00%
Economically Disadvantaged	>95.00%	>95.00%	>95.00%	NP	92.88%	NP	13.55%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	>95.00%	>95.00%	>95.00%	NE	94.38%	NE	14.06%
Limited English Proficiency	>95.00%	>95.00%	>95.00%	NP	92.77%	NP	21.74%
Nontraditional	>95.00%	>95.00%	>95.00%	NE	94.12%	NE	>95.00%
Tech Prep							
Tech Prep	>95.00%	>95.00%	>95.00%	NP	>95.00%	NP	11.06%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

MONTANA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	State and Local Data	State and Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of PY 2004-05 CTE concentrators attaining a 2.0 or higher cumulative GPA.	Percentage of PY 2002-03 concentrators who complete a postsecondary degree or certificate in a Perkins-appropriate program of study within three years.	Percentage of PY 2002-03 concentrators who complete a postsecondary degree or certificate in a Perkins-appropriate program of study within three years.	Percentage of PY 2003-04 completers placed in employment, the military, or further postsecondary education.	Percentage of PY 2003-04 completers placed in employment that were retained in the following quarter.	Percentage of enrolled students of the underrepresented gender in programs defined as nontraditional.	Percentage of enrolled students of the underrepresented gender in programs defined as nontraditional who complete a postsecondary degree or certificate within three years.
2005–06 Targets	82.86%	30.65%	30.65%	77.50%	86.51%	14.70%	12.90%
2005–06 Results	83.46%	34.12%	34.12%	79.13%	91.45%	13.27%	13.93%
Gender							
Male	77.73%	30.21%	30.21%	74.72%	88.46%	12.72%	14.92%
Female	87.82%	37.35%	37.35%	81.93%	93.48%	13.70%	13.25%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	73.75%	22.54%	22.54%	66.96%	84.00%	14.75%	17.65%
Asian	77.78%	25.00%	25.00%	77.78%	75.00%	14.29%	<10.00%
Black	62.07%	35.29%	35.29%	20.00%	<10.00%	14.29%	<10.00%
Hispanic	75.79%	23.53%	23.53%	93.33%	90.00%	19.12%	33.33%
White	86.24%	37.64%	37.64%	81.45%	92.87%	12.58%	13.13%
Other	81.77%	31.61%	31.61%	76.36%	88.54%	15.14%	14.58%
Special Population							
Individuals With Disabilities	79.39%	36.11%	36.11%	75.53%	91.89%	17.48%	24.56%
Economically Disadvantaged	81.78%	37.74%	37.74%	80.49%	90.49%	13.12%	13.25%
Single Parents	81.59%	42.71%	42.71%	80.36%	91.09%	13.82%	18.06%
Displaced Homemakers	83.57%	35.14%	35.14%	86.67%	92.98%	16.67%	20.83%
Other Educational Barriers	80.98%	30.01%	30.01%	78.25%	88.40%	13.21%	13.50%
Limited English Proficiency	88.41%	33.33%	33.33%	55.56%	80.00%	14.63%	14.29%
Nontraditional	87.28%	37.85%	37.85%	74.02%	86.90%	94.53%	>95.00%
Tech Prep							
Tech Prep	90.72%	50.68%	50.68%	88.89%	89.19%	13.92%	10.34%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NEBRASKA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment and Academic GPA	Local Standards and Assessment, and CTE GPA	State and Local Data	NP	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of students concentrating in CTE who meet academic standards.	Percentage of students concentrating in CTE who attained program-defined and validated CTE skills.	Percentage of seniors concentrating in CTE who graduated from high school.	NP	Percentage of students included in the denominator enrolled in documented postsecondary programs, advanced training, in the military, employed, or a combination of the above, within one year of graduation.	Percentage of nontraditional students concentrating in programs leading to occupations that are determined to be nontraditional.	Percentage of nontraditional students completing programs leading to occupations that are determined to be nontraditional.
2005–06 Targets	68.62%	79.00%	>95.00%	NP	93.00%	20.00%	22.00%
2005–06 Results	71.00%	84.21%	>95.00%	NP	>95.00%	25.93%	25.39%
Gender							
Male	67.31%	82.13%	>95.00%	NP	>95.00%	20.02%	19.65%
Female	76.03%	87.03%	>95.00%	NP	>95.00%	34.52%	33.68%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	45.87%	64.22%	92.66%	NP	53.06%	14.08%	11.63%
Asian	80.42%	87.41%	>95.00%	NP	44.05%	37.14%	35.19%
Black	61.52%	79.49%	94.94%	NP	56.65%	35.17%	32.07%
Hispanic	58.45%	71.18%	92.11%	NP	65.48%	22.86%	23.01%
White	72.15%	84.52%	>95.00%	NP	>95.00%	25.29%	25.24%
Other	75.00%	>95.00%	>95.00%	NP	<10.00%	<10.00%	<10.00%
Special Population							
Individuals With Disabilities	49.95%	70.03%	92.51%	NP	61.03%	17.79%	18.16%
Economically Disadvantaged	58.10%	76.18%	93.32%	NP	74.28%	24.95%	25.54%
Single Parents	50.45%	77.03%	82.88%	NP	35.30%	13.01%	16.43%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	34.43%	58.20%	90.98%	NP	39.84%	15.46%	16.30%
Limited English Proficiency	55.83%	72.50%	85.83%	NP	49.36%	27.78%	28.57%
Nontraditional	70.89%	83.93%	94.79%	NP	70.14%	>95.00%	>95.00%
Tech Prep							
Tech Prep	65.00%	76.75%	>95.00%	NP	90.62%	27.09%	27.89%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NEBRASKA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	National and State Standards, and Local Assessment and Local Standards	State and Local Data	Surveys and Placement Records, and Administrative Record Exchanges	Surveys and Placement Records, and Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of students who concentrated on a program leading to a certificate or associate degree will meet program-defined academic standards.	Percentage of students concentrating in a program, leading to a certificate or associate degree who attained program-defined and industry-validated CTE skills.	Percentage of students, who attain an associate degree, credential, or certificate.	Percentage of students who attained an associate degree or certificate who were employed, entered the military, or advanced training one year after graduation.	Percentage of postsecondary students placed for employment who remain employed for one year.	Percentage of nontraditional students in programs leading to occupations that are determined to be nontraditional.	Percentage of nontraditional students who complete programs leading to occupations that are determined to be nontraditional.
2005–06 Targets	90.02%	90.24%	29.75%	90.00%	>95.00%	15.32%	18.37%
2005–06 Results	91.98%	90.70%	31.10%	86.90%	90.74%	16.18%	24.46%
Gender							
Male	91.02%	89.81%	33.19%	84.61%	91.64%	12.27%	15.34%
Female	92.91%	91.53%	29.27%	89.22%	89.95%	19.52%	34.03%
Unknown Gender	14.29%	57.14%	<10.00%	NP	NP	NP	NP
Ethnicity							
American Indian	84.06%	81.16%	21.74%	62.50%	>95.00%	18.75%	<10.00%
Asian	89.43%	89.02%	19.51%	77.78%	>95.00%	20.26%	32.00%
Black	91.53%	91.18%	22.40%	92.16%	89.47%	30.75%	25.00%
Hispanic	90.15%	91.38%	32.02%	81.82%	88.89%	20.55%	24.49%
White	92.23%	90.81%	31.83%	86.93%	91.16%	15.22%	24.32%
Other	88.37%	83.72%	30.23%	74.36%	40.00%	12.22%	35.71%
Special Population							
Individuals With Disabilities	87.80%	84.48%	25.28%	92.21%	>95.00%	21.80%	26.67%
Economically Disadvantaged	90.22%	81.30%	30.90%	82.45%	87.80%	14.76%	26.90%
Single Parents	83.01%	84.05%	22.80%	91.67%	92.59%	11.91%	20.97%
Displaced Homemakers	85.00%	>95.00%	30.00%	85.71%	>95.00%	<10.00%	<10.00%
Other Educational Barriers	82.02%	83.50%	25.17%	>95.00%	>95.00%	14.84%	29.40%
Limited English Proficiency	>95.00%	93.75%	33.33%	33.33%	>95.00%	22.86%	<10.00%
Nontraditional	93.40%	81.05%	32.77%	86.40%	92.47%	>95.00%	>95.00%
Tech Prep							
Tech Prep	86.38%	85.26%	35.66%	92.68%	>95.00%	10.76%	21.83%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NEVADA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	CTE Course Completion	State and Local Data	CTE Course	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of grade 12 occupational students included in the official enrollment counts of terminal courses who passed all portions of the Nevada High School Proficiency Examination by Aug. 31 following the completion of the reporting school year.	Percentage of occupational program completers who receive a grade of A or B in the final semester of their terminal course(s).	Percentage of grade 12 occupational students included in the official enrollment counts of terminal courses who receive a standard high school diploma or an adjusted diploma by Aug. 31 following the completion of the current reporting school year.	Percentage of high school graduates of terminal courses who received a standard, advanced, or adjusted diploma that demonstrates at least 80 percent of the competencies of certificate skills.	Percentage of grade 12 occupational program completers placed in one of the eligible placement categories within six months after the completion of the school year.	Percentage of students in underrepresented gender groups included in the official enrollment counts of courses identified as leading to nontraditional employment.	Percentage of students in underrepresented gender groups who receive a D or higher in terminal courses identified as leading to nontraditional employment for that gender.
2005–06 Targets	89.36%	78.10%	88.19%	80.50%	>95.00%	22.94%	20.91%
2005–06 Results	91.49%	79.84%	88.36%	78.20%	>95.00%	23.52%	19.42%
Gender							
Male	91.33%	79.38%	87.34%	77.93%	>95.00%	37.74%	15.33%
Female	91.72%	80.48%	89.80%	78.57%	>95.00%	19.34%	20.28%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	93.88%	79.25%	>95.00%	67.35%	>95.00%	24.84%	34.78%
Asian	94.06%	84.92%	90.10%	79.89%	>95.00%	27.10%	15.47%
Black	81.90%	65.61%	78.73%	63.79%	>95.00%	29.10%	17.81%
Hispanic	89.43%	74.28%	84.07%	72.76%	>95.00%	21.70%	18.37%
White	93.45%	82.77%	91.10%	82.66%	>95.00%	23.00%	19.69%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	83.09%	78.55%	87.92%	76.54%	>95.00%	19.48%	14.42%
Economically Disadvantaged	88.00%	75.31%	90.00%	84.09%	>95.00%	21.92%	27.61%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	80.62%	67.65%	71.28%	71.50%	>95.00%	22.31%	20.77%
Limited English Proficiency	67.37%	71.97%	70.53%	76.92%	>95.00%	18.02%	10.81%
Nontraditional	93.95%	>95.00%	57.30%	NP	>95.00%	23.52%	19.42%
Tech Prep							
Tech Prep	90.97%	79.10%	88.27%	80.34%	>95.00%	17.11%	17.42%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NEVADA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	CTE GPA	State and Local Data	State and Local Data	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of students in the occupational cohort who have an overall GPA of 3.0 or greater.	Percentage of students in the occupational cohort who have an overall GPA of 3.0 or greater in their occupational courses.	Percentage of students in the occupational cohort who attain a Certificate of Achievement or an Associate of Applied Science degree by the end of the fourth year following the cohort establishment.	Percentage of occupational certificate and degree recipients who are placed in one of the eligible placement categories within six months of the completion of the school year.	Percentage of occupational certificate and degree recipients who indicate that they are in one of the eligible placement categories after at least one year of completing the first postsecondary placement survey.	Percentage of students in underrepresented gender groups enrolled in nontraditional programs during the fall semester of the reporting year.	Percentage of students in underrepresented groups who attain a Certificate of Achievement or an Associate of Applied Science degree in nontraditional areas during the fall, spring, or summer semesters of the reporting year.
2005–06 Targets	61.10%	72.00%	16.00%	92.64%	84.00%	36.00%	14.64%
2005–06 Results	58.36%	69.21%	14.40%	>95.00%	93.07%	29.95%	11.18%
Gender							
Male	55.92%	68.20%	11.62%	>95.00%	92.38%	16.52%	17.22%
Female	60.85%	70.25%	17.23%	>95.00%	93.46%	44.71%	<10.00%
Unknown Gender	NP	NP	NP	>95.00%	>95.00%	NP	NP
Ethnicity							
American Indian	37.50%	50.00%	12.50%	>95.00%	88.24%	32.49%	12.90%
Asian	66.67%	69.44%	15.74%	>95.00%	90.10%	37.19%	12.70%
Black	36.62%	50.70%	<10.00%	>95.00%	>95.00%	32.63%	12.00%
Hispanic	50.81%	62.10%	17.74%	>95.00%	94.17%	27.22%	<10.00%
White	61.38%	73.88%	14.18%	>95.00%	93.34%	30.32%	10.92%
Other	64.58%	68.75%	14.58%	>95.00%	91.89%	25.57%	12.84%
Special Population							
Individuals With Disabilities	50.00%	70.00%	30.00%	>95.00%	88.89%	36.22%	10.53%
Economically Disadvantaged	50.40%	64.00%	14.00%	>95.00%	>95.00%	37.05%	10.85%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	49.62%	65.79%	16.92%	>95.00%	92.21%	31.42%	10.75%
Limited English Proficiency	59.26%	59.26%	22.22%	>95.00%	78.26%	49.37%	11.94%
Nontraditional	55.72%	66.67%	18.91%	NP	NP	29.95%	11.18%
Tech Prep							
Tech Prep	53.33%	33.33%	22.22%	>95.00%	>95.00%	28.67%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NEW HAMPSHIRE

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	Local Standards and Assessment	State and Local Data	CTE Program Completion	Surveys	State and Local Data	State and Local Data
Measurement Definitions	Percentage of CTE concentrators assessed as proficient or advanced on the New Hampshire Educational Improvement and Assessment Program (NHEIAP) grade 10 exam.	Percentage of CTE concentrators attaining 90 percent or more of an local education agency-established, industry-validated set of CTE competencies and leaving the program within the reporting period.	Percentage of grade 12 CTE concentrators receiving a secondary diploma or a GED within the reporting period.	Number of grade 12 concentrators who attained a high school diploma or its equivalent and completing CTE program requirements in the reporting year.	Percentage of CTE concentrators who completed secondary CTE programs and left secondary education in the reporting period and enrolled in further education, employment, military service, or a combination of the above within six months of receiving a high school diploma or its equivalent.	Percentage of CTE participants enrolled in a program nontraditional for their gender during the reporting period.	Percentage of CTE concentrators enrolled in the final year of CTE programs nontraditional for their gender completing the program during the reporting period.
2005–06 Targets	15.72%	78.67%	92.23%	87.51%	>95.00%	25.82%	21.22%
2005–06 Results	29.92%	87.66%	>95.00%	74.28%	>95.00%	25.16%	19.74%
Gender							
Male	27.97%	86.38%	>95.00%	72.30%	>95.00%	25.29%	20.63%
Female	32.48%	89.30%	>95.00%	76.83%	>95.00%	24.99%	18.65%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	21.43%	78.57%	>95.00%	53.57%	93.33%	18.58%	<10.00%
Asian	44.29%	87.80%	>95.00%	60.98%	>95.00%	27.59%	16.00%
Black	18.97%	86.11%	88.89%	72.22%	>95.00%	27.08%	29.17%
Hispanic	18.29%	62.00%	>95.00%	58.00%	94.29%	24.90%	14.29%
White	30.10%	88.20%	>95.00%	74.97%	>95.00%	25.19%	19.85%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	<10.00%	84.75%	>95.00%	74.46%	94.79%	20.99%	19.66%
Economically Disadvantaged	15.12%	76.19%	93.33%	61.90%	94.87%	27.39%	15.52%
Single Parents	18.18%	87.36%	>95.00%	>95.00%	>95.00%	32.35%	18.18%
Displaced Homemakers	25.00%	>95.00%	>95.00%	50.00%	NP	33.33%	>95.00%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	28.21%	>95.00%	94.29%	65.71%	76.47%	16.33%	<10.00%
Nontraditional	37.55%	77.14%	>95.00%	74.01%	>95.00%	>95.00%	>95.00%
Tech Prep							
Tech Prep	30.89%	88.86%	>95.00%	77.14%	>95.00%	25.67%	20.95%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NEW HAMPSHIRE

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	Program Completion	Surveys and Placement Records	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of CTE concentrators who matriculated in 1995 and graduated on or before July 2000.	Percentage of CTE concentrators who matriculated in 1995 and graduated on or before July 2000.	Percentage of CTE concentrators who matriculated in 1995 and graduated on or before July 2000.	Percentage of students who complete a CTE postsecondary program in the reporting period and who were placed in further postsecondary education, advanced training, employment, the military, or a combination of the above, within six months of ending participation in the program.	Percentage of students who complete a CTE postsecondary program in the reporting period and who were placed in further postsecondary education, advanced training, employment, the military or a combination of the above, within twelve months of ending participation in the program.	Percentage of CTE participants enrolled in programs that are nontraditional for their gender during the reporting period.	Percentage of CTE concentrators enrolled in a program nontraditional for their gender who complete the program during the reporting year.
2005–06 Targets	59.51%	59.51%	59.51%	92.61%	93.16%	21.86%	18.34%
2005–06 Results	20.56%	20.56%	20.56%	33.00%	32.81%	17.86%	15.74%
Gender							
Male	18.17%	18.17%	18.17%	28.43%	29.26%	<10.00%	12.68%
Female	22.35%	22.35%	22.35%	35.79%	34.98%	26.90%	17.93%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	19.05%	19.05%	19.05%	25.00%	25.00%	30.77%	25.00%
Asian	19.30%	19.30%	19.30%	<10.00%	<10.00%	15.07%	<10.00%
Black	<10.00%	<10.00%	<10.00%	50.00%	50.00%	17.86%	<10.00%
Hispanic	11.20%	11.20%	11.20%	35.71%	35.71%	23.08%	10.00%
White	20.60%	20.60%	20.60%	33.70%	33.55%	17.62%	15.08%
Other	23.31%	23.31%	23.31%	30.53%	30.00%	19.14%	21.43%
Special Population							
Individuals With Disabilities	>95.00%	>95.00%	>95.00%	70.00%	74.00%	11.43%	11.43%
Economically Disadvantaged	17.60%	17.60%	17.60%	36.19%	36.74%	21.71%	36.43%
Single Parents	78.26%	78.26%	76.09%	66.67%	69.44%	14.81%	26.67%
Displaced Homemakers	87.50%	87.50%	87.50%	71.43%	85.71%	25.00%	<10.00%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	<10.00%	<10.00%	<10.00%	<10.00%	<10.00%	28.57%	>95.00%
Nontraditional	19.78%	19.78%	19.78%	<10.00%	34.62%	17.86%	15.74%
Tech Prep							
Tech Prep	<10.00%	<10.00%	<10.00%	<10.00%	<10.00%	<10.00%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NEW JERSEY

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	National and State Standards, and Assessment	High School Graduation	National and State Standards, and Assessment	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of exiting CTE concentrators who passed the statewide High School Proficiency Assessment.	Percentage, who passed, of exiting CTE concentrators who sat for a state or national licensure, certification, or competency exam.	Percentage of exiting CTE concentrators who attained a secondary diploma or its recognized state equivalent.	Percentage of exiting CTE concentrators who attained a proficiency credential in conjunction with a secondary diploma or its recognized state equivalent.	Percentage of CTE concentrator graduates placed in postsecondary education, advanced training, employment, military service, or a combination of the above.	Percentage of underrepresented gender students among participants in nontraditional programs.	Percentage of underrepresented gender students among completers of nontraditional programs.
2005–06 Targets	86.12%	87.86%	92.05%	80.26%	74.14%	12.15%	<10.00%
2005–06 Results	87.84%	93.35%	>95.00%	87.90%	74.78%	35.71%	33.59%
Gender							
Male	90.15%	93.16%	>95.00%	88.15%	73.45%	39.02%	36.72%
Female	85.59%	93.50%	>95.00%	87.50%	76.22%	31.82%	29.82%
Unknown Gender	86.72%	>95.00%	94.63%	>95.00%	NP	NP	NP
Ethnicity							
American Indian	88.52%	>95.00%	>95.00%	>95.00%	68.24%	42.74%	34.68%
Asian	93.91%	>95.00%	>95.00%	91.89%	54.28%	43.34%	44.88%
Black	72.10%	90.02%	>95.00%	84.56%	73.80%	38.75%	35.90%
Hispanic	80.46%	92.09%	>95.00%	86.94%	74.31%	34.74%	33.38%
White	93.75%	94.30%	>95.00%	88.57%	76.96%	33.69%	31.78%
Other	>95.00%	>95.00%	>95.00%	>95.00%	68.29%	45.03%	26.60%
Special Population							
Individuals With Disabilities	72.79%	88.56%	>95.00%	80.87%	74.90%	29.28%	27.13%
Economically Disadvantaged	77.81%	90.91%	>95.00%	84.86%	74.79%	36.36%	33.67%
Single Parents	72.00%	94.59%	>95.00%	88.24%	78.49%	36.33%	33.13%
Displaced Homemakers	75.00%	66.67%	>95.00%	50.00%	77.27%	31.25%	33.33%
Other Educational Barriers	54.54%	89.36%	>95.00%	80.50%	71.99%	34.59%	31.49%
Limited English Proficiency	67.12%	>95.00%	>95.00%	>95.00%	81.75%	41.50%	36.72%
Nontraditional	48.21%	92.69%	>95.00%	88.36%	75.17%	35.71%	33.59%
Tech Prep							
Tech Prep	89.61%	90.30%	>95.00%	85.05%	74.28%	35.55%	32.36%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NEW JERSEY

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	National and State Standards, and Assessment	State and Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE concentrators (full-time students enrolled in associate degree or certificate programs) who attained an overall GPA of 3.0 or greater.	Percentage passed, of those exiting CTE concentrators who sat for a state or national licensure, certification, or competency exam.	Percentage of exiting CTE concentrators who received an associate degree or certificate or who transferred to a higher credential program.	Percentage of CTE concentrator degree or certificate recipients who were placed in employment, military service, or further education.	Percentage retained, of those CTE concentrator degree or certificate recipients who were placed in employment, military service or further education.	Percentage of underrepresented gender students among participants in nontraditional programs.	Percentage of underrepresented gender students among completers of nontraditional programs.
2005–06 Targets	28.57%	83.36%	12.09%	72.68%	89.73%	<10.00%	<10.00%
2005–06 Results	43.97%	93.38%	12.71%	79.79%	87.77%	24.19%	17.57%
Gender							
Male	39.70%	91.51%	11.10%	77.11%	88.32%	15.35%	14.57%
Female	47.78%	>95.00%	14.15%	82.65%	87.23%	33.06%	21.01%
Unknown Gender	NP	>95.00%	NP	NP	NP	NP	NP
Ethnicity							
American Indian	37.25%	87.10%	13.73%	69.57%	81.25%	24.22%	12.50%
Asian	50.88%	>95.00%	11.46%	68.03%	87.95%	29.14%	25.00%
Black	33.55%	91.67%	<10.00%	75.40%	87.71%	28.33%	21.05%
Hispanic	37.28%	93.42%	<10.00%	77.50%	86.42%	25.57%	18.74%
White	47.82%	93.94%	16.85%	81.76%	87.85%	20.70%	13.49%
Other	44.17%	>95.00%	10.94%	87.38%	91.11%	28.60%	35.45%
Special Population							
Individuals With Disabilities	48.44%	86.24%	44.21%	80.92%	81.13%	12.37%	10.66%
Economically Disadvantaged	49.01%	93.80%	33.96%	67.31%	82.75%	21.88%	13.96%
Single Parents	57.14%	92.20%	36.73%	77.42%	93.75%	20.29%	16.89%
Displaced Homemakers	NP	>95.00%	57.52%	78.26%	75.00%	20.54%	<10.00%
Other Educational Barriers	49.73%	93.05%	12.39%	90.36%	86.67%	27.99%	27.67%
Limited English Proficiency	40.63%	>95.00%	20.95%	75.42%	88.55%	28.43%	19.55%
Nontraditional	51.62%	63.92%	17.57%	80.82%	87.86%	24.19%	17.57%
Tech Prep							
Tech Prep	53.87%	>95.00%	14.20%	88.39%	92.21%	27.01%	29.27%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NEW MEXICO

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	CTE GPA	State and Local Data	National and State Standards, and Assessment	Administrative Record Exchanges and Matching of Administrative Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of grade 10 CTE students who passed the New Mexico High School Competency Examination.	Percentage of the cohort who passed the identified program or course with a grade of C or higher.	Percentage of grade 12 CTE students who earned a high school diploma.	Percentage of grade 12 CTE students who received a proficiency credential in conjunction with a high school diploma or Certificate of Course Work Completion.	Percentage of CTE students who received a high school diploma or Certificate of Course Work Completion and placed in a job, continuing education, entered the military, or a combination of the above.	Percentage of nontraditional CTE participants enrolled in a nontraditional program.	Percentage of nontraditional CTE participants who completed a nontraditional program as identified by New Mexico State Department of Education.
2005–06 Targets	66.35%	76.42%	88.00%	<10.00%	56.00%	46.00%	34.00%
2005–06 Results	57.14%	61.29%	85.42%	<10.00%	40.01%	41.12%	44.94%
Gender							
Male	58.67%	58.76%	84.15%	<10.00%	38.81%	40.90%	42.63%
Female	55.70%	64.16%	86.78%	<10.00%	41.26%	41.37%	47.65%
Unknown Gender	40.48%	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	37.95%	60.32%	80.49%	<10.00%	12.50%	42.42%	42.93%
Asian	66.67%	58.38%	88.24%	<10.00%	18.60%	34.00%	38.24%
Black	47.41%	47.32%	83.56%	<10.00%	47.06%	39.64%	45.45%
Hispanic	50.78%	59.48%	82.65%	<10.00%	38.74%	41.69%	46.24%
White	73.01%	65.31%	90.96%	<10.00%	40.25%	40.05%	43.31%
Other	57.06%	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	19.63%	56.94%	60.66%	<10.00%	31.10%	40.66%	37.11%
Economically Disadvantaged	49.32%	NP	NP	NP	NP	NP	NP
Single Parents	NE	34.70%	87.84%	<10.00%	33.90%	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	33.59%	52.01%	90.08%	<10.00%	69.05%	38.57%	40.92%
Nontraditional	NP	NP	NP	NP	11.93%	76.26%	NP
Tech Prep							
Tech Prep	NP	NP	NP	NP	NP	NP	68.60%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NEW MEXICO

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE GPA	State and Local Data	Surveys and Placement Records	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of CTE concentrators who took at least one academic course during the census semester and successfully completed it (a grade of C or higher).	Percentage of CTE concentrators who took at least one CTE course during the census semester and successfully completed it (a grade of C or higher).	Percentage of CTE concentrators who obtained a degree or credential within three years.	Percentage of CTE graduates placed in a job, advanced training, or entered the military.	Percentage of CTE graduates retained in a job, in advanced training or the military.	Percentage of nontraditional students participating in nontraditional programs.	Percentage of students in underrepresented gender groups who completed a nontraditional program in the reporting year.
2005–06 Targets	71.25%	80.07%	26.50%	68.66%	85.00%	22.00%	19.00%
2005–06 Results	65.81%	80.86%	29.39%	82.61%	79.57%	27.74%	21.67%
Gender							
Male	60.81%	84.75%	28.05%	83.33%	80.43%	28.11%	18.80%
Female	70.84%	77.18%	30.82%	82.14%	79.04%	27.47%	23.67%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	47.95%	72.78%	24.03%	82.56%	74.91%	24.68%	26.80%
Asian	11.66%	87.16%	<10.00%	75.51%	71.43%	28.24%	31.08%
Black	<10.00%	72.25%	15.22%	83.33%	75.61%	29.98%	25.51%
Hispanic	63.77%	80.36%	31.77%	<10.00%	81.48%	25.50%	22.10%
White	63.29%	84.08%	28.25%	82.17%	79.22%	30.96%	20.20%
Other	36.09%	81.23%	34.45%	80.92%	70.00%	26.81%	19.75%
Special Population							
Individuals With Disabilities	20.18%	75.12%	44.57%	NP	NP	30.83%	25.81%
Economically Disadvantaged	66.83%	79.67%	32.88%	57.95%	NP	29.42%	25.77%
Single Parents	30.20%	78.52%	29.63%	NP	NP	24.89%	18.87%
Displaced Homemakers	10.89%	83.57%	36.84%	NP	NP	54.51%	<10.00%
Other Educational Barriers	62.06%	78.43%	29.51%	49.28%	NP	26.91%	28.55%
Limited English Proficiency	18.60%	80.00%	25.85%	63.33%	NP	23.23%	20.19%
Nontraditional	49.24%	79.64%	26.42%	NP	NP	52.68%	29.76%
Tech Prep							
Tech Prep	82.34%	82.05%	21.67%	NP	83.78%	11.71%	NP

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NEW YORK

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	CTE GPA	High School Graduation	High School Graduation	Surveys and Placement Records.	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE completers who passed both the English Language Arts and Math A exams.	Percentage of CTE completers who achieved a GPA of 3.0 or greater in CTE courses.	Percentage of CTE completers who attained a high school diploma.	Percentage of CTE completers who attained a high school diploma.	Percentage of CTE completers and graduates successfully placed.	Percentage of nontraditional gender participants in nontraditional CTE programs.	Percentage of nontraditional gender completers of nontraditional CTE programs.
2005–06 Targets	82.70%	83.12%	>95.00%	>95.00%	>95.00%	27.85%	20.30%
2005–06 Results	79.17%	78.57%	92.36%	92.36%	>95.00%	25.19%	18.54%
Gender							
Male	78.52%	75.70%	91.43%	91.43%	>95.00%	11.51%	14.12%
Female	79.92%	81.87%	93.44%	93.44%	>95.00%	50.28%	19.93%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	73.21%	75.00%	88.69%	88.10%	91.60%	NP	14.67%
Asian	>95.00%	87.72%	92.88%	92.88%	>95.00%	NP	32.08%
Black	68.05%	67.66%	94.62%	94.62%	>95.00%	NP	29.86%
Hispanic	74.76%	70.64%	>95.00%	>95.00%	>95.00%	NP	26.07%
White	82.79%	83.79%	90.51%	90.51%	>95.00%	NP	12.89%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	53.20%	68.82%	87.10%	87.10%	90.54%	NP	NP
Economically Disadvantaged	66.74%	67.88%	89.30%	89.30%	94.83%	NP	NP
Single Parents	67.98%	72.47%	83.15%	83.15%	82.64%	NP	NP
Displaced Homemakers	70.83%	75.00%	91.67%	91.67%	>95.00%	NP	NP
Other Educational Barriers	81.10%	78.90%	92.25%	92.25%	91.70%	NP	NP
Limited English Proficiency	55.35%	68.78%	89.47%	89.47%	93.64%	NP	NP
Nontraditional	19.38%	19.97%	19.20%	19.20%	15.10%	25.19%	18.54%
Tech Prep							
Tech Prep	84.97%	85.69%	>95.00%	>95.00%	88.97%	23.51%	26.92%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NEW YORK

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	Program Completion	Surveys and Placement Records	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of first-time, full-time, credit-bearing, CTE program participants, among an entry cohort for the fall of a given year, who receive a credential by June 30 of the reporting year.	Percentage of first-time, full-time, credit-bearing, CTE program participants, among an entry cohort for the fall of a given year, who receive a credential by June 30 of the reporting year.	Percentage of first-time, full-time, credit-bearing, CTE program participants, among an entry cohort for the fall of a given year, who receive a credential by June 30 of the reporting year.	Percentage of CTE credential recipients who enter advanced training, the military, or employment within six months.	Percentage of CTE credential recipients who enter advanced training, the military, or employment within six months and are still employed within 12 months.	Percentage of nontraditional gender participants in nontraditional CTE programs.	Percentage of nontraditional gender completers of nontraditional CTE programs.
2005–06 Targets	53.00%	53.00%	53.00%	>95.00%	66.67%	32.06%	33.67%
2005–06 Results	52.93%	52.93%	52.93%	>95.00%	78.86%	33.74%	36.57%
Gender							
Male	49.18%	49.18%	49.18%	>95.00%	76.71%	16.94%	13.99%
Female	56.84%	56.84%	56.84%	>95.00%	80.05%	39.19%	43.51%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	50.00%	50.00%	50.00%	>95.00%	58.97%	NP	NP
Asian	54.80%	54.80%	54.80%	>95.00%	80.29%	NP	NP
Black	41.42%	41.42%	41.42%	>95.00%	84.43%	NP	NP
Hispanic	39.41%	39.41%	39.41%	>95.00%	85.74%	NP	NP
White	58.62%	58.62%	58.62%	>95.00%	78.83%	NP	NP
Other	55.06%	55.06%	55.06%	>95.00%	72.23%	NP	NP
Special Population							
Individuals With Disabilities	54.49%	54.49%	54.49%	94.94%	73.75%	NP	NP
Economically Disadvantaged	50.83%	50.83%	50.83%	>95.00%	76.48%	NP	NP
Single Parents	47.25%	47.25%	47.25%	>95.00%	83.46%	NP	NP
Displaced Homemakers	43.82%	43.82%	43.82%	>95.00%	89.29%	NP	NP
Other Educational Barriers	44.72%	44.72%	44.72%	>95.00%	81.78%	NP	NP
Limited English Proficiency	48.52%	48.52%	48.52%	>95.00%	83.92%	NP	NP
Nontraditional	36.57%	33.74%	36.47%	>95.00%	77.95%	33.74%	36.57%
Tech Prep							
Tech Prep	41.25%	41.25%	41.25%	88.81%	72.91%	33.75%	38.57%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NORTH CAROLINA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	National Academic Assessment	National and State Standards, and Local Assessment	State and Local Administrative Data	NP	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE completers scoring at or above the national average on each of the four Assessing Students Success in Entry and Transfer (ASSET) tests (reading, writing, numerical skills, and elementary algebra).	Percentage of CTE course takers scoring at proficiency level III or above on an end-of-course Vocational Competency Achievement Tracking System (VoCATS) test.	Percentage of graduating CTE completers meeting requirements for technical preparation or college technical preparation.	NP	Percentage of graduating CTE completers employed, enrolled in further education, or a combination of the above, in the year following graduation.	Percentage of underrepresented gender students among participants in nontraditional CTE programs.	Percentage of underrepresented gender students among completers of nontraditional CTE programs.
2005–06 Targets	54.99%	61.85%	82.16%	NP	>95.00%	25.06%	12.52%
2005–06 Results	53.42%	63.93%	89.79%	NP	94.04%	28.13%	11.96%
Gender							
Male	53.48%	59.98%	88.26%	NP	94.52%	37.08%	15.23%
Female	53.37%	67.80%	91.34%	NP	93.53%	14.42%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	42.70%	48.08%	89.94%	NP	89.32%	25.00%	10.58%
Asian	59.61%	62.23%	>95.00%	NP	93.87%	36.14%	20.45%
Black	40.27%	49.46%	88.01%	NP	91.94%	29.92%	12.06%
Hispanic	43.46%	50.00%	85.28%	NP	91.02%	30.26%	10.70%
White	60.31%	73.16%	90.84%	NP	>95.00%	26.82%	11.83%
Other	57.50%	66.41%	90.85%	NP	>95.00%	31.51%	11.69%
Special Population							
Individuals With Disabilities	26.92%	38.81%	72.78%	NP	89.95%	28.25%	10.68%
Economically Disadvantaged	43.90%	53.53%	87.24%	NP	90.88%	27.52%	10.60%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	34.65%	45.62%	81.70%	NP	90.86%	27.53%	11.15%
Limited English Proficiency	31.52%	33.58%	81.23%	NP	91.14%	33.25%	<10.00%
Nontraditional	59.40%	54.42%	90.04%	NP	94.15%	>95.00%	>95.00%
Tech Prep							
Tech Prep	55.57%	59.37%	>95.00%	NP	94.62%	24.19%	11.01%

Notes:
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NORTH CAROLINA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE	State and Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of exiting CTE completers who met program-defined academic standards with a GPA of 2.5 or greater.	Percentage of exiting CTE completers who met program-defined CTE standards with a GPA of 2.5 or greater.	Percentage of CTE students not yet eligible to complete the program; and those CTE students who received or were eligible to receive a postsecondary degree, diploma, or certificate and who received a postsecondary degree, diploma, or certificate and left the postsecondary program in the reporting year.	Percentage of exiting CTE completers who were employed during the third quarter of the calendar year.	Percentage of exiting CTE completers who were employed during the third quarter of the calendar year and were retained in employment during the fourth quarter.	Percentage of students in underrepresented gender groups among participants in a CTE program that leads to nontraditional training and employment.	Percentage of students in underrepresented gender groups among completers.
2005–06 Targets	67.13%	74.06%	64.97%	82.29%	92.67%	23.10%	16.87%
2005–06 Results	74.94%	79.89%	78.62%	85.12%	90.58%	20.91%	16.39%
Gender							
Male	77.62%	69.81%	72.58%	82.59%	91.01%	39.90%	30.06%
Female	73.57%	85.07%	82.07%	86.42%	90.37%	<10.00%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	85.83%	>95.00%	92.86%	89.37%	87.22%	17.80%	<10.00%
Asian	67.49%	64.31%	65.96%	71.38%	92.57%	25.71%	30.37%
Black	82.16%	66.10%	69.55%	84.87%	92.25%	19.38%	14.37%
Hispanic	>95.00%	73.77%	76.46%	68.83%	87.89%	24.00%	16.84%
White	71.12%	85.33%	82.07%	86.15%	90.07%	21.39%	16.76%
Other	91.98%	85.23%	84.53%	73.00%	88.44%	26.80%	25.59%
Special Population							
Individuals With Disabilities	30.58%	59.33%	63.24%	78.82%	91.64%	25.35%	22.44%
Economically Disadvantaged	65.61%	83.40%	85.92%	87.58%	91.32%	16.76%	13.39%
Single Parents	64.86%	75.28%	75.97%	91.36%	92.35%	12.33%	10.52%
Displaced Homemakers	57.88%	83.73%	83.82%	84.36%	84.45%	12.02%	11.72%
Other Educational Barriers	76.51%	82.17%	81.08%	87.19%	90.81%	20.17%	15.64%
Limited English Proficiency	52.11%	78.87%	74.76%	80.99%	94.78%	24.37%	30.00%
Nontraditional	88.95%	68.35%	67.61%	81.94%	91.97%	>95.00%	>95.00%
Tech Prep							
Tech Prep	72.41%	86.10%	86.60%	85.01%	89.52%	20.51%	15.37%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NORTH DAKOTA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	National Academic Assessment System	National and State Standards, and Local Assessment	State and Local Administrative Data	State and Local Administrative Data	State-Developed, School Administered Surveys and Placement Records	State and Local Administered Data	State and Local Administered Data
Measurement Definitions	Percentage of secondary CTE concentrators with a composite ACT score of 17 or greater.	Percentage of secondary CTE concentrators earning at least a C average or higher in a CTE program.	Percentage of secondary CTE concentrators who attained a diploma.	Percentage of secondary CTE concentrators who attained a diploma.	Percentage of secondary CTE completers placed in postsecondary, employment, military, or a combination of the above.	Percentage of secondary CTE participants in underrepresented gender group in a nontraditional program.	Percentage of secondary CTE completers in underrepresented gender group in a nontraditional program.
2005–06 Targets	81.18%	>95.00%	90.00%	>95.00%	92.10%	22.92%	22.76%
2005–06 Results	70.00%	93.71%	>95.00%	>95.00%	89.16%	23.51%	23.54%
Gender							
Male	69.07%	92.44%	>95.00%	>95.00%	88.43%	18.24%	18.35%
Female	71.18%	>95.00%	>95.00%	>95.00%	90.15%	32.06%	31.87%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	33.04%	86.29%	94.42%	94.42%	78.84%	30.99%	30.67%
Asian	73.68%	90.00%	93.33%	93.33%	75.00%	26.32%	27.78%
Black	55.56%	87.10%	>95.00%	>95.00%	80.65%	13.64%	14.29%
Hispanic	50.00%	93.55%	>95.00%	>95.00%	83.33%	18.18%	19.05%
White	71.54%	94.14%	>95.00%	>95.00%	89.85%	23.28%	23.32%
Other	80.00%	>95.00%	>95.00%	>95.00%	94.74%	<10.00%	<10.00%
Special Population							
Individuals With Disabilities	36.67%	82.69%	93.41%	93.41%	80.23%	22.15%	22.15%
Economically Disadvantaged	61.70%	90.48%	>95.00%	>95.00%	85.01%	25.53%	26.01%
Single Parents	53.33%	91.49%	>95.00%	>95.00%	85.61%	43.12%	42.99%
Displaced Homemakers	NP	>95.00%	>95.00%	>95.00%	<10.00%	NP	NP
Other Educational Barriers	31.91%	81.45%	83.87%	83.87%	85.32%	23.97%	24.76%
Limited English Proficiency	25.00%	75.44%	>95.00%	>95.00%	64.91%	33.33%	34.00%
Nontraditional	67.12%	94.02%	>95.00%	>95.00%	89.02%	>95.00%	>95.00%
Tech Prep							
Tech Prep	68.47%	90.30%	>95.00%	>95.00%	91.26%	20.50%	20.76%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

NORTH DAKOTA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE GPA	State and Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of postsecondary CTE concentrators who have a cumulative grade point average of a C or higher.	Percentage of postsecondary CTE concentrators enrolled in a CTE program, which had a grade point average of a C or higher.	Percentage of postsecondary CTE concentrators who attained a certificate, diploma, or degree.	Percentage of postsecondary CTE completers who were placed in advanced education, employment, or military.	Percentage of postsecondary CTE completers who remained in advanced education, employment or military after being placed in the reporting year.	Percentage of postsecondary CTE participants in underrepresented gender group in a nontraditional program.	Percentage of postsecondary CTE completers in underrepresented gender group in a nontraditional program.
2005–06 Targets	91.88%	90.20%	55.78%	77.78%	77.78%	19.74%	15.81%
2005–06 Results	85.40%	87.18%	30.07%	59.92%	59.92%	23.20%	12.91%
Gender							
Male	85.28%	85.81%	31.20%	64.82%	64.82%	25.39%	10.74%
Female	85.56%	88.95%	28.60%	53.68%	53.68%	21.11%	15.87%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	73.99%	82.21%	22.21%	39.46%	39.46%	24.46%	25.00%
Asian	>95.00%	87.50%	12.50%	<10.00%	<10.00%	47.62%	<10.00%
Black	88.00%	90.00%	16.00%	62.50%	62.50%	22.92%	<10.00%
Hispanic	83.64%	81.82%	10.91%	71.43%	71.43%	36.00%	50.00%
White	87.71%	88.20%	33.01%	64.20%	64.20%	22.57%	11.18%
Other	90.70%	91.86%	<10.00%	<10.00%	<10.00%	26.21%	<10.00%
Special Population							
Individuals With Disabilities	76.32%	78.95%	29.61%	70.18%	70.18%	14.88%	10.81%
Economically Disadvantaged	76.84%	89.09%	45.58%	64.69%	64.69%	24.97%	12.40%
Single Parents	87.62%	85.71%	33.33%	74.19%	74.19%	23.47%	19.44%
Displaced Homemakers	91.07%	87.50%	48.21%	76.00%	76.00%	25.00%	28.13%
Other Educational Barriers	80.40%	84.58%	21.15%	61.59%	61.59%	13.28%	17.02%
Limited English Proficiency	85.59%	88.29%	45.05%	81.72%	81.72%	34.09%	30.91%
Nontraditional	83.33%	85.96%	21.75%	54.33%	54.33%	>95.00%	>95.00%
Tech Prep							
Tech Prep	86.26%	87.18%	32.05%	78.07%	78.07%	13.81%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

OHIO

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	National and State Standards, and Assessment	State and Local Data	NP	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of concentrators who left school passing all parts of or being exempt from taking the grade 9 proficiency test upon program completion.	Percentage of concentrators who left school that met or exceeded the Ohio Career Technical Competency Assessment (OHCCTCA) (total score) benchmark.	Percentage of concentrators who graduate from high school.	NP	Percentage of known completers employed, pursuing further education, in the military, in the voluntary labor force, or a combination of the above.	Percentage of nontraditional participants in nontraditional programs.	Percentage of nontraditional program completers in nontraditional programs.
2005–06 Targets	>95.00%	58.24%	>95.00%	NP	92.30%	26.31%	22.72%
2005–06 Results	93.40%	64.91%	>95.00%	NP	93.26%	27.07%	21.51%
Gender							
Male	94.07%	65.76%	>95.00%	NP	93.69%	15.84%	16.17%
Female	92.62%	63.61%	>95.00%	NP	92.75%	41.98%	27.49%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	92.00%	80.00%	>95.00%	NP	84.85%	30.84%	26.32%
Asian	92.00%	52.94%	>95.00%	NP	94.24%	35.77%	22.81%
Black	91.14%	47.48%	>95.00%	NP	91.34%	36.12%	25.67%
Hispanic	92.11%	53.80%	>95.00%	NP	90.10%	28.67%	29.07%
White	93.72%	67.56%	>95.00%	NP	93.60%	25.48%	20.76%
Other	94.30%	55.77%	>95.00%	NP	87.63%	28.11%	32.45%
Special Population							
Individuals With Disabilities	84.72%	49.17%	>95.00%	NP	87.27%	20.97%	17.71%
Economically Disadvantaged	90.99%	55.84%	>95.00%	NP	87.31%	29.26%	21.02%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	87.48%	56.87%	>95.00%	NP	90.05%	21.20%	20.59%
Limited English Proficiency	82.00%	<10.00%	>95.00%	NP	88.78%	37.33%	34.21%
Nontraditional	93.54%	57.45%	>95.00%	NP	92.90%	>95.00%	>95.00%
Tech Prep							
Tech Prep	>95.00%	63.07%	>95.00%	NP	>95.00%	24.03%	22.44%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

OHIO

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Course Completion	CTE Course Completion	State and Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of the concentrators, the number of students who completed 28 quarter or 19 semester credit hours of nontechnical academic course work (courses that are not from subject codes identified as CTE courses).	Percentage of the concentrators, the number of students who completed 30 quarters or 20 semester credit hours of technical course work (courses that are from subject codes identified as technical).	Percentage of completers of associate degrees in technical majors who are no longer enrolled in the next fiscal year.	Percentage of the concentrators who are either (1) employed in the first quarter of the next year (January through March) or (2) enrolled in higher education during autumn of the next year.	Percentage of the numerator in postsecondary placement (3P1), who were employed in the second quarter (April through June) of the next year or enrolled in higher education during winter or spring of the next year.	Percentage of nontraditional participants in nontraditional programs.	Percentage of nontraditional program completers in nontraditional programs.
2005–06 Targets	59.58%	88.32%	76.96%	40.87%	58.50%	23.25%	23.46%
2005–06 Results	61.46%	90.13%	78.15%	45.33%	78.59%	21.46%	21.62%
Gender							
Male	56.26%	91.54%	76.22%	47.69%	75.64%	42.30%	45.11%
Female	65.75%	88.96%	79.38%	43.88%	80.55%	<10.00%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	60.68%	90.26%	70.59%	48.00%	83.33%	19.42%	18.87%
Asian	70.73%	86.23%	75.29%	54.55%	91.67%	25.09%	25.00%
Black	72.35%	82.64%	73.98%	49.03%	80.71%	21.93%	27.15%
Hispanic	68.36%	86.63%	75.21%	49.07%	69.81%	22.09%	24.60%
White	58.93%	91.83%	78.72%	45.12%	78.41%	21.03%	20.89%
Other	66.23%	86.20%	77.29%	39.56%	77.78%	25.87%	23.52%
Special Population							
Individuals With Disabilities	NE	NE	NE	NE	NE	NE	NE
Economically Disadvantaged	67.25%	88.07%	75.31%	49.73%	78.53%	19.85%	20.21%
Single Parents	67.30%	87.22%	76.46%	48.05%	82.04%	13.85%	14.52%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	68.97%	88.26%	75.18%	49.21%	78.66%	20.82%	20.68%
Limited English Proficiency	90.15%	68.07%	76.13%	26.15%	>95.00%	29.07%	21.05%
Nontraditional	59.07%	88.64%	56.91%	76.09%	82.86%	94.58%	92.64%
Tech Prep							
Tech Prep	67.24%	90.48%	73.95%	59.39%	80.88%	29.92%	28.51%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

OHIO

Adult

Sub-indicators	Academic Skills	Vocational Skills	Degrees or Credentials	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Course Completion	CTE Course Completion	State and Local Data	State and Local Data	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of the concentrators who left the program and met or exceeded the appropriate levels for the Work Keys tests.	Percentage of the concentrators who left the program and met or exceeded the OCTCA total score benchmark or received an industry-validated credential.	Percentage of concentrators who left the program and completed an adult workforce career development program or completed sufficient occupational competencies to obtain employment.	Percentage of concentrators completing a workforce career development program or sufficient occupational competencies who were employed, pursuing further education, in the military, or in the voluntary labor force (nine months after program completion).	Percentage of known completers who were employed, pursuing further education, in the military, in the voluntary labor force, or a combination of the above. (12 months after program completion).	Percentage of nontraditional participants in nontraditional programs.	Percentage of nontraditional program completers in nontraditional programs.
2005–06 Targets	75.73%	82.94%	78.74%	91.53%	91.53%	<10.00%	<10.00%
2005–06 Results	83.02%	91.98%	82.93%	92.98%	92.98%	<10.00%	<10.00%
Gender							
Male	82.13%	86.99%	82.90%	94.98%	94.98%	26.12%	23.97%
Female	83.50%	94.80%	82.94%	91.82%	91.82%	<10.00%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	80.00%	89.13%	90.91%	93.62%	93.62%	13.33%	12.20%
Asian	75.38%	89.13%	83.08%	93.02%	93.02%	12.20%	11.11%
Black	71.43%	81.86%	72.64%	89.95%	89.95%	13.67%	12.69%
Hispanic	72.27%	89.66%	84.03%	91.84%	91.84%	<10.00%	<10.00%
White	84.92%	93.24%	84.33%	93.35%	93.35%	<10.00%	<10.00%
Other	81.58%	92.98%	81.58%	92.50%	92.50%	<10.00%	<10.00%
Special Population							
Individuals With Disabilities	72.25%	87.82%	80.86%	79.29%	79.29%	<10.00%	<10.00%
Economically Disadvantaged	80.91%	89.92%	83.28%	90.92%	90.92%	<10.00%	<10.00%
Single Parents	80.30%	92.13%	77.97%	92.05%	92.05%	28.70%	<10.00%
Displaced Homemakers	81.18%	91.73%	83.53%	82.86%	90.48%	<10.00%	<10.00%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	53.33%	78.95%	83.33%	>95.00%	>95.00%	32.08%	30.43%
Nontraditional	84.24%	10.31%	86.35%	94.27%	94.27%	<10.00%	<10.00%
Tech Prep							
Tech Prep	NE	NE	NE	NE	NE	NE	NE

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

OKLAHOMA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	High School Graduation	National and State Standards, and Assessment	High School Graduation	NP	State and Local Administrative Data	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of exiting grade 12 occupational enrollees meeting high school graduation standards.	Percentage of grade 11 and grade 12 occupational students who passed a competency test.	Percentage of exiting grade 12 occupational enrollees who met high school graduation standards.	NP	Percentage of occupational program completers placed in continuing education, advanced training, employment, the military, or a combination of the above, within six months after completion.	Percentage of nontraditional secondary male students and nontraditional secondary female students among enrollees in nontraditional programs.	Percentage of nontraditional secondary male students and nontraditional secondary female students among completers of nontraditional programs.
2005–06 Targets	93.86%	63.92%	93.86%	NP	94.82%	33.52%	30.40%
2005–06 Results	93.82%	63.06%	93.82%	NP	>95.00%	34.77%	30.08%
Gender							
Male	93.45%	61.98%	93.45%	NP	>95.00%	45.57%	40.53%
Female	94.32%	64.45%	94.32%	NP	94.81%	27.18%	21.11%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	93.58%	61.56%	93.58%	NP	93.94%	34.23%	28.37%
Asian	92.67%	59.75%	92.67%	NP	>95.00%	48.74%	51.18%
Black	93.69%	53.82%	93.69%	NP	94.41%	38.60%	32.50%
Hispanic	90.76%	57.89%	90.76%	NP	93.73%	35.79%	28.12%
White	94.25%	65.61%	94.25%	NP	>95.00%	34.06%	29.96%
Other	90.24%	65.52%	90.24%	NP	>95.00%	33.78%	29.76%
Special Population							
Individuals With Disabilities	93.62%	60.00%	93.62%	NP	91.04%	29.99%	25.06%
Economically Disadvantaged	92.46%	57.26%	92.46%	NP	93.12%	33.77%	29.65%
Single Parents	91.13%	46.39%	91.13%	NP	90.64%	28.07%	28.83%
Displaced Homemakers	>95.00%	83.33%	>95.00%	NP	>95.00%	33.33%	50.00%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	90.52%	54.59%	90.52%	NP	92.16%	37.92%	32.92%
Nontraditional	94.12%	60.28%	94.12%	NP	>95.00%	34.77%	30.08%
Tech Prep							
Tech Prep	94.13%	83.08%	94.13%	NP	94.63%	13.55%	13.96%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

OKLAHOMA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State and Local Administrative Data	State and Local Administrative Data	State and Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of first-year enrollees who earned A.A.S. degrees or other degrees within six years.	Percentage of first-year enrollees who earned A.A.S. degrees or other degrees within six years.	Percentage of first-year enrollees who earned A.A.S. degrees or other degrees within six years.	Percentage of A.A.S. graduates employed in Oklahoma.	Percentage of A.A.S. graduates retained in employment or higher education.	Percentage of nontraditional enrollees in nontraditional A.A.S. programs.	Percentage of nontraditional graduates of nontraditional A.A.S. programs.
2005–06 Targets	26.40%	26.40%	26.40%	86.70%	88.40%	13.98%	10.81%
2005–06 Results	28.55%	28.55%	28.55%	91.24%	92.25%	18.90%	13.02%
Gender							
Male	26.69%	26.69%	26.69%	87.91%	89.08%	11.70%	<10.00%
Female	29.91%	29.91%	29.91%	93.17%	94.10%	35.39%	24.36%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	26.57%	26.57%	26.57%	>95.00%	>95.00%	16.27%	<10.00%
Asian	33.33%	33.33%	33.33%	91.30%	93.48%	21.48%	11.11%
Black	15.29%	15.29%	15.29%	88.30%	90.06%	22.87%	20.65%
Hispanic	24.58%	24.58%	24.58%	90.00%	91.67%	21.37%	17.95%
White	30.46%	30.46%	30.46%	91.35%	92.31%	18.48%	12.51%
Other	27.83%	27.83%	27.83%	58.06%	58.06%	20.39%	25.93%
Special Population							
Individuals With Disabilities	NP	NP	NP	NP	NP	19.67%	16.67%
Economically Disadvantaged	NP	NP	NP	NP	NP	13.86%	12.50%
Single Parents	NP	NP	NP	NP	NP	16.36%	15.25%
Displaced Homemakers	NP	NP	NP	NP	NP	11.98%	<10.00%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	NP	NP	NP	NP	NP	25.00%	25.00%
Nontraditional	NP	NP	NP	NP	NP	18.90%	13.02%
Tech Prep							
Tech Prep	NE	NE	NE	NE	NE	NE	NE

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

OKLAHOMA

Adult

Sub-indicators	Academic Skills	Vocational Skills	Degrees or Credentials	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	Program Completion	State and Local Administrative Data	State and Local Administrative Data	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of adult occupational program enrollees who completed an occupational program and left adult education in the reporting year.	Percentage of adult occupational program enrollees who completed an occupational program and left adult education in the reporting year.	Percentage of adult occupational program enrollees who completed an occupational program and left adult education in the reporting year.	Percentage of adult occupational program enrollees who completed.	Percentage of adult occupational program completers who were placed within six months and retained in the placement for six months.	Percentage of nontraditional adult male students and nontraditional adult female students among enrollees in nontraditional programs.	Percentage of nontraditional adult male students and nontraditional adult female students among completers of nontraditional programs.
2005–06 Targets	80.95%	80.95%	80.95%	92.22%	72.07%	14.52%	13.60%
2005–06 Results	83.68%	83.68%	83.68%	91.96%	76.85%	11.99%	11.99%
Gender							
Male	82.81%	82.81%	82.81%	94.28%	74.81%	10.73%	10.95%
Female	84.41%	84.41%	84.41%	90.04%	78.88%	13.07%	12.85%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	81.80%	81.80%	81.80%	89.80%	74.62%	14.12%	11.13%
Asian	84.21%	84.21%	84.21%	>95.00%	63.85%	13.77%	14.29%
Black	78.99%	78.99%	78.99%	90.92%	78.00%	12.89%	11.68%
Hispanic	85.52%	85.52%	85.52%	89.29%	71.68%	11.46%	13.94%
White	84.74%	84.74%	84.74%	92.57%	77.79%	11.47%	12.00%
Other	76.28%	76.28%	76.28%	94.07%	76.00%	10.83%	13.33%
Special Population							
Individuals With Disabilities	82.26%	82.26%	82.26%	88.28%	72.96%	18.03%	17.93%
Economically Disadvantaged	85.18%	85.18%	85.18%	90.59%	77.88%	13.83%	13.34%
Single Parents	83.61%	83.61%	83.61%	90.00%	81.14%	16.73%	16.07%
Displaced Homemakers	85.09%	85.09%	85.09%	87.63%	79.89%	12.28%	10.13%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	83.96%	83.96%	83.96%	88.44%	68.79%	12.90%	11.11%
Nontraditional	83.85%	83.85%	83.85%	94.13%	77.24%	11.99%	11.99%
Tech Prep							
Tech Prep	>95.00%	>95.00%	>95.00%	91.04%	69.11%	15.38%	15.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

OREGON

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	CTE Course Completion	State and Local Data	NP	State-Approved Local Standards and Assessment	State and Local Data	State and Local Data
Measurement Definitions	Percentage of CTE concentrators who scored at or above the statewide proficiency level on grade 10 reading, writing, and math tests during program year.	Percentage of CTE concentrators who made satisfactory progress during program year.	Percentage of CTE concentrators enrolled during their senior year graduating from high school.	NP	Percentage of CTE concentrators completers employed or engaged in further education within one year after program completion.	Percentage of CTE participants in underrepresented gender groups participating in secondary nontraditional employment and training programs during program year.	Percentage of CTE participants in underrepresented gender groups in nontraditional employment and training programs who graduated from high school during program year.
2005–06 Targets	50.00%	>95.00%	91.56%	NP	89.96%	55.19%	88.34%
2005–06 Results	59.17%	>95.00%	93.09%	NP	88.99%	57.62%	93.23%
Gender							
Male	55.34%	>95.00%	91.40%	NP	88.10%	60.79%	92.29%
Female	63.81%	>95.00%	>95.00%	NP	90.20%	53.47%	94.63%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	45.52%	94.97%	90.61%	NP	86.18%	58.26%	87.63%
Asian	62.31%	>95.00%	92.83%	NP	88.11%	51.12%	93.17%
Black	40.51%	90.09%	89.69%	NP	87.32%	47.45%	85.88%
Hispanic	38.67%	93.83%	91.66%	NP	86.71%	55.46%	91.67%
White	61.44%	>95.00%	93.15%	NP	89.36%	58.51%	93.36%
Other	68.42%	94.51%	>95.00%	NP	84.62%	50.00%	>95.00%
Special Population							
Individuals With Disabilities	25.34%	93.36%	84.50%	NP	80.86%	57.88%	85.06%
Economically Disadvantaged	46.73%	93.44%	89.10%	NP	86.36%	57.58%	89.59%
Single Parents	28.57%	88.59%	79.70%	NP	78.57%	52.45%	77.94%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	36.18%	89.80%	84.25%	NP	85.16%	57.77%	84.79%
Limited English Proficiency	31.41%	92.37%	91.15%	NP	86.13%	50.43%	90.49%
Nontraditional	58.30%	>95.00%	93.23%	NP	89.24%	>95.00%	93.23%
Tech Prep							
Tech Prep	59.05%	>95.00%	93.29%	NP	89.49%	58.59%	93.29%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

OREGON

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE GPA	State and Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of community college concentrators with a GPA of 2.0 or greater in academic courses during program year.	Percentage of community college concentrators with a GPA of 2.0 or greater in CTE courses during program year.	Percentage of community college concentrators who received a postsecondary degree or certificate during program year.	Percentage of concentrator completers who were employed or engaged in further education within one year after program completion.	Percentage of concentrator completers who were placed within one year after program completion, were retained in employment or further education one year from placement, or who had attained further postsecondary degree or credential within one year from placement.	Percentage of participants in underrepresented gender groups participating in community college nontraditional employment and training programs during program year.	Percentage of community college participants in underrepresented gender groups in nontraditional training and employment programs who received a postsecondary degree or certificate during the program year.
2005–06 Targets	90.70%	>95.00%	57.05%	89.83%	88.81%	16.59%	16.65%
2005–06 Results	92.78%	>95.00%	59.87%	91.69%	89.86%	17.61%	24.56%
Gender							
Male	91.10%	94.94%	52.05%	90.43%	88.43%	17.13%	31.87%
Female	93.82%	>95.00%	65.42%	92.41%	90.77%	17.96%	18.74%
Unknown Gender	>95.00%	>95.00%	41.46%	90.91%	66.67%	NP	NP
Ethnicity							
American Indian	91.82%	91.53%	59.46%	88.68%	81.58%	22.18%	17.65%
Asian	94.52%	>95.00%	72.41%	92.94%	92.16%	18.50%	25.81%
Black	93.10%	92.75%	60.87%	84.85%	83.33%	27.73%	18.60%
Hispanic	89.78%	92.61%	47.29%	91.61%	92.37%	16.22%	13.54%
White	92.90%	>95.00%	60.75%	91.75%	89.90%	17.22%	25.69%
Other	93.67%	>95.00%	53.79%	91.76%	89.29%	18.77%	26.23%
Special Population							
Individuals With Disabilities	92.86%	94.42%	60.50%	86.54%	84.21%	24.66%	38.46%
Economically Disadvantaged	92.66%	>95.00%	65.66%	91.70%	89.17%	18.29%	29.10%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	>95.00%	>95.00%	52.70%	>95.00%	>95.00%	13.01%	37.08%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	92.22%	>95.00%	74.59%	92.19%	90.96%	17.86%	37.21%
Nontraditional	89.27%	>95.00%	67.50%	91.74%	86.55%	>95.00%	24.56%
Tech Prep							
Tech Prep	87.20%	92.61%	52.86%	93.95%	85.15%	11.08%	15.56%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

PENNSYLVANIA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	National and State Standards, and Assessment	High School Graduation	National and State Standards, and Assessment	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of grade 11 CTE concentrators scoring at or above the state average on the state academic test.	Percentage of CTE concentrators achieving competency levels at or above national norms on the National Occupational Competency Testing Institute (NOCTI) Job Ready Assessments, or meeting state-specified benchmarks on other state-approved tests.	Percentage of CTE concentrators meeting state-established, industry-validated, CTE skill standards and receive a diploma.	Percentage of CTE concentrators achieving competency levels at or above national norms on the NOCTI Job Ready Assessments, or meeting state-specified benchmarks on other state-approved tests.	Percentage of CTE completers and graduates entering employment, further education, training, the military, or a combination of the above, within nine months.	Percentage of students in underrepresented genders among participants in nontraditional CTE programs.	Percentage of students in underrepresented genders among completers of nontraditional CTE programs.
2005–06 Targets	35.49%	78.82%	54.88%	47.98%	91.63%	<10.00%	<10.00%
2005–06 Results	36.85%	74.92%	53.68%	41.64%	92.15%	<10.00%	<10.00%
Gender							
Male	38.07%	72.25%	55.00%	39.78%	92.73%	<10.00%	<10.00%
Female	35.11%	78.28%	51.98%	44.25%	91.31%	11.22%	<10.00%
Unknown Gender	16.67%	71.77%	NP	34.41%	NP	NP	NP
Ethnicity							
American Indian	23.81%	61.97%	58.33%	30.99%	87.50%	10.89%	12.50%
Asian	46.15%	70.00%	34.17%	34.29%	94.85%	14.95%	12.12%
Black	20.24%	54.34%	30.15%	23.05%	90.77%	12.48%	11.50%
Hispanic	24.55%	64.49%	40.52%	31.59%	85.12%	<10.00%	<10.00%
White	39.86%	77.23%	61.83%	43.87%	92.42%	<10.00%	<10.00%
Other	20.00%	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	10.65%	62.45%	61.39%	24.60%	84.41%	<10.00%	<10.00%
Economically Disadvantaged	28.48%	70.28%	49.70%	35.14%	84.77%	<10.00%	<10.00%
Single Parents	NP	72.97%	61.61%	36.94%	74.51%	<10.00%	<10.00%
Displaced Homemakers	NP	68.75%	33.33%	37.50%	71.43%	10.00%	<10.00%
Other Educational Barriers	10.67%	NP	44.19%	NP	87.03%	<10.00%	<10.00%
Limited English Proficiency	23.17%	63.08%	29.86%	18.46%	87.50%	10.09%	<10.00%
Nontraditional	NP	69.92%	41.02%	36.94%	93.95%	<10.00%	<10.00%
Tech Prep							
Tech Prep	42.92%	76.75%	52.30%	44.71%	>95.00%	<10.00%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

PENNSYLVANIA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	State and Local Administrative Data	State and Local Administrative Data	Surveys and Placement Records	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of exiting occupationally-specific students who met the state defined threshold for program completion and who attained a GPA of 2.5 or greater.	Percentage of exiting occupationally-specific students who met the state-defined threshold for program completion and who met program-defined, industry-validated CTE skill standards.	Percentage of exiting occupationally-specific students who met the state-defined threshold for program completion.	Percentage of surveyed occupationally-specific completers who were placed in additional postsecondary education or advanced training, employment, or military service within eight months after completion.	Percentage of CTE program completers who were employed in a related field in the first quarter following completion and also employed in the third quarter following completion.	Percentage of nontraditional students among participants in nontraditional occupationally-specific programs.	Percentage of nontraditional students among completers of nontraditional occupationally-specific programs.
2005–06 Targets	60.00%	69.16%	15.78%	93.02%	84.02%	11.25%	10.27%
2005–06 Results	69.41%	75.22%	87.06%	93.07%	83.47%	<10.00%	<10.00%
Gender							
Male	62.19%	72.61%	82.60%	92.74%	79.62%	20.30%	18.14%
Female	73.98%	77.13%	90.35%	93.29%	85.83%	<10.00%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	64.18%	72.00%	78.49%	>95.00%	73.33%	<10.00%	<10.00%
Asian	62.77%	70.73%	70.85%	89.73%	80.00%	14.92%	11.90%
Black	55.65%	64.31%	>95.00%	87.82%	80.32%	13.49%	12.00%
Hispanic	62.59%	68.31%	93.13%	88.99%	78.48%	10.11%	<10.00%
White	72.19%	77.34%	87.16%	93.55%	84.01%	<10.00%	<10.00%
Other	59.92%	68.48%	43.17%	80.00%	64.29%	13.37%	16.46%
Special Population							
Individuals With Disabilities	58.45%	68.19%	69.99%	79.73%	79.66%	<10.00%	10.06%
Economically Disadvantaged	65.20%	70.64%	77.04%	91.68%	83.72%	<10.00%	<10.00%
Single Parents	60.72%	71.79%	59.60%	91.11%	81.36%	<10.00%	<10.00%
Displaced Homemakers	56.55%	66.44%	44.37%	82.19%	86.21%	<10.00%	<10.00%
Other Educational Barriers	61.22%	68.66%	78.35%	92.82%	85.28%	<10.00%	<10.00%
Limited English Proficiency	68.41%	75.04%	72.59%	83.61%	83.87%	12.17%	<10.00%
Nontraditional	73.85%	74.51%	87.57%	92.37%	81.16%	10.07%	<10.00%
Tech Prep							
Tech Prep	57.70%	67.40%	59.60%	NP	NP	<10.00%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

PENNSYLVANIA

Adult

Sub-indicators	Academic Skills	Vocational Skills	Degrees or Credentials	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE GPA	Surveys and Placement Records	State and Local Administrative Data	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of adult CTE enrollees who achieved a grade point average of 2.5 or greater in academic courses.	Percentage of adult CTE enrollees who achieved a grade point average of 2.5 or greater in CTE courses.	Percentage of adult CTE completer survey respondents who were placed in further education or advanced training, employment, or military service within eight months.	Percentage of adult CTE enrollees who met the state-defined threshold for program completion and received a diploma, certificate, or other formal award.	Percentage of adult CTE completers who were employed in a related field in the first quarter following completion (July 1–Sept. 30) who were also employed in the third quarter following completion (Jan. 1–March 31).	Percentage of nontraditional adult CTE enrollees in programs leading to employment in occupations in which underrepresented gender groups represent less than 25 percent of employment.	Percentage of nontraditional adult CTE completers of programs leading to employment in occupations in which underrepresented gender groups represent less than 25 percent of employment.
2005–06 Targets	70.53%	74.37%	67.96%	85.81%	79.81%	<10.00%	<10.00%
2005–06 Results	78.07%	73.30%	>95.00%	87.73%	78.37%	<10.00%	<10.00%
Gender							
Male	84.81%	75.00%	>95.00%	90.05%	76.13%	<10.00%	<10.00%
Female	71.70%	69.94%	>95.00%	84.61%	82.67%	11.18%	10.65%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	83.33%	70.83%	>95.00%	84.00%	66.67%	<10.00%	<10.00%
Asian	65.38%	75.24%	>95.00%	93.85%	72.00%	<10.00%	<10.00%
Black	53.29%	60.62%	>95.00%	82.00%	78.10%	11.73%	11.75%
Hispanic	63.89%	67.44%	>95.00%	84.29%	78.65%	<10.00%	<10.00%
White	79.74%	73.98%	>95.00%	87.89%	78.46%	<10.00%	<10.00%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	63.38%	35.92%	>95.00%	62.99%	83.72%	<10.00%	<10.00%
Economically Disadvantaged	62.45%	68.21%	>95.00%	88.85%	84.98%	<10.00%	<10.00%
Single Parents	69.87%	74.57%	>95.00%	86.67%	85.51%	<10.00%	<10.00%
Displaced Homemakers	78.10%	60.22%	>95.00%	85.11%	90.52%	11.91%	<10.00%
Other Educational Barriers	55.50%	63.08%	>95.00%	89.41%	87.50%	<10.00%	<10.00%
Limited English Proficiency	52.00%	72.44%	>95.00%	90.91%	66.67%	18.00%	23.08%
Nontraditional	69.98%	65.77%	>95.00%	88.49%	81.49%	24.54%	25.25%
Tech Prep							
Tech Prep	NE	NE	NE	NE	NE	NE	NE

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

PUERTO RICO

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	CTE GPA	State and Local Data	State-Approved Local Standards and Assessment	State Surveys	State and Local Data	State and Local Data
Measurement Definitions	Number of students who completed the academic stage and complied with the indicators established in the academic stage (A, B, C).	Percentage of students meeting the state-established industry-validated skills standards.	Percentage of students reaching the core indicators and attained a high school diploma.	Percentage of students who attained a proficiency credential in conjunction with secondary school diploma, and left secondary education in the reporting year.	Percentage of completers who left in the reporting year and were placed in postsecondary education, advance training, employment, military service, or a combination of the above.	Percentage of underrepresented gender groups participating in non-transferability secret (NTS) personal identification number (PIN) for the reporting year.	Percentage of students in underrepresented gender groups who completed a nontraditional program in the reporting year.
2005–06 Targets	85.00%	84.00%	85.00%	75.60%	73.70%	<10.00%	<10.00%
2005–06 Results	92.61%	87.51%	90.28%	79.94%	65.61%	<10.00%	10.10%
Gender							
Male	88.31%	82.92%	85.41%	72.10%	58.22%	16.17%	16.78%
Female	>95.00%	90.98%	94.02%	85.41%	71.29%	<10.00%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	NE	NE	NE	NE	NE	NE	NE
Asian	NE	NE	NE	NE	NE	NE	NE
Black	NE	NE	NE	NE	NE	NE	NE
Hispanic	92.61%	87.51%	90.28%	79.94%	65.61%	<10.00%	10.10%
White	NP	NP	NP	NP	NP	NP	NP
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	84.51%	78.57%	59.69%	65.24%	41.67%	<10.00%	<10.00%
Economically Disadvantaged	92.44%	87.06%	90.32%	80.66%	70.89%	<10.00%	<10.00%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NP	80.00%	<10.00%	NP	12.50%	34.48%	60.00%
Other Educational Barriers	92.15%	86.55%	>95.00%	78.48%	65.05%	10.43%	10.29%
Limited English Proficiency	93.64%	87.00%	84.30%	82.33%	63.87%	<10.00%	<10.00%
Nontraditional	91.77%	86.45%	91.30%	87.35%	66.17%	<10.00%	10.10%
Tech Prep							
Tech Prep	93.78%	90.73%	>95.00%	89.66%	69.78%	11.79%	<10.00%

Notes:
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PUERTO RICO

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	CTE GPA	State and Local Data	State Surveys	State Surveys	State and Local Data	State and Local Data
Measurement Definitions	Percentage of students who completed a postsecondary program and met program-defined academic standards and have stopped in the reporting year.	Percentage of students who met the state-established industry-validated skills standards.	Percentage of students who received or were eligible to receive a postsecondary degree, certificate, or credential and who stopped program participation in the reporting year.	Percentage of students who completed postsecondary program in the reporting year and who were placed in postsecondary education or advanced training, employment, military service, or a combination of the above.	Percentage of students who completed a postsecondary and were retained.	Percentage of students in underrepresented gender groups who participated in a nontraditional program in the reporting year.	Percentage of students in underrepresented gender groups who completed a nontraditional postsecondary program in the reporting year.
2005–06 Targets	>95.00%	78.21%	>95.00%	62.00%	45.94%	<10.00%	<10.00%
2005–06 Results	>95.00%	91.37%	>95.00%	<10.00%	>95.00%	<10.00%	13.38%
Gender							
Male	>95.00%	88.32%	>95.00%	10.19%	>95.00%	<10.00%	<10.00%
Female	90.52%	>95.00%	>95.00%	<10.00%	92.31%	25.35%	23.47%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	NE	NE	NE	NE	NE	NE	NE
Asian	NE	NE	NE	NE	NE	NE	NE
Black	NE	NE	NE	NE	NE	NE	NE
Hispanic	>95.00%	91.37%	>95.00%	<10.00%	>95.00%	<10.00%	13.38%
White	NE	NE	NE	NE	NE	NE	NE
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	NP	NP	NP	NP	NP	17.65%	NP
Economically Disadvantaged	87.50%	88.89%	>95.00%	<10.00%	NP	<10.00%	10.59%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	>95.00%	>95.00%	>95.00%	NE	NE	NE	NE
Other Educational Barriers	>95.00%	93.60%	>95.00%	17.24%	>95.00%	<10.00%	15.88%
Limited English Proficiency	>95.00%	>95.00%	>95.00%	NE	NE	<10.00%	NE
Nontraditional	>95.00%	92.14%	>95.00%	<10.00%	>95.00%	<10.00%	13.38%
Tech Prep							
Tech Prep	NE	NE	NE	NE	NE	NE	NE

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

RHODE ISLAND

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	CTE GPA	State and Local Data	CTE Program Completion	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of CTE concentrators meeting or exceeding the standard in reading, writing, and math on the state-administered grade 10 and grade 11 assessment.	Percentage of grade 12 concentrators who completed CTE programs.	Percentage of grade 12 concentrators who attained a high school diploma or its equivalent in the reporting year.	Percentage of grade 12 concentrators who attained a high school diploma or its equivalent and completed CTE program requirements in the reporting year.	Percentage of previous reporting year secondary CTE completers with diplomas placed in postsecondary education, advanced training, employment, military service, or a combination of the above between Sept. 1 and Dec. 1 of the reporting year.	Percentage of students in underrepresented gender groups who participated in nontraditional secondary programs in the reporting year.	Percentage of students in underrepresented gender groups who completed nontraditional secondary programs in the reporting year.
2005–06 Targets	33.70%	49.51%	61.43%	70.09%	75.81%	38.53%	35.30%
2005–06 Results	21.32%	>95.00%	55.59%	>95.00%	32.80%	33.44%	31.17%
Gender							
Male	22.54%	>95.00%	49.83%	>95.00%	35.31%	21.52%	<10.00%
Female	19.63%	>95.00%	62.27%	>95.00%	30.27%	49.16%	56.88%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	25.00%	>95.00%	77.38%	>95.00%	<10.00%	34.13%	35.29%
Asian	20.00%	>95.00%	79.10%	>95.00%	<10.00%	38.85%	44.93%
Black	<10.00%	94.15%	74.38%	94.78%	11.84%	38.07%	39.90%
Hispanic	10.20%	92.67%	74.07%	93.72%	11.36%	41.15%	47.84%
White	23.51%	>95.00%	47.07%	>95.00%	43.30%	30.96%	22.80%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	<10.00%	>95.00%	38.56%	>95.00%	28.88%	28.77%	14.81%
Economically Disadvantaged	11.87%	94.76%	60.95%	>95.00%	23.04%	33.70%	31.07%
Single Parents	<10.00%	>95.00%	63.93%	>95.00%	50.00%	32.64%	41.67%
Displaced Homemakers	NP	>95.00%	>95.00%	>95.00%	>95.00%	23.53%	21.43%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	10.77%	92.48%	70.19%	93.69%	31.91%	33.39%	31.76%
Nontraditional	22.54%	>95.00%	59.79%	>95.00%	25.13%	>95.00%	>95.00%
Tech Prep							
Tech Prep	20.68%	>95.00%	33.30%	>95.00%	46.25%	32.96%	30.47%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

RHODE ISLAND

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Course Completion	Program Completion	State and Local Data	Surveys and Placement Records	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of matriculated post-secondary Community College of Rhode Island (CCRI) CTE concentrators who have completed the program in the reporting year.	Percentage of matriculated post-secondary CCRI CTE concentrators who have completed the program in the reporting year.	Percentage of matriculated post-secondary CCRI CTE concentrators who were enrolled in and have completed associate degree or certification requirements in the reporting year.	Percentage of previous reporting year matriculated post-secondary CCRI CTE completers with degrees or certificates who were placed in further postsecondary education, advanced training, employment, or military service between Dec. 1 and March 1 in the reporting year.	Percentage of matriculated post-secondary CCRI CTE completers, who, three months after receipt of completed survey, were retained in further post-secondary education or advanced training, employment, or military service between March 1 and June 1 in the reporting year.	Percentage of matriculated students in underrepresented gender groups who participated in a nontraditional postsecondary program at CCRI in the reporting year.	Percentage of matriculated students in underrepresented gender groups who completed a nontraditional postsecondary program at CCRI in the reporting year.
2005–06 Targets	25.73%	25.73%	25.73%	>95.00%	85.16%	26.55%	41.49%
2005–06 Results	11.14%	11.14%	11.14%	86.38%	87.82%	17.51%	30.00%
Gender							
Male	10.03%	10.03%	10.03%	85.15%	86.63%	<10.00%	<10.00%
Female	12.46%	12.46%	12.46%	86.86%	88.28%	74.03%	70.59%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	<10.00%	<10.00%	<10.00%	NP	NP	NP	NP
Asian	<10.00%	<10.00%	<10.00%	NP	NP	18.18%	NP
Black	<10.00%	<10.00%	<10.00%	66.67%	66.67%	34.78%	>95.00%
Hispanic	<10.00%	<10.00%	<10.00%	25.00%	50.00%	18.75%	50.00%
White	12.50%	12.50%	12.50%	70.00%	70.00%	15.87%	25.71%
Other	NE	NE	NE	87.05%	88.38%	NE	NE
Special Population							
Individuals With Disabilities	<10.00%	<10.00%	<10.00%	<10.00%	<10.00%	15.79%	<10.00%
Economically Disadvantaged	<10.00%	<10.00%	<10.00%	<10.00%	25.00%	26.32%	33.33%
Single Parents	<10.00%	<10.00%	<10.00%	NP	NP	45.45%	>95.00%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	<10.00%	<10.00%	<10.00%	60.00%	80.00%	26.92%	<10.00%
Nontraditional	21.05%	21.05%	21.05%	83.33%	84.62%	>95.00%	>95.00%
Tech Prep							
Tech Prep	14.22%	14.22%	14.22%	87.23%	87.94%	21.70%	34.48%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

RHODE ISLAND

Adult

Sub-indicators	Academic Skills	Vocational Skills	Degrees or Credentials	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Course Completion	CTE Course Completion	State and Local Administrative Data	State and Local Administrative Data	State and Local Administrative Data	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percent of adult vocational training students who completed a state-approved program in the reporting year.	Percent of adult vocational training students who completed a state-approved program in the reporting year.	Percent of adult concentrators who were enrolled in and completed program requirements and who received a certificate in the reporting year.	Percent of previous reporting year completers with certificates who were placed in further postsecondary education or advanced training, employment, military service, or a combination of the above included in the state-administered placement survey between Dec.1 and March 1 in the reporting year.	Percent of completers who, three months after receipt of the completed placement survey, were retained in further postsecondary education or advanced training, employment, military service, or a combination of the above, or were included in the state-administered survey between March 1 and June 1 of the reporting year.	Percent of students in underrepresented gender groups who participated in a nontraditional adult vocational training program in the reporting year.	Percent of students in underrepresented gender groups who completed a nontraditional adult vocational training program in the reporting year.
2005–06 Targets	71.90%	71.90%	69.72%	78.32%	94.72%	27.32%	29.10%
2005–06 Results	72.58%	72.58%	72.58%	89.17%	91.09%	13.01%	14.72%
Gender							
Male	48.91%	48.91%	48.91%	88.18%	90.15%	20.43%	42.25%
Female	82.55%	82.55%	82.55%	89.47%	91.37%	<10.00%	10.12%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	70.59%	70.59%	70.59%	72.73%	72.73%	<10.00%	<10.00%
Asian	72.41%	72.41%	72.41%	86.67%	90.00%	16.67%	20.00%
Black	76.74%	76.74%	76.74%	81.98%	87.39%	13.64%	12.50%
Hispanic	77.66%	77.66%	77.66%	79.69%	81.25%	<10.00%	<10.00%
White	71.38%	71.38%	71.38%	91.62%	92.96%	14.26%	17.86%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	75.00%	75.00%	75.00%	87.50%	87.50%	35.00%	28.57%
Economically Disadvantaged	73.64%	73.64%	73.64%	80.58%	84.54%	<10.00%	<10.00%
Single Parents	82.44%	82.44%	82.44%	83.15%	86.59%	<10.00%	<10.00%
Displaced Homemakers	92.24%	92.24%	92.24%	74.16%	78.95%	<10.00%	<10.00%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	83.33%	83.33%	83.33%	80.30%	81.82%	<10.00%	<10.00%
Nontraditional	70.87%	70.87%	70.87%	92.13%	93.26%	>95.00%	>95.00%
Tech Prep							
Tech Prep	NE	NE	NE	NE	NE	NE	NE

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

SOUTH CAROLINA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE GPA	High School Graduation	NP	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE concentrators achieving a GPA of 2.0 or greater in math, science, and English language arts courses.	Percentage of CTE concentrators achieving a GPA of 2.0 or greater in CTE courses.	Percentage of grade 12 CTE completers attaining a high school diploma.	NP	Percentage of CTE completers and graduates available for placement, who are placed in postsecondary education, military service, employment, or a combination of the above.	Percentage of underrepresented gender enrollment in CTE courses leading to nontraditional training and employment.	Percentage of underrepresented gender completion of CTE programs leading to nontraditional training and employment.
2005–06 Targets	72.21%	90.91%	>95.00%	NP	>95.00%	28.67%	16.77%
2005–06 Results	76.21%	92.75%	>95.00%	NP	>95.00%	28.67%	18.23%
Gender							
Male	69.67%	90.92%	>95.00%	NP	>95.00%	16.01%	12.94%
Female	83.69%	94.86%	>95.00%	NP	>95.00%	43.25%	25.20%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	77.78%	89.47%	>95.00%	NP	NP	26.40%	20.00%
Asian	81.18%	>95.00%	>95.00%	NP	NP	30.48%	22.22%
Black	73.64%	91.38%	>95.00%	NP	>95.00%	30.73%	19.88%
Hispanic	79.63%	90.18%	>95.00%	NP	NP	27.09%	15.71%
White	77.80%	93.72%	>95.00%	NP	>95.00%	27.18%	17.29%
Other	66.67%	91.49%	>95.00%	NP	>95.00%	32.40%	25.64%
Special Population							
Individuals With Disabilities	67.51%	90.69%	94.40%	NP	>95.00%	21.56%	16.30%
Economically Disadvantaged	73.98%	91.80%	>95.00%	NP	>95.00%	29.96%	18.37%
Single Parents	78.38%	94.59%	>95.00%	NP	91.28%	36.31%	13.22%
Displaced Homemakers	>95.00%	>95.00%	>95.00%	NP	90.91%	38.46%	NP
Other Educational Barriers	48.54%	83.18%	92.49%	NP	>95.00%	26.25%	14.86%
Limited English Proficiency	80.56%	88.89%	>95.00%	NP	>95.00%	25.14%	10.00%
Nontraditional	78.57%	94.05%	>95.00%	NP	>95.00%	28.67%	18.23%
Tech Prep							
Tech Prep	75.03%	93.20%	>95.00%	NP	NP	21.38%	17.42%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

SOUTH CAROLINA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	Overall GPA	State and Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE concentrators from specified fall semester with a cumulative GPA of 2.25 or greater at the end of spring term.	Percentage of CTE concentrators from specified fall semester with a cumulative GPA of 2.25 or greater at the end of spring term.	Percentage of first-time, full-time CTE students completing and graduating within 150 percent of required program completion time.	Percentage of CTE completer and graduates placed in continuing education or employment within nine months of completion.	Percentage of CTE completer who graduate, placed in employment within three months of completion and still employed one year later.	Percentage of underrepresented gender enrollment in designated nontraditional programs.	Percentage of underrepresented gender graduation from designated nontraditional programs.
2005–06 Targets	73.91%	73.91%	14.03%	79.98%	88.36%	16.72%	13.97%
2005–06 Results	71.96%	71.96%	11.61%	81.32%	87.94%	16.36%	14.25%
Gender							
Male	67.31%	67.31%	13.30%	79.35%	87.14%	26.68%	16.63%
Female	74.16%	74.16%	10.34%	82.40%	88.33%	11.18%	12.83%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	69.96%	69.96%	<10.00%	82.46%	77.78%	20.65%	18.92%
Asian	78.53%	78.53%	<10.00%	72.18%	85.00%	21.13%	17.14%
Black	62.58%	62.58%	<10.00%	80.23%	88.79%	16.21%	19.48%
Hispanic	74.17%	74.17%	10.88%	79.88%	85.39%	20.26%	19.44%
White	77.45%	77.45%	13.54%	83.22%	87.69%	16.11%	11.67%
Other	69.57%	69.57%	<10.00%	78.80%	87.69%	18.72%	15.60%
Special Population							
Individuals With Disabilities	68.49%	68.49%	14.16%	74.56%	83.33%	13.88%	<10.00%
Economically Disadvantaged	68.84%	68.84%	11.01%	81.11%	86.71%	<10.00%	<10.00%
Single Parents	72.31%	72.31%	14.58%	76.00%	90.92%	10.61%	<10.00%
Displaced Homemakers	80.01%	80.01%	28.24%	79.25%	89.84%	11.27%	<10.00%
Other Educational Barriers	39.74%	39.74%	26.23%	90.00%	83.33%	20.00%	>95.00%
Limited English Proficiency	76.69%	76.69%	<10.00%	75.00%	90.32%	<10.00%	<10.00%
Nontraditional	63.18%	63.18%	11.37%	63.74%	91.36%	25.58%	27.01%
Tech Prep							
Tech Prep	62.88%	62.88%	20.16%	75.09%	>95.00%	<10.00%	16.42%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

SOUTH DAKOTA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	Local Standards and Assessment	State and Local Data	NP	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of total number of CTE completers who have attained a complete battery percentile rank score of 50 or greater.	Percentage of total number of CTE concentrators and completers attaining at least 70 percent of CTE skills.	Percentage of senior students who earned two or more Carnegie units of credit in a CTE program and graduated.	NP	Percentage of all secondary students completing the CTE program and are placed in further education, military service, employment, or a combination of the above.	Percentage of nontraditional enrollees in this program preparing for nontraditional occupations.	Percentage of nontraditional completers of this nontraditional program.
2005–06 Targets	63.70%	93.56%	74.00%	NP	94.47%	<10.00%	<10.00%
2005–06 Results	70.51%	>95.00%	81.99%	NP	>95.00%	11.09%	<10.00%
Gender							
Male	70.67%	94.78%	85.44%	NP	>95.00%	<10.00%	<10.00%
Female	70.24%	>95.00%	76.57%	NP	>95.00%	55.60%	27.38%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	55.03%	94.12%	>95.00%	NP	>95.00%	<10.00%	15.29%
Asian	62.50%	>95.00%	48.48%	NP	>95.00%	16.67%	<10.00%
Black	38.89%	>95.00%	56.25%	NP	>95.00%	11.76%	33.33%
Hispanic	66.67%	>95.00%	50.00%	NP	>95.00%	<10.00%	<10.00%
White	71.74%	>95.00%	82.13%	NP	>95.00%	11.18%	<10.00%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	16.39%	>95.00%	>95.00%	NP	>95.00%	<10.00%	<10.00%
Economically Disadvantaged	65.03%	94.49%	>95.00%	NP	>95.00%	13.78%	10.63%
Single Parents	58.82%	>95.00%	56.67%	NP	>95.00%	25.00%	<10.00%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	29.22%	94.67%	56.20%	NP	>95.00%	<10.00%	<10.00%
Limited English Proficiency	28.57%	94.12%	37.84%	NP	>95.00%	18.18%	<10.00%
Nontraditional	86.11%	>95.00%	29.17%	NP	>95.00%	11.09%	<10.00%
Tech Prep							
Tech Prep	68.87%	94.89%	71.28%	NP	>95.00%	11.09%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

SOUTH DAKOTA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	Overall GPA	State and Local Data	Surveys and Placement Records	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of total number of threshold students (full-time) of state-approved CTE programs with a cumulative GPA of 2.0 or greater.	Percentage of total number of threshold students (full-time) of state-approved CTE programs with a cumulative GPA of 2.0 or greater.	Percentage of entering first-year, full-time students (cohort group) of state-approved CTE programs who earned a diploma or A.A.S. degree.	Percentage of program completers employed, in the military, or going on for further education within six months following graduation.	Percentage of graduates of state-approved CTE institute programs and, according to unemployment insurance wage records, are employed, in the military, or attending advanced education one year following graduation.	Percentage of nontraditional enrollees in programs preparing for nontraditional occupations.	Percentage of nontraditional completers of this nontraditional program.
2005–06 Targets	91.29%	91.29%	62.00%	>95.00%	87.93%	10.72%	10.00%
2005–06 Results	87.69%	87.69%	59.06%	>95.00%	93.60%	<10.00%	<10.00%
Gender							
Male	86.35%	86.35%	61.05%	>95.00%	93.54%	<10.00%	<10.00%
Female	89.38%	89.38%	56.50%	>95.00%	93.66%	11.36%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	76.98%	76.98%	36.99%	>95.00%	90.63%	<10.00%	17.65%
Asian	73.91%	73.91%	90.91%	>95.00%	60.00%	20.00%	20.00%
Black	75.00%	75.00%	60.00%	>95.00%	>95.00%	<10.00%	<10.00%
Hispanic	75.86%	75.86%	70.00%	>95.00%	85.71%	<10.00%	<10.00%
White	89.08%	89.08%	58.77%	>95.00%	94.45%	<10.00%	<10.00%
Other	82.72%	82.72%	48.98%	>95.00%	90.68%	10.19%	<10.00%
Special Population							
Individuals With Disabilities	72.92%	72.92%	50.96%	94.05%	89.87%	11.11%	<10.00%
Economically Disadvantaged	88.61%	88.61%	58.90%	93.86%	93.09%	10.47%	<10.00%
Single Parents	84.96%	84.96%	49.06%	87.50%	>95.00%	11.85%	<10.00%
Displaced Homemakers	87.88%	87.88%	NP	>95.00%	92.86%	20.59%	>95.00%
Other Educational Barriers	71.32%	71.32%	44.42%	>95.00%	>95.00%	11.07%	<10.00%
Limited English Proficiency	60.00%	>95.00%	87.50%	NP	>95.00%	<10.00%	NP
Nontraditional	84.65%	84.65%	54.98%	>95.00%	94.86%	<10.00%	<10.00%
Tech Prep							
Tech Prep	91.14%	91.14%	81.82%	>95.00%	>95.00%	<10.00%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

TENNESSEE

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	High School Graduation	CTE Program Completion	High School Graduation	NP	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of grade 12 secondary CTE concentrators graduating from high school.	Percentage of grade 12 secondary CTE concentrators meeting state-established, industry-validated CTE standards.	Percentage of grade 12 secondary CTE concentrators graduating from high school.	NP	Percentage of concentrator graduates placed in postsecondary education, advanced training, employment, military service, or a combination of the above, within one year.	Percentage of students in underrepresented gender groups who participated in a nontraditional secondary CTE program.	Percentage of students in underrepresented gender groups who completed a nontraditional secondary CTE program.
2005–06 Targets	85.76%	>95.00%	85.76%	NP	89.89%	21.48%	24.02%
2005–06 Results	91.51%	>95.00%	91.51%	91.51%	92.14%	24.88%	28.85%
Gender							
Male	90.05%	>95.00%	90.05%	90.05%	92.46%	24.91%	24.15%
Female	93.50%	>95.00%	93.50%	93.50%	91.88%	24.85%	33.34%
Unknown Gender	35.29%	89.71%	35.29%	35.29%	90.28%	NP	NP
Ethnicity							
American Indian	70.00%	>95.00%	70.00%	70.00%	85.71%	27.13%	33.33%
Asian	>95.00%	>95.00%	>95.00%	>95.00%	>95.00%	27.76%	36.99%
Black	91.95%	>95.00%	91.95%	91.95%	87.32%	26.16%	26.55%
Hispanic	89.69%	>95.00%	89.69%	89.69%	88.66%	21.72%	31.63%
White	91.73%	>95.00%	91.73%	91.73%	93.18%	24.60%	29.20%
Other	42.05%	89.77%	42.05%	42.05%	86.36%	24.83%	21.88%
Special Population							
Individuals With Disabilities	88.57%	>95.00%	88.57%	88.57%	86.46%	22.29%	26.67%
Economically Disadvantaged	89.92%	>95.00%	89.92%	89.92%	87.37%	24.18%	28.29%
Single Parents	89.83%	>95.00%	89.83%	89.83%	82.42%	22.19%	26.71%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	86.45%	94.24%	86.45%	86.45%	86.34%	24.31%	28.48%
Limited English Proficiency	84.25%	>95.00%	84.25%	84.25%	88.46%	19.12%	22.45%
Nontraditional	>95.00%	>95.00%	>95.00%	>95.00%	92.36%	24.88%	28.85%
Tech Prep							
Tech Prep	94.38%	>95.00%	94.38%	94.38%	92.22%	21.19%	23.72%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

TENNESSEE

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	CTE Program Completion	Program Completion National and State Standards, and Local Assessment	Program Completion	State-Developed, School Administered Surveys and Placement Records	State-Developed School Administered Surveys and Placement Records	State and Local Administrative Data	Program Completion
Measurement Definitions	Percentage of exiting students receiving a certificate or diploma.	Percentage of tested students receiving a score of at least 70 percent on locally developed competency exams or attaining an industry-validated credential.	Percentage of exiting students receiving a certificate or diploma.	Percentage of completers available for placement who entered employment, the military, other educational or training programs, or a combination of the above.	Percentage of placed completers employed 180 days to 12 months following initial employment.	Percentage of students in underrepresented gender groups who participated in a nontraditional program.	Percentage of students in underrepresented gender groups who completed a nontraditional program.
2005–06 Targets	70.16%	94.96%	70.16%	88.50%	92.29%	12.86%	<10.00%
2005–06 Results	71.15%	>95.00%	71.15%	86.47%	91.16%	11.05%	11.44%
Gender							
Male	73.85%	>95.00%	73.85%	87.76%	91.48%	<10.00%	<10.00%
Female	68.42%	>95.00%	68.42%	85.05%	90.85%	15.99%	14.83%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	50.00%	>95.00%	50.00%	80.00%	81.82%	12.50%	<10.00%
Asian	59.62%	>95.00%	59.62%	75.81%	83.33%	<10.00%	<10.00%
Black	60.51%	>95.00%	60.51%	81.74%	88.42%	11.97%	12.04%
Hispanic	92.09%	>95.00%	92.09%	85.16%	>95.00%	<10.00%	<10.00%
White	73.62%	>95.00%	71.09%	88.19%	91.78%	10.97%	12.27%
Other	80.72%	>95.00%	80.72%	78.84%	>95.00%	<10.00%	<10.00%
Special Population							
Individuals With Disabilities	66.91%	92.31%	66.91%	71.43%	93.10%	<10.00%	12.09%
Economically Disadvantaged	74.14%	>95.00%	74.14%	87.98%	88.06%	<10.00%	<10.00%
Single Parents	65.89%	>95.00%	65.89%	72.06%	NP	27.40%	57.02%
Displaced Homemakers	67.26%	>95.00%	67.26%	63.54%	NP	33.28%	71.36%
Other Educational Barriers	63.47%	>95.00%	63.47%	73.61%	NP	28.11%	59.27%
Limited English Proficiency	60.32%	>95.00%	60.32%	68.42%	>95.00%	<10.00%	<10.00%
Nontraditional	47.45%	94.85%	47.45%	80.00%	NP	>95.00%	47.45%
Tech Prep							
Tech Prep	68.98%	82.35%	68.98%	82.50%	>95.00%	<10.00%	18.03%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

TEXAS

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	CTE Program Completion	State and Local Administrative Data	NP	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of exiting CTE concentrators who met state-established academic standards.	Percentage of exiting CTE concentrators who met state-established, industry-validated CTE skill standards.	Percentage of exiting CTE concentrators who received a high school diploma or GED.	NP	Percentage of CTE concentrator graduates identified as placed in postsecondary education, advanced training, employment, military service, or a combination of the above.	Percentage of students in underrepresented gender groups who participated in a nontraditional program.	Percentage of students in underrepresented gender groups who completed a nontraditional program.
2005–06 Targets	76.95%	77.03%	78.97%	<10.00%	76.82%	10.26%	10.64%
2005–06 Results	>95.00%	74.95%	77.76%	12.12%	78.00%	11.55%	11.86%
Gender							
Male	>95.00%	73.16%	76.35%	12.32%	76.54%	10.56%	10.65%
Female	>95.00%	76.81%	79.22%	11.92%	79.45%	15.68%	16.56%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	>95.00%	72.02%	69.25%	10.89%	69.14%	14.29%	15.52%
Asian	>95.00%	75.13%	84.08%	16.14%	81.09%	22.25%	23.36%
Black	91.37%	76.73%	76.54%	11.59%	74.55%	12.20%	12.37%
Hispanic	93.27%	72.38%	73.02%	12.46%	78.50%	11.58%	12.03%
White	>95.00%	76.89%	82.31%	11.73%	78.42%	10.68%	10.73%
Other	NE	NE	NE	NE	NE	13.04%	14.43%
Special Population							
Individuals With Disabilities	65.43%	69.56%	71.68%	<10.00%	67.63%	<10.00%	<10.00%
Economically Disadvantaged	92.25%	71.97%	70.04%	13.75%	75.79%	11.55%	11.87%
Single Parents	84.17%	66.79%	61.56%	66.83%	71.43%	23.14%	25.58%
Displaced Homemakers	NP	NP	NP	NP	NP	NP	NP
Other Educational Barriers	89.61%	68.80%	67.12%	12.12%	76.22%	<10.00%	<10.00%
Limited English Proficiency	65.31%	59.70%	45.43%	15.53%	70.16%	<10.00%	<10.00%
Nontraditional	>95.00%	87.65%	86.37%	<10.00%	NP	11.55%	11.86%
Tech Prep							
Tech Prep	>95.00%	79.42%	81.35%	12.12%	79.29%	11.32%	11.68%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

TEXAS

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Overall GPA	Overall GPA	State and Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE majors with at least 24 credit hours who achieved a GPA of 2.0 or greater.	Percentage of CTE majors with at least 24 credit hours who achieved a GPA of 2.0 or greater.	Percentage of first-time, full-time CTE majors who graduated or transferred to continued higher education within four years.	Percentage of CTE graduates who were employed, entered military service, or continued their education during the following 12 months.	Percentage of employed CTE graduates who were retained in employment for at least six months.	Percentage of underrepresented gender enrollees in nontraditional programs.	Percentage of underrepresented gender graduates from nontraditional programs.
2005–06 Targets	90.11%	90.11%	35.08%	91.00%	88.72%	11.91%	<10.00%
2005–06 Results	90.83%	90.83%	36.14%	89.09%	90.91%	12.58%	<10.00%
Gender							
Male	89.20%	89.20%	34.37%	88.55%	90.63%	26.91%	10.43%
Female	92.10%	92.10%	37.72%	89.49%	91.09%	<10.00%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	90.71%	90.71%	30.00%	85.98%	88.39%	14.75%	30.16%
Asian	94.64%	94.64%	45.81%	86.92%	89.39%	22.99%	24.32%
Black	86.68%	86.68%	27.18%	88.28%	91.35%	11.98%	15.08%
Hispanic	90.86%	90.86%	30.05%	90.92%	91.92%	12.21%	14.23%
White	91.56%	91.56%	36.50%	88.77%	90.37%	11.84%	14.78%
Other	92.65%	92.65%	17.57%	80.88%	89.42%	20.51%	31.71%
Special Population							
Individuals With Disabilities	88.73%	88.73%	36.28%	85.89%	89.09%	12.95%	17.65%
Economically Disadvantaged	90.53%	90.53%	35.25%	90.31%	90.23%	11.54%	13.70%
Single Parents	89.79%	89.79%	28.71%	93.39%	92.32%	<10.00%	<10.00%
Displaced Homemakers	90.92%	90.92%	34.81%	86.61%	89.94%	<10.00%	<10.00%
Other Educational Barriers	88.09%	88.09%	25.49%	89.62%	89.67%	11.83%	15.88%
Limited English Proficiency	92.58%	92.58%	30.33%	91.21%	90.39%	12.91%	17.68%
Nontraditional	90.72%	90.72%	10.89%	89.44%	90.97%	NP	NP
Tech Prep							
Tech Prep	89.59%	89.59%	29.79%	89.89%	90.75%	11.58%	15.12%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

UTAH

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	National and State Academic Assessment	National and State Standards, and Local Assessment	State and Local Data	NP	State-Approved Local Standards and Assessment	State and Local Data	State and Local Data
Measurement Definitions	Percentage of concentrators scoring at or above the state average on the Stanford Achievement Test.	Percentage of concentrators passing a skills test in the area of concentration.	Percentage of concentrators receiving a high school diploma with class.	NP	Percentage of completers placed in employment within next quarter or enrolled in higher education fall semester within the state.	Percentage of nontraditional students enrolled in nontraditional programs.	Percentage of nontraditional concentrators completing nontraditional programs.
2005–06 Targets	48.32%	55.73%	>95.00%	NP	67.93%	35.64%	17.25%
2005–06 Results	59.56%	64.35%	90.84%	NP	77.13%	37.38%	20.13%
Gender							
Male	59.25%	61.83%	90.17%	NP	75.97%	53.25%	30.86%
Female	59.86%	66.66%	91.50%	NP	78.30%	21.91%	11.08%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	28.16%	39.56%	83.42%	NP	66.93%	43.18%	22.42%
Asian	52.50%	58.96%	87.44%	NP	72.54%	39.25%	24.57%
Black	28.48%	42.86%	81.20%	NP	68.12%	43.39%	25.32%
Hispanic	33.74%	41.36%	80.01%	NP	58.92%	38.21%	19.08%
White	62.77%	67.12%	92.34%	NP	78.77%	36.93%	19.99%
Other	47.37%	53.57%	89.47%	NP	78.79%	41.20%	17.24%
Special Population							
Individuals With Disabilities	<10.00%	27.61%	89.14%	NP	55.71%	43.19%	23.44%
Economically Disadvantaged	44.65%	51.66%	88.17%	NP	67.77%	38.52%	19.73%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	22.14%	35.38%	71.57%	NP	64.20%	43.22%	21.08%
Limited English Proficiency	32.70%	42.77%	81.26%	NP	57.93%	37.74%	18.74%
Nontraditional	60.44%	55.72%	91.55%	NP	76.30%	>95.00%	>95.00%
Tech Prep							
Tech Prep	61.55%	65.16%	92.97%	NP	79.80%	37.95%	20.42%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

UTAH

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE GPA	State and Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of concentrators achieving a GPA of 2.0 or greater in general education courses.	Percentage of concentrators achieving a GPA of 2.0 or greater in Applied Technology Education (ATE) courses.	Percentage of concentrators graduating with degrees or certificates.	Percentage of completers placed in employment within the next quarter within the state.	Percentage of concentrators who graduate with degrees or certificates who are placed in employment and are still employed three months later.	Percentage of nontraditional students enrolled in nontraditional programs.	Percentage of nontraditional completers of nontraditional programs.
2005–06 Targets	76.85%	83.23%	13.79%	72.04%	87.98%	16.68%	14.64%
2005–06 Results	77.01%	76.78%	<10.00%	70.56%	92.52%	17.45%	16.35%
Gender							
Male	75.42%	76.46%	<10.00%	70.13%	90.19%	21.25%	21.86%
Female	79.02%	77.10%	11.37%	71.22%	94.92%	13.58%	11.69%
Unknown Gender	74.26%	82.46%	<10.00%	20.00%	>95.00%	NP	NP
Ethnicity							
American Indian	54.60%	60.38%	<10.00%	55.26%	>95.00%	16.83%	33.33%
Asian	71.49%	71.77%	<10.00%	55.17%	>95.00%	21.24%	17.65%
Black	60.87%	67.09%	<10.00%	50.00%	76.92%	20.33%	<10.00%
Hispanic	68.67%	68.93%	<10.00%	63.87%	86.84%	18.59%	16.13%
White	78.81%	77.22%	<10.00%	72.56%	92.68%	17.07%	15.97%
Other	74.78%	81.63%	<10.00%	64.25%	93.23%	18.64%	16.41%
Special Population							
Individuals With Disabilities	68.72%	69.83%	<10.00%	53.92%	92.73%	18.30%	12.50%
Economically Disadvantaged	76.21%	76.55%	<10.00%	74.36%	94.61%	20.22%	15.93%
Single Parents	66.10%	83.33%	15.36%	60.22%	>95.00%	21.00%	23.81%
Displaced Homemakers	63.82%	82.59%	16.12%	51.96%	>95.00%	22.49%	21.05%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	71.82%	70.93%	<10.00%	60.00%	87.50%	22.64%	28.57%
Nontraditional	73.33%	77.61%	10.08%	68.56%	>95.00%	>95.00%	>95.00%
Tech Prep							
Tech Prep	77.29%	72.78%	<10.00%	79.26%	>95.00%	13.35%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

UTAH

Adult

Sub-indicators	Academic Skills	Vocational Skills	Degrees or Credentials	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State and Local Administrative Data	State and Local Administrative Data	State and Local Administrative Data	State and Local Data	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of concentrators receiving Utah State Office of Education (USOE) approved certifications.	Percentage of concentrators receiving USOE approved certifications.	Percentage of concentrators receiving USOE approved certifications.	Percentage of concentrators receiving completion certification.	Percentage of completers placed in employment and still employed three months later.	Percentage of nontraditional adult students enrolled in nontraditional programs.	Percentage of nontraditional adult completers of nontraditional programs.
2005–06 Targets	29.61%	29.61%	29.61%	65.15%	83.84%	17.73%	17.26%
2005–06 Results	31.19%	31.19%	31.19%	72.18%	87.86%	18.42%	15.29%
Gender							
Male	27.58%	27.58%	27.58%	73.52%	88.35%	22.25%	30.16%
Female	33.78%	33.78%	33.78%	71.36%	87.60%	13.91%	<10.00%
Unknown Gender	<10.00%	<10.00%	<10.00%	71.43%	80.00%	NP	NP
Ethnicity							
American Indian	26.76%	26.76%	26.76%	68.00%	85.29%	13.57%	<10.00%
Asian	34.50%	34.50%	34.50%	63.64%	>95.00%	15.00%	18.37%
Black	30.00%	30.00%	30.00%	63.64%	85.71%	24.82%	16.13%
Hispanic	25.11%	25.11%	25.11%	65.29%	83.54%	18.32%	17.02%
White	31.70%	31.70%	31.70%	73.77%	88.34%	18.53%	14.64%
Other	35.69%	35.69%	35.69%	64.36%	84.62%	18.37%	22.58%
Special Population							
Individuals With Disabilities	21.03%	21.03%	21.03%	56.52%	75.00%	20.61%	15.97%
Economically Disadvantaged	21.79%	21.79%	21.79%	62.25%	85.16%	13.52%	<10.00%
Single Parents	29.18%	29.18%	29.18%	65.59%	81.97%	<10.00%	<10.00%
Displaced Homemakers	27.38%	27.38%	27.38%	75.00%	77.78%	<10.00%	<10.00%
Other Educational Barriers	12.08%	12.08%	12.08%	51.28%	85.00%	13.95%	<10.00%
Limited English Proficiency	25.60%	25.60%	25.60%	68.97%	85.00%	13.85%	17.86%
Nontraditional	35.75%	35.75%	35.75%	76.28%	85.49%	>95.00%	>95.00%
Tech Prep							
Tech Prep	28.81%	28.81%	28.81%	50.00%	>95.00%	<10.00%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

VERMONT

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	National and State Standards, and Assessment	State and Local Data	National and State Standards, and Assessment	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of completers who met state academic standards and left CTE in the reporting year (completers).	Percentage of completers who score three or above in 90 percent of the competencies on the competency list and left CTE in the reporting year.	Percentage of grade 12 completers who attained a secondary school diploma.	Percentage of completers who attained an industry-recognized credential.	Percentage of completers leaving secondary education placed in postsecondary education, advanced training, employment, military service, or a combination of the above.	Percentage of students in underrepresented gender groups enrolled in nontraditional secondary programs in the reporting year.	Percentage of students in underrepresented gender groups who completed a nontraditional program in the reporting year.
2005–06 Targets	13.16%	73.90%	>95.00%	39.37%	>95.00%	14.02%	11.96%
2005–06 Results	14.96%	77.53%	>95.00%	55.64%	>95.00%	15.59%	14.71%
Gender							
Male	13.49%	73.55%	>95.00%	52.02%	>95.00%	<10.00%	<10.00%
Female	17.48%	84.22%	>95.00%	61.73%	>95.00%	37.16%	31.95%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	<10.00%	75.00%	80.00%	37.50%	>95.00%	12.50%	28.57%
Asian	15.15%	>95.00%	>95.00%	32.14%	>95.00%	81.33%	>95.00%
Black	10.34%	77.27%	>95.00%	36.36%	83.33%	11.90%	15.00%
Hispanic	18.18%	83.33%	>95.00%	25.00%	>95.00%	19.23%	33.33%
White	15.08%	77.25%	>95.00%	56.51%	>95.00%	15.49%	14.39%
Other	16.67%	>95.00%	>95.00%	33.33%	>95.00%	15.38%	<10.00%
Special Population							
Individuals With Disabilities	<10.00%	66.34%	94.17%	60.38%	>95.00%	11.24%	13.44%
Economically Disadvantaged	10.72%	74.40%	>95.00%	50.51%	93.69%	15.21%	11.44%
Single Parents	16.00%	71.43%	90.00%	42.86%	>95.00%	27.59%	33.33%
Displaced Homemakers	<10.00%	>95.00%	NP	<10.00%	>95.00%	<10.00%	<10.00%
Other Educational Barriers	<10.00%	63.13%	94.23%	66.67%	>95.00%	10.22%	<10.00%
Limited English Proficiency	<10.00%	75.00%	>95.00%	50.00%	91.67%	<10.00%	10.00%
Nontraditional	23.02%	79.44%	>95.00%	45.78%	>95.00%	>95.00%	>95.00%
Tech Prep							
Tech Prep	15.54%	80.72%	>95.00%	56.85%	>95.00%	17.62%	17.65%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

VERMONT

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Course Completion	CTE Course	State and Local Data	Surveys and Placement Records	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of all students who are enrolled in programs and who passed the writing and math courses required by the programs in the reporting year.	Percentage of all students who passed the CTE courses required by the program in which they are enrolled in the reporting year.	Percentage of all students who earned a degree or credential in the reporting year.	Number of graduates from a school year contacted and in positive placement from PY 2000.	Percentage of graduates who were identified in the placement survey as employed, continuing education or advanced training, or in the military and who were identified six months later in the retention survey as employed, continuing education or advanced training, or in the military.	Percentage of students in underrepresented gender groups who participated in a nontraditional postsecondary program in the reporting year.	Percentage of students in underrepresented gender groups who graduated from a nontraditional postsecondary program in the reporting year.
2005–06 Targets	85.97%	83.89%	17.84%	>95.00%	94.40%	18.73%	14.26%
2005–06 Results	79.69%	79.83%	<10.00%	94.41%	94.38%	22.47%	22.31%
Gender							
Male	74.59%	74.56%	<10.00%	86.49%	89.47%	33.02%	29.17%
Female	81.69%	81.76%	<10.00%	>95.00%	>95.00%	19.12%	20.62%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	63.64%	80.56%	10.26%	NP	NP	28.00%	<10.00%
Asian	80.00%	77.42%	<10.00%	NP	NP	29.63%	>95.00%
Black	68.75%	71.05%	<10.00%	NP	NP	41.18%	NP
Hispanic	60.00%	72.97%	<10.00%	NP	NP	35.29%	<10.00%
White	79.73%	80.01%	<10.00%	NP	NP	20.07%	23.00%
Other	83.59%	80.49%	<10.00%	NP	NP	33.98%	16.67%
Special Population							
Individuals With Disabilities	NE	NE	NE	NE	NE	NE	NE
Economically Disadvantaged	76.69%	77.21%	<10.00%	NP	NP	29.83%	13.11%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	80.47%	77.56%	<10.00%	NP	NP	30.76%	21.74%
Limited English Proficiency	88.46%	84.85%	13.16%	NP	NP	53.33%	25.00%
Nontraditional	74.17%	72.75%	<10.00%	NP	NP	22.47%	22.31%
Tech Prep							
Tech Prep	75.32%	75.38%	<10.00%	NE	NE	33.89%	NE

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

VIRGIN ISLANDS

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Measurement Definitions	DNS	DNS	DNS	DNS	DNS	DNS	DNS
2005–06 Targets	40.70%	65.29%	87.96%	77.19%	47.36%	79.09%	44.65%
2005–06 Results	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Gender							
Male	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Female	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Unknown Gender	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Ethnicity							
American Indian	NE	NE	NE	NE	NE	NE	NE
Asian	NE	NE	NE	NE	NE	NE	NE
Black	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Hispanic	DNS	DNS	DNS	DNS	DNS	DNS	DNS
White	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Other	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Special Population							
Individuals With Disabilities	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Economically Disadvantaged	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Nontraditional	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Tech Prep							
Tech Prep	NE	NE	NE	NE	NE	NE	NE

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. DNS indicates that data were not submitted by the state.

VIRGIN ISLANDS

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Measurement Definitions	DNS	DNS	DNS	DNS	DNS	DNS	DNS
2005–06 Targets	49.71%	70.13%	78.81%	39.89%	32.00%	77.77%	57.39%
2005–06 Results	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Gender							
Male	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Female	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Unknown Gender	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Ethnicity							
American Indian	NE	NE	NE	NE	NE	NE	NE
Asian	NE	NE	NE	NE	NE	NE	NE
Black	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Hispanic	DNS	DNS	DNS	DNS	DNS	DNS	DNS
White	NE	NE	NE	NE	NE	NE	NE
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Economically Disadvantaged	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Single Parents	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Nontraditional	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Tech Prep							
Tech Prep	NE	NE	NE	NE	NE	NE	NE

Notes:

This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. DNS indicates that data were not submitted by the state.

VIRGINIA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	National and State Standards, and Assessment	State and Local Administrative Data	NP	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE students (grades 9–12) who passed the applicable Standards of Learning (SOL) end-of-course tests.	Percentage of CTE program completers who attained 80 percent of the essential competencies on the state-provided, industry-validated competency lists.	Percentage of exiting CTE concentrators who completed their respective program.	NP	Percentage of respondents who reported placement in employment (including military employment), further education, or a combination of the above, on the program completer follow-up survey.	Percentage of students of the nontraditional gender enrolled in nontraditional programs.	Percentage of students of the nontraditional gender who completed nontraditional programs.
2005–06 Targets	72.00%	>95.00%	>95.00%	NP	94.95%	13.47%	12.22%
2005–06 Results	83.34%	>95.00%	>95.00%	NP	>95.00%	29.81%	22.04%
Gender							
Male	84.34%	>95.00%	>95.00%	NP	>95.00%	31.77%	10.23%
Female	82.17%	>95.00%	>95.00%	NP	>95.00%	28.65%	39.25%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	83.08%	93.83%	NP	NP	93.75%	NP	26.56%
Asian	88.88%	>95.00%	>95.00%	NP	>95.00%	NP	26.82%
Black	72.89%	94.81%	>95.00%	NP	93.45%	NP	23.56%
Hispanic	76.31%	92.95%	>95.00%	NP	>95.00%	NP	23.29%
White	88.41%	>95.00%	>95.00%	NP	>95.00%	NP	20.91%
Other	86.05%	>95.00%	>95.00%	NP	>95.00%	NP	25.00%
Special Population							
Individuals With Disabilities	60.87%	93.51%	>95.00%	NP	90.53%	NP	17.58%
Economically Disadvantaged	72.60%	94.86%	>95.00%	NP	92.58%	NP	24.58%
Single Parents	80.17%	>95.00%	NP	NP	88.89%	NP	16.39%
Displaced Homemakers	88.35%	>95.00%	NP	NP	>95.00%	NP	<10.00%
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	69.67%	>95.00%	90.76%	NP	>95.00%	NP	28.44%
Nontraditional	85.14%	>95.00%	NP	NP	>95.00%	NP	22.04%
Tech Prep							
Tech Prep	84.14%	>95.00%	>95.00%	NP	>95.00%	NP	23.09%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

VIRGINIA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic GPA	CTE GPA	State and Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE students enrolled in math, English, biology, chemistry, geology, physics, natural sciences courses, or a combination, at the 100 level or higher who receive a C or higher in the academic courses.	Percentage of CTE students enrolled in CTE courses with Higher Education General Information Survey (HEGIS) codes greater than 5000 who receive a C or higher in the CTE courses.	Percentage of first-time, full-time CTE students who earn a certificate or degree within 150 percent of the required program completion time.	Percentage of graduates identified as employed within six to 12 months following graduation, plus the percentage of graduates identified as attending a four-year institution in the term immediately following graduation.	Percentage of graduates who successfully transitioned into employment and have continued in employment for a period of at least one quarter.	Percentage of students of the underrepresented gender enrolled in nontraditional programs.	Percentage of graduates of the underrepresented gender who completed nontraditional programs.
2005–06 Targets	74.99%	86.33%	17.86%	70.20%	90.45%	19.86%	27.00%
2005–06 Results	77.79%	86.84%	16.89%	75.07%	94.08%	20.32%	21.89%
Gender							
Male	73.47%	85.01%	17.92%	72.76%	93.77%	40.68%	56.06%
Female	80.76%	87.98%	16.10%	76.27%	94.24%	10.60%	<10.00%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	83.10%	87.39%	19.23%	62.00%	>95.00%	24.29%	31.71%
Asian	79.00%	82.92%	<10.00%	60.85%	94.34%	26.14%	24.81%
Black	73.61%	83.93%	10.83%	75.15%	93.64%	18.41%	23.42%
Hispanic	74.68%	79.97%	<10.00%	62.21%	92.19%	29.87%	31.29%
White	79.43%	88.60%	20.10%	76.36%	94.29%	19.98%	20.68%
Other	69.80%	80.61%	12.24%	72.79%	NP	26.21%	29.17%
Special Population							
Individuals With Disabilities	74.12%	89.71%	38.46%	>95.00%	>95.00%	22.10%	20.69%
Economically Disadvantaged	78.48%	86.55%	17.15%	76.79%	93.74%	16.19%	18.08%
Single Parents	>95.00%	86.84%	16.89%	75.07%	NE	20.54%	21.89%
Displaced Homemakers	>95.00%	>95.00%	NP	78.89%	93.78%	<10.00%	<10.00%
Other Educational Barriers	72.73%	88.49%	<10.00%	74.60%	93.39%	18.76%	21.66%
Limited English Proficiency	83.67%	81.68%	<10.00%	75.07%	NP	33.33%	21.89%
Nontraditional	77.16%	87.22%	22.22%	75.18%	93.76%	20.32%	21.89%
Tech Prep							
Tech Prep	71.40%	79.05%	18.73%	80.21%	93.72%	18.72%	17.06%

Notes:
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WASHINGTON

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	High School Graduation	High School Graduation	High School Graduation	High School Graduation	Administrative Record Exchanges and Matching of Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of CTE completers who attained a high school diploma.	Percentage of CTE completers who attained a high school diploma.	Percentage of CTE completers who attained a high school diploma.	Percentage of CTE completers who attained a high school diploma.	Percentage of CTE completers who have either employment reported in unemployment insurance wage records, enrollment in higher education, enlistment in the military during the third post-exit quarter.	Percentage of students in underrepresented gender groups who enrolled in a nontraditional program.	Percentage of CTE completers in underrepresented gender groups who completed a nontraditional program.
2005–06 Targets	91.89%	91.89%	91.89%	91.89%	76.06%	37.69%	31.47%
2005–06 Results	93.88%	93.88%	93.88%	93.88%	76.63%	36.44%	20.98%
Gender							
Male	92.60%	92.60%	92.60%	92.60%	75.89%	38.31%	16.79%
Female	>95.00%	>95.00%	>95.00%	>95.00%	77.44%	33.49%	28.85%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	89.59%	89.59%	89.59%	89.59%	70.30%	36.03%	17.06%
Asian	94.53%	94.53%	94.53%	94.53%	79.32%	41.61%	30.83%
Black	90.79%	90.79%	90.79%	90.79%	71.60%	41.76%	26.40%
Hispanic	89.96%	89.96%	89.96%	89.96%	72.43%	36.32%	20.16%
White	94.52%	94.52%	94.52%	94.52%	77.13%	35.44%	20.15%
Other	93.22%	93.22%	93.22%	93.22%	75.00%	45.38%	34.78%
Special Population							
Individuals With Disabilities	87.25%	87.25%	87.25%	87.25%	70.49%	33.57%	15.25%
Economically Disadvantaged	91.19%	91.19%	91.19%	91.19%	75.36%	36.74%	20.57%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	89.43%	89.43%	89.43%	89.43%	74.00%	38.65%	19.35%
Nontraditional	>95.00%	>95.00%	>95.00%	>95.00%	78.01%	>95.00%	>95.00%
Tech Prep							
Tech Prep	94.32%	94.32%	94.32%	94.32%	77.24%	38.25%	19.19%

Notes:
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WASHINGTON

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	State and Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of CTE concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or who completed at least 45 CTE credits with a 2.0 GPA or greater.	Percentage of CTE concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or who completed at least 45 CTE credits with a 2.0 GPA or greater.	Percentage of CTE concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or who completed at least 45 CTE credits with a 2.0 GPA or greater.	Percentage of CTE concentrators who have either employment reported in unemployment insurance wage records, enrollment in higher education, or enlistment in the military during the second post-exit quarter.	Percentage of CTE concentrators who have either employment reported in unemployment insurance wage records, enrollment in higher education, or enlistment in the military during the third post-exit quarter.	Percentage of students in underrepresented gender groups who enrolled in a nontraditional program.	Percentage of CTE completers in underrepresented gender groups who completed a nontraditional program.
2005–06 Targets	NP	NP	NP	75.52%	74.54%	20.16%	18.23%
2005–06 Results	63.33%	63.33%	63.33%	76.52%	75.96%	21.99%	20.42%
Gender							
Male	61.20%	61.20%	61.20%	77.81%	77.36%	37.98%	36.37%
Female	64.95%	64.95%	64.95%	75.49%	74.79%	<10.00%	10.83%
Unknown Gender	70.49%	70.49%	70.49%	74.71%	76.11%	NP	NP
Ethnicity							
American Indian	56.55%	56.55%	56.55%	67.91%	67.91%	20.92%	28.39%
Asian	68.97%	68.97%	68.97%	78.44%	77.61%	25.29%	19.32%
Black	58.84%	58.84%	58.84%	72.96%	71.81%	25.41%	24.28%
Hispanic	61.48%	61.48%	61.48%	76.95%	75.83%	21.26%	25.75%
White	63.54%	63.54%	63.54%	76.62%	76.22%	20.76%	18.80%
Other	63.33%	63.33%	63.33%	77.96%	77.08%	24.67%	23.82%
Special Population							
Individuals With Disabilities	60.17%	60.17%	60.17%	55.92%	56.53%	22.84%	20.22%
Economically Disadvantaged	65.65%	65.65%	65.65%	72.73%	72.75%	16.47%	15.99%
Single Parents	63.79%	63.79%	63.79%	74.69%	73.86%	14.94%	NP
Displaced Homemakers	59.81%	59.81%	59.81%	64.49%	64.49%	10.76%	NP
Other Educational Barriers	58.27%	58.27%	58.27%	73.41%	72.88%	17.31%	NP
Limited English Proficiency	61.72%	61.72%	61.72%	74.83%	73.79%	17.11%	NP
Nontraditional	61.31%	61.31%	61.31%	74.88%	73.90%	>95.00%	>95.00%
Tech Prep							
Tech Prep	46.94%	46.94%	46.94%	79.18%	76.73%	23.76%	12.10%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

WEST VIRGINIA

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	National and State Standards, and Assessment	High School Graduation	National and State Standards, and Assessment	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of completers attaining 50th percentile on the Scholastic Aptitude Test for grade 9.	Percentage of completers attaining 75 percent on skill proficiency test.	Percentage of completers earning a high school diploma.	Percentage of completers earning a high school diploma with warranty.	Percentage of completers placed.	Percentage of nontraditional enrollees in nontraditional programs.	Percentage of nontraditional completers of nontraditional programs.
2005–06 Targets	48.87%	47.05%	>95.00%	48.87%	85.00%	32.61%	22.86%
2005–06 Results	70.56%	65.29%	>95.00%	73.69%	89.65%	39.70%	30.96%
Gender							
Male	61.65%	65.53%	>95.00%	69.03%	90.98%	43.98%	34.82%
Female	84.10%	64.97%	>95.00%	81.50%	87.48%	33.18%	25.53%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	50.00%	72.00%	>95.00%	50.00%	>95.00%	33.33%	37.50%
Asian	66.67%	63.56%	NP	NP	>95.00%	52.38%	47.96%
Black	56.67%	57.19%	87.27%	56.36%	83.91%	28.63%	37.70%
Hispanic	42.86%	49.19%	71.43%	57.14%	71.43%	26.85%	25.58%
White	68.98%	65.85%	>95.00%	73.44%	90.27%	36.81%	29.58%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	39.71%	50.08%	89.44%	42.23%	90.39%	22.89%	21.11%
Economically Disadvantaged	58.92%	59.00%	90.04%	58.71%	90.07%	37.80%	35.41%
Single Parents	NE	NE	NE	NE	NE	NE	NE
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	NE	NE	NE	NE	NE	NE	NE
Limited English Proficiency	<10.00%	42.62%	>95.00%	<10.00%	>95.00%	20.92%	31.11%
Nontraditional	79.36%	68.46%	>95.00%	77.73%	92.44%	30.39%	30.96%
Tech Prep							
Tech Prep	63.62%	61.74%	>95.00%	64.81%	91.64%	13.41%	33.10%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

WEST VIRGINIA

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	National and State Academic Assessment	CTE Program Completion	State and Local Administrative Data	Surveys and Placement Records	Surveys and Placement Records	State and Local Administrative Data	State and Local Administrative Data
Measurement Definitions	Percentage of CTE completers scoring at or above specified Work Keys level.	Percentage of CTE completers successfully completing a summative evaluation.	Percentage of CTE completers receiving a certificate or associate degree.	Percentage of CTE completers and graduates placed in employment, continuing education, or the military.	Percentage of placed CTE completers and graduates retained in employment.	Percentage of nontraditional students enrolled in nontraditional CTE programs.	Percentage of nontraditional students completing nontraditional CTE programs.
2005–06 Targets	87.56%	93.16%	51.80%	86.75%	89.27%	15.76%	17.24%
2005–06 Results	83.76%	94.63%	54.38%	89.68%	94.62%	18.20%	18.94%
Gender							
Male	81.58%	94.42%	50.50%	90.43%	88.65%	21.59%	29.44%
Female	84.87%	94.76%	57.01%	89.31%	>95.00%	13.31%	12.11%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	>95.00%	>95.00%	41.67%	66.67%	14.29%	25.00%	25.00%
Asian	>95.00%	90.91%	53.33%	>95.00%	20.00%	33.33%	25.00%
Black	66.67%	88.79%	40.88%	92.75%	94.59%	17.65%	47.37%
Hispanic	75.00%	93.33%	75.00%	71.43%	60.00%	23.08%	<10.00%
White	84.61%	94.77%	55.42%	89.65%	>95.00%	18.30%	18.39%
Other	50.00%	>95.00%	47.10%	NP	NP	13.25%	24.00%
Special Population							
Individuals With Disabilities	>95.00%	>95.00%	55.26%	42.86%	80.00%	15.38%	16.67%
Economically Disadvantaged	85.27%	91.31%	56.44%	89.66%	94.51%	18.16%	18.96%
Single Parents	82.93%	88.11%	63.74%	89.13%	93.75%	18.25%	19.67%
Displaced Homemakers	81.82%	81.70%	47.22%	89.80%	94.12%	18.49%	18.46%
Other Educational Barriers	84.42%	91.51%	47.06%	90.12%	94.96%	18.15%	19.13%
Limited English Proficiency	<10.00%	>95.00%	60.00%	<10.00%	<10.00%	33.33%	NP
Nontraditional	83.75%	>95.00%	61.64%	89.61%	94.64%	18.20%	18.94%
Tech Prep							
Tech Prep	75.00%	91.43%	55.32%	86.36%	93.33%	18.18%	20.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

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Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Course Completion, High School Graduation	Program Completion	State and Local Data	CTE Program Completion	Surveys and Placement Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of vocation education concentrators completing courses in line with graduation requirements.	Percentage of vocation education concentrators completing either work-based learning or tech-prep courses.	Percentage of grade 12 concentrators who graduate.	Percentage of vocation education concentrators completing either work-based learning or tech prep courses.	Percentage of vocation education concentrators graduates engaged in one of the following: courses in line with graduation requirements, work-based learning courses, or tech-prep courses.	Percentage of male and female vocation education participants enrolled in programs representing nontraditional occupations.	Percentage of male and female vocation education participants completing programs representing nontraditional occupations.
2005–06 Targets	>95.00%	87.00%	>95.00%	87.00%	>95.00%	30.00%	30.00%
2005–06 Results	93.93%	89.49%	94.68%	89.49%	>95.00%	48.91%	46.06%
Gender							
Male	93.49%	88.33%	94.29%	88.33%	>95.00%	50.13%	47.08%
Female	94.53%	90.76%	>95.00%	90.76%	>95.00%	47.30%	44.77%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	88.09%	69.77%	86.16%	69.77%	89.61%	54.15%	45.28%
Asian	94.33%	88.80%	93.43%	88.80%	93.42%	43.60%	40.15%
Black	80.87%	73.48%	86.71%	73.48%	86.28%	50.97%	48.20%
Hispanic	84.34%	82.17%	84.75%	82.17%	93.65%	53.70%	45.87%
White	>95.00%	90.46%	>95.00%	90.46%	>95.00%	48.42%	46.02%
Other	NE	NE	NE	NE	NE	NE	NE
Special Population							
Individuals With Disabilities	88.28%	82.83%	88.47%	82.83%	89.91%	51.81%	47.35%
Economically Disadvantaged	84.22%	82.72%	87.12%	82.72%	92.30%	54.00%	49.25%
Single Parents	80.32%	78.52%	82.37%	78.52%	92.68%	59.95%	51.44%
Displaced Homemakers	NE	NE	NE	NE	NE	NE	NE
Other Educational Barriers	72.09%	71.31%	73.16%	71.31%	89.87%	55.49%	40.93%
Limited English Proficiency	89.10%	86.64%	86.97%	86.64%	89.56%	48.57%	43.58%
Nontraditional	93.42%	88.35%	82.37%	88.35%	>95.00%	48.91%	46.06%
Tech Prep							
Tech Prep	>95.00%	89.70%	>95.00%	89.70%	>95.00%	49.12%	>95.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

WISCONSIN

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Program Completion	Program Completion	Program Completion	Surveys and Placement Records	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of courses taken by first-time, full-time cohort group completers over a three-year period that were passed.	Percentage of total CTE courses taken by first-time, full-time cohort group completers over a three-year period that were passed.	Percentage of first-time, full-time concentrators that graduated during the three years they are followed.	Percentage of graduates from the most recent year who responded to the follow-up and were placed in employment, advanced training, continued education, or the military.	Percentage of total grads reporting employment still employed three months later.	Percentage of total number of nontraditional students in designated programs during the reporting year.	Percentage of average number of nontraditional students graduating in designated programs over a seven-year reporting period.
2005–06 Targets	70.00%	80.00%	60.00%	90.00%	90.00%	11.75%	10.20%
2005–06 Results	72.72%	80.38%	65.13%	89.47%	>95.00%	12.25%	10.65%
Gender							
Male	72.69%	78.72%	58.26%	86.18%	>95.00%	13.08%	17.28%
Female	72.82%	81.57%	70.05%	91.06%	>95.00%	11.71%	<10.00%
Unknown Gender	56.52%	79.03%	65.15%	93.75%	88.89%	NP	NP
Ethnicity							
American Indian	57.89%	70.75%	58.41%	89.44%	>95.00%	19.87%	13.44%
Asian	69.38%	74.75%	58.96%	77.10%	>95.00%	14.03%	12.50%
Black	51.67%	62.57%	53.74%	68.04%	>95.00%	15.10%	10.78%
Hispanic	67.43%	75.72%	66.00%	81.00%	90.50%	14.31%	11.52%
White	74.38%	81.74%	65.98%	91.05%	>95.00%	11.83%	10.58%
Other	82.69%	85.11%	67.45%	85.04%	94.74%	10.40%	<10.00%
Special Population							
Individuals With Disabilities	65.62%	70.27%	54.55%	80.29%	>95.00%	15.05%	13.07%
Economically Disadvantaged	69.79%	74.70%	59.76%	89.72%	>95.00%	13.54%	10.74%
Single Parents	60.83%	71.88%	63.04%	88.85%	>95.00%	11.85%	<10.00%
Displaced Homemakers	65.94%	73.30%	64.72%	84.89%	94.97%	13.55%	<10.00%
Other Educational Barriers	69.88%	74.97%	62.27%	88.59%	>95.00%	12.14%	10.33%
Limited English Proficiency	75.49%	77.00%	61.25%	78.57%	85.19%	14.74%	13.20%
Nontraditional	67.84%	72.66%	53.49%	90.99%	>95.00%	12.25%	10.65%
Tech Prep							
Tech Prep	75.63%	82.83%	56.50%	92.36%	52.42%	<10.00%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

WYOMING

Secondary

Sub-indicators	Academic Skills	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	State Academic Assessment	National and State Standards, and Assessment	State and Local Data	State and Local Data	Administrative Record Exchanges and Matching of Administrative Records	State and Local Data	State and Local Data
Measurement Definitions	Percentage of CTE concentrators proficient on the total Wyoming Comprehensive Assessment Systems (WyCAS).	Percentage of grade 12 CTE concentrators who were proficient or advanced in at least four of the seven Wyoming Career and Technical Assessment (WyCTA) content areas.	Percentage of grade 12 CTE concentrators obtaining a high school diploma or its equivalent.	The percentage of grade 12 CTE concentrators who graduated with a certification or credential of all grade 12 CTE concentrators who graduated.	Percentage of program completers who were followed up and placed in employment, postsecondary training, education, or the military.	Percentage of students in underrepresented gender groups who participated in a nontraditional program in the reporting year.	Percentage of students in underrepresented gender groups who completed a nontraditional program in the reporting year.
2005–06 Targets	45.49%	73.77%	94.67%	<10.00%	86.30%	19.84%	22.19%
2005–06 Results	61.41%	84.12%	>95.00%	<10.00%	>95.00%	28.02%	24.64%
Gender							
Male	55.87%	80.51%	>95.00%	<10.00%	>95.00%	<10.00%	<10.00%
Female	70.09%	89.06%	>95.00%	<10.00%	>95.00%	88.21%	90.78%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	36.36%	50.00%	93.75%	<10.00%	93.55%	35.78%	33.33%
Asian	58.82%	90.91%	>95.00%	<10.00%	>95.00%	25.93%	14.29%
Black	33.33%	84.00%	>95.00%	<10.00%	>95.00%	44.00%	33.33%
Hispanic	41.26%	82.19%	94.94%	<10.00%	>95.00%	23.92%	22.22%
White	63.44%	84.83%	>95.00%	<10.00%	>95.00%	27.99%	24.60%
Other	33.33%	66.67%	>95.00%	16.67%	>95.00%	25.00%	25.00%
Special Population							
Individuals With Disabilities	19.40%	51.85%	94.16%	<10.00%	>95.00%	21.29%	<10.00%
Economically Disadvantaged	48.97%	77.12%	>95.00%	<10.00%	92.96%	32.12%	29.17%
Single Parents	64.71%	74.29%	>95.00%	<10.00%	88.71%	33.33%	28.57%
Displaced Homemakers	>95.00%	33.33%	>95.00%	<10.00%	>95.00%	NP	NP
Other Educational Barriers	22.58%	70.00%	92.59%	<10.00%	92.73%	14.39%	<10.00%
Limited English Proficiency	31.25%	44.44%	85.29%	<10.00%	>95.00%	26.09%	35.29%
Nontraditional	72.49%	87.99%	>95.00%	<10.00%	>95.00%	28.02%	24.64%
Tech Prep							
Tech Prep	63.33%	83.31%	>95.00%	12.45%	>95.00%	24.63%	22.31%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

WYOMING

Postsecondary

Sub-indicators	Academic Skills	Vocational Skills	Postsecondary Degree or Credentials	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approaches	Academic Course Completion	National and State Standards, and Assessment	State and Local Data	Surveys and Placement Records, Administrative Record Exchanges	Administrative Record Exchanges	State and Local Data	State and Local Data
Measurement Definitions	Percentage of general education courses passed with a C or higher by CTE concentrators.	Percentage of postsecondary CTE concentrators who were proficient or advanced in at least four of seven WyCTA content areas.	Percentage of CTE concentrators who have taken at least two years of course work or 60 semester hours who have completed a certificate or a degree.	Percentage of CTE concentrators who were program completers or graduated within the past one to three years who were followed up and placed in employment, advanced training, continued education, or the military.	Percentage of students who graduated from the University of Wyoming and were placed and retained in employment one year later.	Percentage of students in underrepresented gender groups who participated in a nontraditional program in the reporting year.	Percentage of students in underrepresented gender groups who completed a nontraditional program in the reporting year.
2005–06 Targets	>95.00%	56.43%	56.79%	85.63%	79.53%	14.87%	15.59%
2005–06 Results	>95.00%	73.64%	57.94%	>95.00%	>95.00%	21.13%	14.22%
Gender							
Male	>95.00%	68.76%	57.89%	>95.00%	>95.00%	10.16%	15.65%
Female	>95.00%	76.92%	57.97%	>95.00%	>95.00%	29.08%	13.41%
Unknown Gender	NP	NP	NP	NP	NP	NP	NP
Ethnicity							
American Indian	>95.00%	61.29%	43.48%	94.44%	>95.00%	21.21%	14.29%
Asian	>95.00%	88.89%	40.00%	>95.00%	>95.00%	<10.00%	<10.00%
Black	>95.00%	77.78%	66.67%	>95.00%	>95.00%	33.33%	50.00%
Hispanic	>95.00%	73.13%	51.11%	>95.00%	>95.00%	26.23%	20.00%
White	>95.00%	74.33%	58.84%	>95.00%	>95.00%	20.87%	13.98%
Other	94.74%	44.00%	41.67%	>95.00%	>95.00%	21.18%	<10.00%
Special Population							
Individuals With Disabilities	>95.00%	60.22%	50.82%	93.22%	>95.00%	24.47%	30.43%
Economically Disadvantaged	>95.00%	68.76%	57.29%	>95.00%	>95.00%	26.32%	23.08%
Single Parents	>95.00%	76.53%	62.12%	>95.00%	>95.00%	32.95%	28.00%
Displaced Homemakers	>95.00%	79.31%	62.50%	>95.00%	92.31%	35.48%	<10.00%
Other Educational Barriers	92.52%	64.66%	62.96%	94.44%	94.00%	31.25%	18.18%
Limited English Proficiency	>95.00%	57.14%	50.00%	93.75%	>95.00%	45.45%	66.67%
Nontraditional	>95.00%	75.00%	57.97%	>95.00%	>95.00%	21.13%	14.22%
Tech Prep							
Tech Prep	>95.00%	68.25%	69.33%	NP	NP	14.47%	<10.00%

Notes:
 This chart reports results for students that the state has identified as “concentrators.” Please see Appendix B for states’ definitions of “concentrators” in career and technical education (CTE). Definitions for special populations are provided in the Glossary of Terms. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. NE indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator. NP indicates that either data were not collected by the state or there was no program in the state.

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GLOSSARY OF TERMS

Definitions of Special Populations Under *Perkins III*

The statutory *Perkins III* definitions for each of the special populations that states are required to provide data are as follows:

Displaced Homemaker

The term “displaced homemaker” means an individual who:

- (A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
 - (ii) has been dependent on the income of another family member but is no longer supported by that income; or
 - (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the *Social Security Act* (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and
- (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. [Sec. 3(7) of *Perkins III*]

Economically Disadvantaged

The term “economically disadvantaged” means individuals from economically disadvantaged families, including foster children. [Sec. 3(23)(B) of *Perkins III*]

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(13) of *Perkins III*]

Individual With a Disability

(A) In general the term “individual with a disability” means an individual with any disability (as defined in Sec. 3 of the *Americans with Disabilities Act of 1990* (42 U.S.C. 12102)).

(B) The term “individuals with disabilities” means more than one individual with a disability. [Sec. 3(14) of *Perkins III*]

Individuals With Other Barriers to Educational Achievement

The term “individuals with other barriers to educational achievement” is defined by each state as part of its *Perkins III* state plan. Each state includes those categories or groups of students identified in its state plan as “individuals with other barriers to educational achievement.” [Sec. 3(23) of *Perkins III*]

Individuals Preparing for Nontraditional Training and Employment

Individuals preparing for nontraditional training and employment (Sec. 3(23)(C) of *Perkins III*) are preparing for occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work, as the term “nontraditional training and employment” is defined in Sec. 3(17) of *Perkins III*.

Single Parents

The term “single parents” includes single pregnant women. [Sec. 3(23) of *Perkins III*]