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U.S. Department of Education

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

Report to Congress on State Performance  
Program Year 2007–08



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Education Act of 2006*

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

2010

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## Abbreviations

<i>ADA</i>	<i>Americans with Disabilities Act of 1990</i>
<b>AMOs</b>	annual measurable objectives
<b>AYP</b>	adequate yearly progress
<b>CTE</b>	career and technical education
<b>core indicators</b>	core indicators of performance
<b>Department</b>	U.S. Department of Education
<b>DNR</b>	data not required for program year
<b>DQI</b>	Data Quality Institute
<i>ESEA</i>	<i>Elementary and Secondary Education Act of 1965, as amended</i>
<i>FERPA</i>	<i>Family Education Rights and Privacy Act</i>
<b>FY</b>	fiscal year
<b>GAO</b>	Government Accountability Office
<b>GED</b>	General Education Development (test and credential)

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



## Executive Summary

The *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins IV* or *Perkins*) requires, in Sec. 113(c)(5)(C), that the secretary provide the appropriate committees of Congress copies of annual reports received by the U.S. Department of Education (Department) Office of Vocational and Adult Education (OVAE) from each eligible agency that receives an allotment<sup>1</sup> under Title I (career and technical education [CTE]<sup>2</sup> assistance to the states<sup>3</sup>) of *Perkins IV*. Sec. 113(c)(5)(A) of *Perkins IV* further requires the secretary to make the information contained in such reports available to the general public through a variety of formats, including electronically through the Internet. The Department is meeting this requirement by providing the data in (1) digital formats on disks and on the OVAE Web site at <http://www.ed.gov/about/reports/annual/otherplanrpts.html#perkins> and (2) in hard copy text format, on request.

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<sup>1</sup> The United States Virgin Islands consolidated its *Perkins IV*, Title I, allotment with funds under other formula programs and used some of the funds in a consolidation grant for *Perkins IV*, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, funds with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

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

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

*Perkins IV* requires states to report to the Department each year on their progress in achieving their adjusted performance levels<sup>4</sup>—negotiated with and approved by the Department—on the core indicators of performance (core indicators) described in Sec. 113(b)(2)(A) and (B) of *Perkins IV*.<sup>5</sup> The *Perkins IV* Sec. 113(b)(2)(A) core indicators for CTE students at the secondary level include measures of each of the following:

- “(i) Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965<sup>6</sup> and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act.
- (ii) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.
- (iii) Student rates of attainment of each of the following:
  - (I) A secondary school diploma.
  - (II) A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities).
  - (III) A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma).
- (iv) Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965).
- (v) Student placement in postsecondary education or advanced training, in military service, or in employment.
- (vi) Student participation in and completion of career and technical education programs that lead to nontraditional fields.”

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

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

<sup>6</sup> The *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001 (NCLB)*, is hereinafter referred to as *ESEA*.

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

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

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

For data collection and reporting purposes, the Department divides the *Perkins IV* Sec. 113(b) core indicators into eight core indicators at the secondary level and six core indicators at the postsecondary level. The Department labels the *Perkins IV* Sec. 113(b) core indicators as shown in Table ES-1.<sup>7</sup> For program year (PY)<sup>8</sup> 2007–08, the first PY<sup>9</sup> of *Perkins IV*, each state submitted a one-year transition plan<sup>10</sup> pursuant to Secs. 4 and 122(a)(1) of *Perkins IV* and was required by the secretary to report student performance data on the indicators related to student performance under *ESEA*,

<sup>7</sup> The eight secondary core indicators reflect the language of Sec. 113(b)(2)(A) of *Perkins IV*, and the six postsecondary core indicators reflect the language of Sec. 113(b)(2)(B) of *Perkins IV*.

<sup>8</sup> The PY generally operates July 1–June 30.

<sup>9</sup> The first program year is also referred to as “PY one.”

<sup>10</sup> For states that submitted a one-year transition plan to the Department for the first program year of *Perkins IV*, the secretary limited the number of *Perkins IV* Sec. 113(b) core indicators on which they were required to report. This action was taken, consistent with the transition authority in Secs. 4 and 122(a)(1) of *Perkins IV*, to enable these states to focus attention on building effective and efficient state accountability systems that would yield valid, reliable, and complete information on CTE students.

specifically the *Perkins IV* Sec. 113(b) indicators related to academic attainment and student graduation.<sup>11</sup>

<b>Table ES-1. <i>Perkins IV</i> Sec. 113(b) Core Indicators for Career and Technical Education Students at Secondary and Postsecondary Levels</b>	
<b><i>Perkins IV</i> Sec. 113(b)(2)(A) Secondary Core Indicators</b>	<b><i>Perkins IV</i> Sec. 113(b)(2)(B) Postsecondary Core Indicators</b>
Academic attainment—reading/language arts	Technical skill attainment
Academic attainment—mathematics	Credential, certificate, or degree
Technical skill attainment	Student retention or transfer
Secondary school completion	Student placement
Student graduation rates	Nontraditional participation
Secondary placement	Nontraditional completion
Nontraditional participation	
Nontraditional completion	

Sec. 113(c)(2) of *Perkins IV* further requires states to provide disaggregated data on the progress of CTE students in each of the special population categories<sup>12</sup> listed in Sec. 3(29) of *Perkins IV*<sup>13</sup> and in each of the student categories listed in Sec. 1111(h)(1)(C)(i) of *ESEA*.<sup>14</sup> To avoid states reporting duplicative data, the secretary requires states to disaggregate data only in the following categories:<sup>15</sup>

- Race/ethnicity;
- Gender;

<sup>11</sup> The *Perkins IV* Sec. 113(b) secondary core indicators for which the state must use its state’s standards, assessments, and graduation rates adopted under Title I of *ESEA*—academic attainment in reading/language arts, academic attainment in mathematics, and student graduation rates—are also referred to as the “*ESEA* indicators” or the “required *Perkins IV* Sec. 113(b) core indicators for PY 2007–08.”

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

<sup>13</sup> Sec. 3(29) of *Perkins IV* defines the term “special populations” as meaning—“(A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with limited English proficiency.”

<sup>14</sup> Sec. 1111(h)(1)(C)(i) of *ESEA* requires that “The State shall include in its annual State report card—(i) information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged).”

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



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

Sec. 205 of Title II of *Perkins IV* (tech prep<sup>16</sup> education) requires states<sup>17</sup> that do not consolidate all of their *Perkins IV* funds<sup>18</sup> for purposes authorized under Sec. 203(c) of *Perkins IV* to report to the secretary on the effectiveness of their tech prep programs. Therefore, the secretary requires each of such states to report disaggregated data for its tech prep students for each of the *Perkins IV* Sec. 113(b) core indicators separately in addition to the 11 other indicators of performance listed in Sec. 203(e) of *Perkins IV*.<sup>19</sup> For data collection and reporting purposes, the Department divides *Perkins IV* Sec. 203(e) indicators of performance into six indicators of performance at the secondary level and five indicators of performance at the postsecondary level.<sup>20</sup> The Department labels the *Perkins IV* Sec. 203(e) indicators of performance as shown in Table ES-2. For PY 2007–08, PY one of *Perkins IV*, each state submitted a one-year transition plan pursuant to Secs. 4 and 122(a)(1) of *Perkins IV*. Since each state was required by the secretary to report student performance data on only the indicators related to student performance under *ESEA*, specifically the *Perkins IV* Sec. 113(b) indicators related to academic attainment and student graduation, the student

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<sup>16</sup> The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program.

<sup>17</sup> Except for the United States Virgin Islands, the outlying areas are not eligible for Title II, tech prep allotments under Secs. 111(a) and 201(a) of *Perkins IV*.

<sup>18</sup> A new provision in Sec. 202(a) of *Perkins IV* enables states to consolidate all or a portion of their *Perkins IV*, Title II, funds with their *Perkins IV*, Title I, funds, but Sec. 202(c) of *Perkins IV* requires a state to consider its consolidated funds as if these funds were allotted under Title I of *Perkins IV* and to distribute these funds in accordance with the within-state allocations as required by Sec. 112 of *Perkins IV*.

<sup>19</sup> The 11 indicators of performance listed in Sec. 203(e) of *Perkins IV* are hereinafter referred to as the “*Perkins IV* Sec. 203(e) indicators of performance.”

<sup>20</sup> The six secondary core indicators reflect the language of Sec. 203(e)(1)(A) and (B) of *Perkins IV*, and the five postsecondary core indicators reflect the language of Sec. 203(e)(1)(A) and (C) of *Perkins IV*.

performance data<sup>21</sup> related to the *Perkins IV* Sec. 203(e) indicators of performance were not reported for PY 2007–08.

<b>Table ES-2. <i>Perkins IV</i> Sec. 203(e) Indicators of Performance for Tech Prep<sup>a</sup> Students at Secondary and Postsecondary Levels</b>	
<b><i>Perkins IV</i> Sec. 203(e) Secondary Indicators of Performance</b>	<b><i>Perkins IV</i> Sec. 203(e) Postsecondary Indicators of Performance</b>
Number of students served	Number of students served
Postsecondary enrollment	Placement in related field of employment
Postsecondary enrollment in same field or major	Completion of state- or industry-recognized certificate or licensure
Completion of state <sup>b</sup> or industry-recognized certificate or licensure	Completion of two-year degree or certificate
Completion of postsecondary course offering postsecondary credits	Completion of baccalaureate degree program
Enrollment in remedial courses in postsecondary education	

<sup>a</sup> The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program.

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

Notes: For program year one, each state submitted a one-year transition plan pursuant to Secs. 4 and 122(a)(1) of *Perkins IV*. Since each state was required by the secretary to report student performance data on only the indicators related to student performance under the *Elementary and Secondary Education Act*, specifically the *Perkins IV* Sec. 113(b) indicators related to academic attainment and student graduation, the student performance data related to the *Perkins IV* Sec. 203(e) indicators of performance were not reported for PY 2007–08.

This report is the Department’s first annual report to Congress under *Perkins IV*. It presents data that states submitted to the Department for PY 2007–08, which was the first program year under *Perkins IV*. State directors were required to attest to the accuracy and completeness of their data by signing their data submissions. State directors who submitted their data electronically to the Department attested to the accuracy and completeness of their data using an electronic personal identification number (PIN).

<sup>21</sup> The *Perkins IV* Sec. 113(b)(2)(A) secondary core indicators for which the state must use its state’s standards, assessments, and graduation rates adopted under Title I of *ESEA*—academic attainment in reading/language arts, academic attainment in mathematics, and student graduation rates—are also referred to as the “*ESEA* indicators” or the “required *Perkins IV* Sec. 113(b) core indicators for PY 2007–08.”

For PY one, every state submitted a one-year transition plan pursuant to Secs. 4 and 122(a)(1) of *Perkins IV* and was required by the secretary to report only the following:

- Enrollment data for CTE participants in CTE programs funded under Title I of *Perkins IV*, including disaggregated data for CTE students by gender, race/ethnicity, and special population and other student categories
- Enrollment data for CTE concentrators in CTE programs funded under Title I of *Perkins IV*, including disaggregated data for CTE students by gender, educational level, and the career clusters recognized by the Department
- Enrollment data for CTE participants in tech prep programs funded under Title II of *Perkins IV*, including disaggregated data for CTE students by gender, race/ethnicity, and special population and other student categories, and participation in a tech prep program if the state implemented such a program under *Perkins IV*, Title II, tech prep
- Performance data for CTE concentrators on the *Perkins IV* Sec. 113(b)(2)(A) secondary core indicators for which the state must use its state’s standards, assessments, and graduation rates adopted under Title I of *ESEA*—academic attainment in reading/language arts, academic attainment in mathematics, and student graduation rates—including disaggregated data for CTE students by gender, race/ethnicity, special population and other student categories, and participation in a tech prep program if the state implemented such a program under *Perkins IV*, Title II, tech prep

Among the highlights of this report are the following:

- **States reported a lower number of students as having participated in career and technical education courses funded under Title I of *Perkins IV* in PY 2007–08 than in previous program years.** The rate of participation is the lowest in the past six years (PY 1999–2008) of *Perkins* implementation.
- **Thirty-six states met or exceeded each of their performance levels on the required *Perkins IV* Sec. 113(b) core indicators for PY 2007–08.<sup>22</sup>** Of the 17 states that did not meet their performance levels, eight states did not meet one or more of

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<sup>22</sup> The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and Republic of Palau—were required to report data on the *Perkins IV* Sec. 113(b) core indicators for PY 2007–08. Montana and the Republic of Palau did not submit data; Montana was unable to disaggregate data related to CTE students in its statewide accountability database, and the Republic of Palau does not have a fully approved state plan. Additionally, American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

their performance levels by 90 percent and were required to develop and implement a program improvement plan during the succeeding program year, pursuant to Sec. 123(a)(1) of *Perkins IV*.

- **Substantial improvements have been made in the validity, reliability, and comparability of states' *Perkins* student definitions and measurement approaches; concerns remain about the validity, reliability, and comparability of states' *Perkins IV* performance data.** Concerns also remain regarding the lack of common definitions for CTE concentrator at the secondary level as well as the lack of valid, reliable, and comparable measurement approaches for the *Perkins IV* Sec. 113(b) core indicators of technical skill attainment at the secondary and postsecondary levels on which states will begin to report in December 2009.

This report to Congress contains four sections. The first section outlines the *Perkins IV* accountability requirements and describes efforts by the Department to help states establish valid and reliable measures, and rigorous performance levels for the *Perkins IV* Sec. 113(b) core indicators. The second section summarizes states' progress in meeting their performance levels for the required *Perkins IV* Sec. 113(b) core indicators for PY 2007–08. The third section discusses issues pertaining to the validity, quality, and comparability of states' *Perkins IV* performance data. The final section offers conclusions. Individual state data profiles are provided in Appendix E of this report.



# Introduction

## A. Accountability for Results

The *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins IV* or *Perkins*), which was enacted on August 12, 2006, and applies to grants<sup>23</sup> made for program year<sup>24</sup> (PY) 2007–08, beginning July 1, 2007, is the principal source of federal funding to states<sup>25</sup> for the improvement of secondary and postsecondary career and technical education (CTE)<sup>26</sup> programs.<sup>27</sup> For PY 2007–08, which was the first program

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<sup>23</sup> This report does not include performance data from all states because Montana was unable to disaggregate data related to CTE students in its statewide accountability database, and the Republic of Palau does not have a fully approved state plan. Additionally, American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

<sup>24</sup> The PY generally operates July 1–June 30.

<sup>25</sup> The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

<sup>26</sup> The term “career and technical education” (CTE) in Sec. 3(5) of *Perkins IV* means, “organized educational activities that—(A) offer a sequence of courses that—(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

<sup>27</sup> The *Smith-Hughes Act of 1917* was the first authorization for the federal funding of vocational education (now called career and technical education). Subsequent legislation that authorized federal funding of career and technical education included: *The Vocational Act of 1963* and the *Carl D. Perkins Vocational and Education Act* (*Perkins I*). *Perkins I* was reauthorized as the *Carl D. Perkins Vocational and Applied Technology Education Act* (*Perkins II*) in 1990, the *Carl D. Perkins Vocational and Technical Education Act of 1998* (*Perkins III*), and the *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins IV* or *Perkins*).

year<sup>28</sup> under *Perkins IV* and which corresponds to the U.S. Department of Education’s (Department’s) fiscal year (FY) 2007 appropriation, Congress appropriated just over \$1.29 billion for *Perkins Act* programs, including approximately \$1.18 billion under Title I (career and technical education assistance to the states) of *Perkins IV*<sup>29</sup> and approximately \$104.8 million under Title II (tech prep<sup>30</sup> education) of *Perkins IV*.<sup>31</sup> A new provision under Sec. 202(a) of *Perkins IV* enables states to consolidate all or a portion of their *Perkins IV*, Title II, funds with their *Perkins IV*, Title I, funds and to use the consolidated funds for allowable purposes under Title I of *Perkins IV*. For PY one, 20 states chose to consolidate all *Perkins IV*, Title II, with their *Perkins IV*, Title I, funds, and one state chose to consolidate only a portion of such funds.

Each state determines what share of its *Perkins IV*, Title I, funds should be allocated to secondary and postsecondary CTE programs in its state. Consistent with past years, for PY 2007–08, states allocated 64 percent of their funds to secondary CTE programs and 36 percent to postsecondary CTE programs. States distribute their *Perkins IV*, Title I, funds by statutory formula to local educational agencies, area career and technical schools, community colleges, and other public or private nonprofit institutions that offer CTE programs that meet the requirements of *Perkins IV*. Table A-1 in Appendix A provides information on each state’s *Perkins IV*, Title I, allocation corresponding to PY 2007–08, the year covered in this report.

States distribute their *Perkins IV*, Title II, tech prep funds either competitively or by a formula each state devises to local consortia, comprising local education agencies and institutions of higher education described in Sec. 203(a)(1) of *Perkins IV*. Local consortia also may include employers, business intermediaries, or labor organizations.

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<sup>28</sup> The first program year is also referred to as “PY one.”

<sup>29</sup> Under Title I of *Perkins IV*, the Department made grants from FY 2007 funds to each of the 50 states; the District of Columbia; the Commonwealth of Puerto Rico; the United States Virgin Islands, which consolidated its *Perkins IV*, Title I, allotment with funds under other formula programs and used some the funds in a consolidation grant for *Perkins IV*, Title I, purposes; and the two outlying areas of Guam and the Republic of Palau. The other two outlying areas of American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes other than CTE. The Republic of Palau does not have a fully approved *Perkins IV* state plan and has not submitted any data to the Department on the *Perkins IV* Sec. 113(b) core indicators.

<sup>30</sup> The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program.

<sup>31</sup> Under Title II of *Perkins IV*, the Department made 52 grants to each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. The outlying area of the United States Virgin Islands consolidated its *Perkins IV*, Title II, tech prep allotment with funds under other formula programs but did not use any funds in its consolidated grant for *Perkins IV*, Title II, purposes. The other outlying areas of Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau are not eligible for a *Perkins IV*, Title II, tech prep allotment under Secs. 111(a) and 201(a) of *Perkins IV*.

Table A-2 provides information on each state’s *Perkins IV*, Title II, allocation corresponding to PY 2007–08, the year covered in this report.

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

*Perkins IV* requires states to report to the Department each year on their progress in achieving their adjusted performance levels<sup>32</sup>—negotiated with and approved by the Department—on the core indicators of performance (core indicators) described in Sec. 113(b)(2)(A) and (B) of *Perkins IV*.<sup>33</sup> The *Perkins IV* Sec. 113(b)(2)(A) core indicators for CTE students at the secondary level include measures of each of the following:

- “(i) Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965<sup>34</sup> and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act.
- (ii) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.
- (iii) Student rates of attainment of each of the following:
  - (I) A secondary school diploma.
  - (II) A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities).

<sup>32</sup> Performance levels for the *Perkins IV* Sec. 113(b) core indicators are referred to as “adjusted” after a state and the Department have negotiated and reached agreement on them per the requirements in Sec. 113(b)(3) of *Perkins IV*.

<sup>33</sup> The core indicators of performance described in Sec. 113(b)(2)(A) and (B) of *Perkins IV* are hereinafter referred to as the “*Perkins IV* Sec. 113(b) core indicators.”

<sup>34</sup> The *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001 (NCLB)*, is hereinafter referred to as *ESEA*.

- (III) A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the state in conjunction with a secondary school diploma).
- (iv) Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965).
- (v) Student placement in postsecondary education or advanced training, in military service, or in employment.
- (vi) Student participation in and completion of career and technical education programs that lead to nontraditional fields.”

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

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

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

For data collection and reporting purposes, the Department divides the *Perkins IV* Sec. 113(b) core indicators into eight core indicators at the secondary level and six core indicators at the postsecondary level. The Department labels the *Perkins IV* Sec. 113(b)



core indicators as shown in Table 1.<sup>35</sup> For PY one, each state submitted a one-year transition plan pursuant to Secs. 4 and 122(a)(1) of *Perkins IV* and was required by the secretary to report student performance data on only the indicators related to student performance under *ESEA*, specifically the *Perkins IV* Sec. 113(b) indicators related to academic attainment and student graduation.

**Table 1. *Perkins IV* Sec. 113(b) Core Indicators for Career and Technical Education Students at Secondary and Postsecondary Levels**

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

Sec. 113(c)(2) of *Perkins IV* also requires states to provide disaggregated data on the progress of CTE students in each of the special population categories<sup>36</sup> listed in Sec. 3(29) of *Perkins IV*<sup>37</sup> and in each of the categories listed in Sec. 1111(h)(1)(C)(i) of *ESEA*.<sup>38</sup> To avoid states reporting duplicative data, the secretary requires states to disaggregate data only in the following categories:<sup>39</sup>

- Race/ethnicity;
- Gender;

<sup>35</sup> The eight secondary core indicators reflect the language of Sec. 113(b)(2)(A) of *Perkins IV*, and the six postsecondary core indicators reflect the language of Sec. 113(b)(2)(B) of *Perkins IV*.

<sup>36</sup> See the Glossary of Terms in this report for definitions of each special population category.

<sup>37</sup> Sec. 3(29) of *Perkins IV* defines the term “special populations” as meaning—“(A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with limited English proficiency.”

<sup>38</sup> Sec. 1111(h)(1)(C)(i) of *ESEA* requires that “The State shall include in its annual State report card—(i) information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.”

<sup>39</sup> The categories in which states must report disaggregated data reflect the requirement of Sec. 113(c)(3) of *Perkins IV* that the secretary ensures that states do not report duplicative data under Sec. 113(c) of *Perkins IV*.

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

Sec. 205 of Title II of *Perkins IV* (tech prep<sup>40</sup> education) requires states<sup>41</sup> that do not consolidate all of their *Perkins IV* funds<sup>42</sup> for purposes authorized under Sec. 203(c) of *Perkins IV* to report to the secretary on the effectiveness of their tech prep programs. Therefore, the secretary requires each of such states to report disaggregated data for tech prep students by each of the *Perkins IV* Sec. 113(b) core indicators separately in addition to the 11 other indicators of performance listed in Sec. 203(e) of *Perkins IV*.<sup>43</sup> For data collection and reporting purposes, the Department divides *Perkins IV* Sec. 203(e) indicators of performance into six indicators of performance at the secondary level and five indicators of performance at the postsecondary level. The Department labels the *Perkins IV* Sec. 203(e) indicators of performance as shown in Table 2.<sup>44</sup> For PY 2007–08, PY one of *Perkins IV*, each state submitted a one-year transition plan pursuant to Secs. 4 and 122(a)(1) of *Perkins IV*. Since each state was required by the secretary to report student performance data on only the indicators related to student performance under *ESEA*, specifically the *Perkins IV* Sec. 113(b) indicators related to academic attainment and student graduation, the student performance data related to the *Perkins IV* Sec. 203(e) indicators of performance were not reported for PY 2007–08.

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<sup>40</sup> The term “tech prep program” in Sec. 3(32) of *Perkins IV* means “a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program.”

<sup>41</sup> Except for the United States Virgin Islands, the outlying areas are not eligible for Title II, tech prep allotments under Secs. 111(a) and 201(a) of *Perkins IV*.

<sup>42</sup> A new provision in Sec. 202(a) of *Perkins IV* enables states to consolidate all or a portion of their *Perkins IV*, Title II, funds with their *Perkins IV*, Title I, funds, but Sec. 202(c) of *Perkins IV* requires a state to consider its consolidated funds as if these funds were allotted under Title I of *Perkins IV* and to distribute these funds in accordance with the within-state allocations as required by Sec. 112 of *Perkins IV*.

<sup>43</sup> The 11 indicators of performance listed in Sec. 203(e) of *Perkins IV* are hereinafter referred to as the “*Perkins IV* Sec. 203(e) indicators of performance.”

<sup>44</sup> The six secondary core indicators reflect the language of Sec. 203(e)(1)(A) and (B) of *Perkins IV*, and the five postsecondary core indicators reflect the language of Sec. 203(e)(1)(A) and (C) of *Perkins IV*.

**Table 2. Perkins IV Sec. 203(e) Indicators of Performance for Tech Prep<sup>a</sup> Students at Secondary and Postsecondary Levels**

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

<sup>a</sup> The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program.

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

Notes: For program year one, each state submitted a one-year transition plan pursuant to Secs. 4 and 122(a)(1) of *Perkins IV*. Since each state was required by the secretary to report student performance data on only the indicators related to student performance under the *Elementary and Secondary Education Act*, specifically the *Perkins IV* Sec. 113(b) indicators related to academic attainment and student graduation; the student performance data related to the *Perkins IV* Sec. 203(e) indicators of performance were not reported for PY 2007–08.

Consistent with the Department’s October 19, 2007, memorandum titled “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data” (see 72 *Federal Register* 59266), states are able to report data disaggregated by race/ethnicity using one of three classification systems:

- “The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)” that was issued by the Office of Management and Budget (OMB) in 1977;
- The “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997; or
- Any additional or combined category that a state uses for *ESEA* as approved in its Consolidated State Accountability Worksheet.

All states must report under the 1997 classification system no later than fall 2011 for the PY 2010–11, as modified by categories approved under *ESEA*.

This report is the Department’s first annual report to Congress under *Perkins IV*. It presents data that states submitted to the Department for PY 2007–08, which was the first program year under *Perkins IV*. For PY one, every state submitted a one-year transition plan pursuant to Secs. 4 and 122(a)(1) of *Perkins IV* and was required by the secretary to report only the following:<sup>45</sup>

- Enrollment data for CTE participants in CTE programs funded under Title I of *Perkins IV*, including disaggregated data for CTE students by gender, race/ethnicity, and special population and other student categories
- Enrollment data for CTE concentrators in CTE programs funded under Title I of *Perkins IV*, including disaggregated data for CTE students by gender, educational level, and the career clusters recognized by the Department
- Enrollment data for CTE participants in tech prep programs funded under Title II of *Perkins IV*, including disaggregated data for CTE students by gender, race/ethnicity, and special population and other student categories, and participation in a tech prep program if the state implemented such a program under *Perkins IV*, Title II, tech prep
- Performance data for CTE concentrators on the *Perkins IV* Sec. 113(b)(2)(a) secondary core indicators for which the state must use its state’s standards, assessments, and graduation rates adopted under Title I of *ESEA*—academic attainment in reading/language arts, academic attainment in mathematics, and student graduation rates<sup>46</sup>—including disaggregated data for CTE students by gender, race/ethnicity, special population and other student categories, and participation in a tech prep program if the state implemented such a program under *Perkins IV*, Title II, tech prep

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<sup>45</sup> For states that submitted a one-year transition plan to the Department for the first program year of *Perkins IV*, the secretary limited the number of *Perkins IV* Sec. 113(b) core indicators on which they were required to report. This action was taken, consistent with the transition authority in Secs. 4 and 122(a)(1) of *Perkins IV*, to enable these states to focus attention on building effective and efficient state accountability systems that would yield valid, reliable, and complete information on CTE students.

<sup>46</sup> The *Perkins IV* Sec. 113(b)(2)(A) secondary core indicators for which the state must use its state’s standards, assessments, and graduation rates adopted under Title I of *ESEA*—academic attainment in reading/language arts, academic attainment in mathematics, and student graduation rates—are hereinafter referred to as the “*ESEA* indicators” or the “required *Perkins IV* Sec. 113(b) core indicators for PY 2007–08.”

## B. Establishing Measures and Setting Performance Levels

Consistent with statutes in effect prior to *Perkins IV*,<sup>47</sup> *Perkins IV* allows states, with input from their eligible recipients, to solely establish their measures for the *Perkins IV* Sec. 113(b) core indicators, except that for the *ESEA* indicators in Sec. 113(b)(2)(A)(i) and (iv), *Perkins IV* requires states to use their standards, assessments, and graduation rates under Title I of *ESEA* as measures of academic achievement and graduation rates of CTE students. Although states may solely establish their measures for the *Perkins IV* Sec. 113(b) core indicators, Sec. 122(e)(1) of *Perkins IV* allows the secretary to disapprove a state plan if it does not meet the requirements of *Perkins IV*, including the requirement in Sec. 113(b)(2)(A) and (B) of *Perkins IV* that states identify core indicators at the secondary and postsecondary levels that are valid and reliable. States also identify, as part of their measures, the student populations on which they will report performance data. These populations are referred to as CTE participants and CTE concentrators.

In the past, while this statutory flexibility has enabled states to meet their individual CTE program needs, it has produced dramatic inconsistencies among states in how student populations are defined and has enabled many states to use less valid and reliable measures, particularly for academic attainment and technical skills attainment. As a result, the Department has been unable to make comparisons of student performance across states or track the performance of students over time. Poor data quality is a primary reason for which a 2004 program review determined there are few data documenting program effectiveness.

To promote valid, reliable, and more comparable definitions of CTE concentrators and measures among states, the Department issued nonregulatory guidance on March 13, 2007, with recommended student definitions of concentrators and measurement approaches for the *Perkins IV* Sec. 113(b) core indicators (see Appendix B).<sup>48</sup> Several states adopted these CTE concentrator (see Appendix C, Table C-1) and measurement

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<sup>47</sup> *Perkins I* required a state to adopt measures for the effectiveness of programs and to evaluate not less than 20 percent of its eligible recipients each year. *Perkins I* was reauthorized in 1990 (*Perkins II*), which required each state to conduct an assessment using the measurable objective criteria that the state established. Subsequently, in 1998, *Perkins III* required each state to use statutory core indicators of performance for which each state established the measures, annually evaluated each eligible recipient, and annually reported its performance data to this Department.

<sup>48</sup> See the March 13, 2007, Office of Vocational and Adult Education (OVAE) program memorandum titled, “Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*” at <http://www.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.pdf>.

definitions (see Appendix B, Table B-1) and incorporated them into their one-year transition plans.

Despite some notable differences among states that did not adopt definitions and measures in the Department's nonregulatory guidance,<sup>49</sup> states have generally achieved greater validity, reliability, and comparability in their definitions and measures. The exceptions remain for states' definitions for CTE concentrators at the secondary level (see Table C-1) and measures for the *Perkins IV* Sec. 113(b) core indicators of technical skill attainment at the secondary and postsecondary levels (see Appendix D, Figures D-1 and D-2).

As part of their one-year transition plans, states also submitted baseline data and reached agreement with the Department on performance levels for the required *Perkins IV* Sec. 113(b) core indicators for PY 2007–08, taking into account the factors described in Sec. 113(b)(3)(A)(vi) of *Perkins IV*. The Department recommended, as part of its *Carl D. Perkins Career and Technical Education Act of 2006 State Plan Guide* (OMB Approval Number: 1830-0029), that each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico use as their *Perkins* performance levels for these indicators the same annual measurable objectives (AMOs) or targets that they negotiated with the Department under *ESEA* (see Table B-2). As a result,

- Forty-two states agreed to use their *ESEA* AMOs or higher for their PY 2007–08 performance levels for academic attainment in reading/language arts.
- Forty-four states agreed to use their *ESEA* AMOs or higher for their PY 2007–08 performance levels for academic attainment in mathematics.
- Thirty-six states agreed to use their *ESEA* targets or higher for their PY 2007–08 performance levels for student graduation rates.

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

The Department undertook a variety of efforts during PY 2007–08 to help states develop and implement their *Perkins* accountability systems and meet their *Perkins IV* performance levels. Among the major activities was hosting the fifteenth annual Data Quality Institute (DQI). This institute provided state teams, comprising state CTE directors and their state and local accountability staff, with technical assistance on the

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<sup>49</sup> For example, states might report data on entry into employment in the third quarter after exiting a program rather than the second quarter, as recommended in the Department's March 13, 2007, nonregulatory guidance.

core indicators of technical skills attainment at the secondary and postsecondary levels. The DQI was held virtually by means of Webcast and Webinar, thus enabling more than 460 individuals from 48 states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and Guam to participate.

The Department provided customized technical assistance to states on *Perkins IV* accountability issues. Eight states—Maine, Michigan, Montana, New Hampshire, New Jersey, Rhode Island, Virginia, and Wisconsin—requested technical assistance<sup>50</sup> for PY 2007–08, bringing to 17 the total number of states that have received such assistance since it was first offered in 2005. The states added for PY 2007–08 received technical assistance on a variety of issues, including ways to align their *Perkins IV* measures with the Department’s March 13, 2007, nonregulatory guidance; strategies to develop a state-approved, locally developed assessment system; and procedures for identifying and tracking students from secondary to postsecondary education in compliance with the *Family Education Rights and Privacy Act (FERPA)*.

The Department hosted monthly Next Steps Work Group (NSWG) conference calls. The NSWG, comprising state CTE directors and their accountability staff, tackles common issues and challenges across states regarding *Perkins IV* accountability systems. Among the issues addressed during PY 2007–08 were validity and reliability standards for measurement approaches for the *Perkins IV* Sec. 113(b) core indicators, other than those contained in the Department’s March 13, 2007, nonregulatory guidance;<sup>51</sup> common measurement approaches for the *Perkins IV* Sec. 203(e) indicators of performance; and tracking students’ employment outcomes in compliance with *FERPA*.

The Department reviewed states’ *Perkins* accountability systems as part of its *Perkins IV* monitoring site visits. Among the issues addressed during these visits were policies and procedures used by the states to gather data from local grantees, efforts by the states to use performance data in funding local grantees, use of data to identify CTE program strengths and weaknesses as a basis for CTE program reform, and

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<sup>50</sup> States request technical assistance because they want to improve the performance of their CTE students and/or further develop one or more aspects of their *Perkins* accountability systems. For instance, the Department provided technical assistance to (1) the Illinois Board of Education regarding collection of valid and reliable data from several sources regarding evaluation of student academic achievement of secondary concentrators taking the Prairie State Achievement Exam and (2) the Texas Educational Agency regarding the collection and reporting of relevant data on the performance of nontraditional students (students who are trained in CTE programs for which individuals represent less than 25 percent of the individuals employed in each corresponding occupation or field of work.)

<sup>51</sup> The Department’s March 13, 2007, nonregulatory guidance may be accessed on the Department’s Web site at <http://www.ed.gov/about/offices/list/ovae/pi/memoperkinsiv.html>.

procedures used by the states to ensure that data received from local grantees are accurate, reliable, and complete.

Finally, the Department upgraded its Peer Collaborative Resource Network (PCRN) Web site<sup>52</sup> by making available to the public the annual data that states provide to the Department. Through the PCRN Web site, individuals can run customized reports on the progress of states in achieving their performance levels on the *Perkins IV* Sec. 113(b) core indicators for all students or by disaggregated categories of students. This information can help states benchmark their progress against other similar states and, in so doing, identify states with which they can share promising practices for improving the performance of CTE students.

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<sup>52</sup> The Department's Peer Collaborative Resource Network (PCRN) Web site is located at <http://cte.ed.gov>.



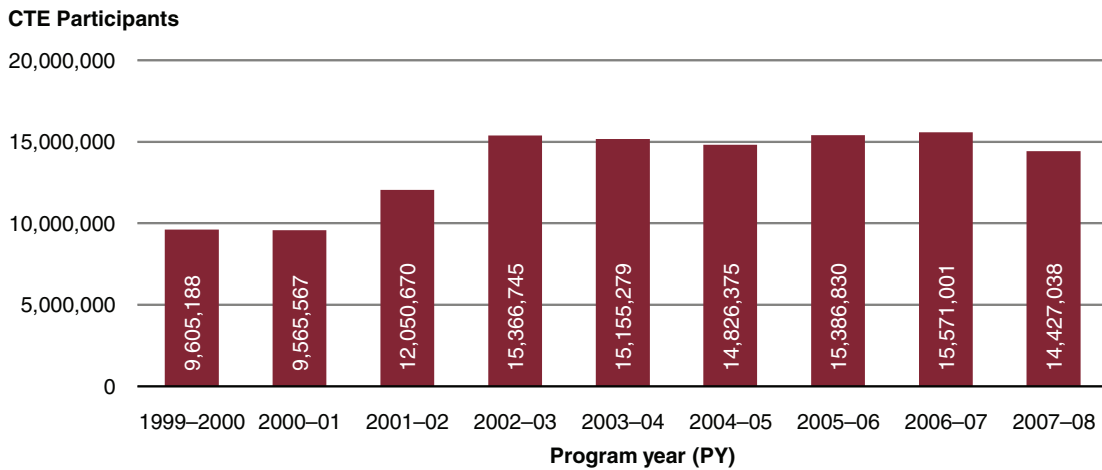


# State Performance Data

## A. Enrollment in Career and Technical Education Programs

States reported in PY 2007–08 that over 14 million students participated in secondary and postsecondary CTE programs funded under Title I of *Perkins IV*, a 7 percent decrease from PY 2006–07. The rate of participation is the lowest in the past six years of *Perkins* implementation (Figure 1). Participation is an unduplicated count of all students reported by each state as having taken one or more CTE courses at the secondary, postsecondary, and adult levels. These courses may or may not be funded with federal *Perkins* funds.

**Figure 1. Enrollment of Career and Technical Education (CTE) Participants in CTE Programs Funded Under Title I of *Perkins IV*, PY 1999–2008**



Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2007–08 (OMB Number 1830-0569).

Table 3 presents states' CTE participant data by gender, race/ethnicity, and special population and other student categories. These data include duplicate counts. For example, a student may be not only disabled but also economically disadvantaged, in addition to being either male or female and a member of a racial or ethnic group. Moreover, totals for disaggregated categories of gender and race/ethnicity in Table 3 do not correspond to the total CTE participants in Figure 1 because a few states did not submit disaggregated data on CTE participants for one or more categories.

**Table 3. Enrollment of Career and Technical Education (CTE) Participants in CTE Programs Funded Under Title I of Perkins IV, by Disaggregated Student Categories, PY 2007–08**

Student Characteristics	Disaggregated Category	Secondary	Postsecondary
Gender <sup>a</sup>	Male	4,041,305	1,988,372
	Female	3,553,624	2,449,332
Race/Ethnicity 1977 Standards <sup>b</sup>	American Indian or Alaska Native	29,202	24,513
	Asian or Pacific Islander	130,785	55,179
	Black (not Hispanic)	1,045,309	268,117
	Hispanic	813,518	217,172
	White	2,774,906	1,112,671
	Unknown	45,163	93,982
Race/Ethnicity 1997 Standards <sup>b</sup>	American Indian or Alaska Native	44,005	29,727
	Asian	167,451	260,501
	Black or African American	308,991	247,331
	Hispanic/Latino	636,873	487,402
	Native Hawaiian or Other Pacific Islander	32,580	4,702
	White	1,422,693	1,257,759
	Two or More Races	34,626	5,215
Special Populations and Other Student Categories	Individuals With Disabilities ( <i>ADA</i> <sup>c</sup> )	303,253	146,233
	Individuals With Disabilities ( <i>ESEA/IDEA</i> )	481,219	NA <sup>d</sup>
	Economically Disadvantaged Students	2,419,940	1,257,983
	Single Parents	37,196	285,244
	Displaced Homemakers	4,555	73,654
	Limited English Proficient Students	428,050	158,265
	Migrant Students	52,705	NA <sup>e</sup>
	Students in Nontraditional Programs	1,290,306	954,000

<sup>a</sup> The totals for disaggregated categories of gender and race/ethnicity do not correspond to each other or to the total CTE participants in Figure 1 because a few states did not submit disaggregated data on CTE participants for one or more categories.

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

<sup>c</sup> The *Americans with Disabilities Act of 1990 (ADA)*. Note that the *ADA* was amended, and is referred to as the *ADA Amendments Act of 2008* (Public Law 110-325), which became effective on January 1, 2009. *ADA* is applicable to individuals with disabilities at the secondary and postsecondary levels.

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

<sup>e</sup> Not applicable. The category "migrant students" is applicable only to migrant students in the migrant status category under *ESEA* and is therefore not applicable at the postsecondary level.

Note: There is a variation of total value of the cells in the gender section compared with the total value of the cells in the race/ethnicity sections because a few states did not submit disaggregated data on career and technical education (CTE) participants for one or more categories, including those related to race/ethnicity data and gender data.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2007–08 (OMB Number 1830-0569).

States also reported in PY 2007–08 that just over 3.0 million secondary students and nearly 1.7 million postsecondary and adult students concentrated in CTE in one of 16 career cluster areas that are recognized by the Department and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc).<sup>53</sup> Each state has the flexibility to define its CTE concentrators. Appendix C of this report provides the definitions for CTE concentrator for each state. Table 4 provides information regarding the number of CTE concentrators in CTE programs, by career cluster areas, funded under Title I of *Perkins IV*.

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<sup>53</sup> Founded in 1920, the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) is the Washington, D.C.-based professional society of the state and territory agency heads responsible for career and technical education.

**Table 4. Enrollment of Career and Technical Education (CTE) Concentrators in CTE Programs Funded Under Title I of *Perkins IV*, by Career Cluster Areas, PY 2007–08**

Career Cluster Areas	Level	
	Secondary	Postsecondary
Agriculture, Food, and Natural Resources	327,440	24,613
Architecture and Construction	219,779	100,706
Arts, Audio-Visual Technology, and Communication	251,345	61,355
Business Management and Administration	444,583	283,177
Education and Training	90,084	135,295
Finance	52,328	10,917
Government and Public Administration	9,803	3,865
Health Science	249,699	471,221
Hospitality and Tourism	111,347	40,766
Human Services	345,880	79,561
Information Technology	324,079	96,318
Law, Public Safety, and Security	54,861	135,829
Manufacturing	154,121	112,310
Market Sales and Service	140,976	34,864
Science, Technology, Engineering, and Mathematics	92,216	28,981
Transportation, Distribution, and Logistics	155,340	62,784
<b>Total</b>	<b>3,023,881</b>	<b>1,682,562</b>

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2007–08 (OMB Number 1830-0569).

States report higher enrollments at the secondary level in career cluster areas of agriculture, food, and natural resources; arts, audio-visual technology, and communication; human services; and information technology. States reported disproportionately higher enrollments at the postsecondary level in education and training; health science; and law, public safety, and security. More even enrollment in the career cluster areas at secondary and postsecondary levels is expected in subsequent program years as states more fully implement the new provision in Sec. 122(c)(1)(A) of *Perkins IV* that requires them to offer CTE programs of study that—

- incorporate secondary education and postsecondary education elements;
- include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education to postsecondary education to adequately prepare students to succeed in postsecondary education;
- may include the opportunity for secondary education students to gain postsecondary education credits through dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

*Perkins IV* further requires in Sec. 134(b)(3)(A) of *Perkins IV* that each local recipient offer at least one CTE program of study described in Sec. 122(c)(1)(A) of *Perkins IV*.

Finally, states reported in PY 2007–08 that nearly 1.24 million students at the secondary level and roughly 279,000 students at the postsecondary level were enrolled in tech prep programs funded under Title II of *Perkins IV* as indicated in Table 5.<sup>54</sup> Comparisons to prior years' tech prep enrollment are not possible because 21 states used the new provision under Sec. 202(a) of *Perkins IV* to consolidate all or a portion of their *Perkins IV*, Title II, funds with their *Perkins IV*, Title I, funds and no longer administer or report data on separate tech prep programs.

Table 5 presents states' tech prep enrollment data by gender, race/ethnicity, and special population and other student categories. Enrollments by disaggregated categories include duplicate counts. For example, a student may not only have disabilities but also be economically disadvantaged, in addition to being either male or female and a member of a racial or ethnic group.

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<sup>54</sup> The enrollment totals reference the approximated totals under the gender category for secondary and postsecondary education, respectively. The enrollment totals for disaggregated categories of gender and race/ethnicity do not correspond to each other in Table 5 because a few states did not submit disaggregated data on CTE participants for one or more categories.

**Table 5. Enrollment in Tech Prep<sup>a</sup> Programs Funded Under Title II of *Perkins IV*, PY 2007–08**

Student Characteristics	Disaggregated Category	Secondary	Postsecondary <sup>b</sup>
Gender <sup>c</sup>	Male	671,198	138,110
	Female	568,207	140,436
Race/Ethnicity 1977 Standards <sup>d</sup>	American Indian or Alaska Native	6,080	834
	Asian or Pacific Islander	16,822	4,952
	Black (not Hispanic)	104,726	32,166
	Hispanic	136,527	42,154
	White	367,033	98,499
	Unknown	6,335	5,643
Race/Ethnicity 1997 Standards <sup>d</sup>	American Indian or Alaska Native	10,651	1,442
	Asian	26,302	12,337
	Black or African American	40,455	7,235
	Hispanic/Latino	119,241	22,239
	Native Hawaiian or Other Pacific Islander	6,437	34
	White	239,536	42,636
	Two or More Races	10,418	28
Special Populations and Other Student Categories	Individuals With Disabilities ( <i>ADA</i> <sup>e</sup> )	50,110	8,575
	Individuals With Disabilities ( <i>ESEA/IDEA</i> )	68,473	NA <sup>f</sup>
	Economically Disadvantaged Students	381,957	84,790
	Single Parents	6,545	16,303
	Displaced Homemakers	1,054	8,488
	Limited English Proficient Students	73,573	6,256
	Migrant Students	10,143	NA <sup>g</sup>
	Students in Nontraditional Programs	221,995	57,952

<sup>a</sup> The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program.

<sup>b</sup> The totals in the postsecondary column include postsecondary and adult level tech prep students.

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

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

<sup>e</sup> *Americans with Disabilities Act of 1990 (ADA)*. Note that the *ADA* was amended and is referred to as the *ADA Amendments Act of 2008* (Public Law 110-325), which became effective on January 1, 2009. *ADA* is applicable to individuals with disabilities at the secondary and postsecondary levels.

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

<sup>g</sup> Not applicable. The category “migrant students” is applicable only to migrant students in the migrant status category under *ESEA* and is therefore not applicable at the postsecondary level.

Note: There is a variation of total value of the cells in the gender section compared with the total value of the cells in the race/ethnicity sections because of states’ varying abilities to track race/ethnicity data compared with gender data.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2007–08 (OMB Number 1830-0569).

## B. States' Progress in Meeting Their PY 2007–08 Performance Levels for the *Perkins IV* Sec. 113(b) Core Indicators

Appendix E provides individual state profiles containing performance data on each of the secondary *Perkins IV* Sec. 113(b)(2)(A) core indicators that states<sup>55</sup> were required to report to the Department for PY 2007–08. The data are disaggregated for each state by gender, special population, and other student categories. If the state did not consolidate all its *Perkins IV*, Title II, tech prep funds, it must also disaggregate data for its tech prep students. Each special population and other student category is defined in the Glossary of Terms section of this report.

This report presents data that states submitted to the Department for PY 2007–08. State directors were required to attest to the accuracy and completeness of their state data by signing their state data submissions. State directors who submitted their state data electronically to the Department attested to the accuracy and completeness of their data using an electronic personal identification number (PIN).

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

Differences across states in definitions of CTE concentrators and in the size of student populations could make the small number of students in a category of disaggregated data provided by states personally identifiable or insufficient to yield statistically reliable information. Therefore, in the state profiles in Appendix E, the Department masked data in certain cells. Specifically, where a state reported actual performance data above 95 percent or below 10 percent, the cell was coded as > 95 percent or < 10 percent, respectively. The Department continues to examine whether this action appropriately makes data available to the public, as required by Sec. 113(c)(5) of *Perkins IV*, while ensuring that the available data are neither personally identifiable nor statistically unreliable as required by Sec. 113(c) of *Perkins IV*.

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<sup>55</sup> Montana did not submit student performance data to the Department for PY 2007–08 because the state was unable to isolate data related to CTE in its statewide accountability database. The Republic of Palau does not have a fully approved state plan under *Perkins IV* and, therefore, has not submitted any data to the Department under *Perkins IV*. American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.



Thirty-six states met or exceeded each of their secondary performance levels on the *Perkins IV* Sec. 113(b) core indicators that were required for PY 2007–08. Of the 17 states that missed one or more of their performance levels, eight states failed to meet at least 90 percent of their adjusted performance levels (see Table 6) and were required to develop and implement a program improvement plan during the succeeding program year pursuant to Sec. 123(a)(1) of *Perkins IV*. Table 7 provides the number of states that met or exceeded their secondary performance levels on the *Perkins IV* Sec. 113(b) core indicators for CTE students disaggregated by gender, special populations and other student categories, and participation in a tech prep program if the state implemented such a program under *Perkins IV*, Title II, tech prep.<sup>56</sup> Table 8 provides a summary of states that implemented a program under their *Perkins IV*, Title II, yet failed to provide disaggregated data for tech prep students on the *Perkins IV* Sec. 113(b) core indicators that were required for PY 2007–08.

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<sup>56</sup> Although *Perkins IV* requires states to report disaggregated data for the *Perkins IV* Sec. 113(b) core indicators, states' performance levels on these indicators are established on an aggregate basis.

**Table 6. States<sup>a</sup> Missing and Failing to Meet at Least 90 Percent of Their Secondary Performance Levels for the *Perkins IV* Sec. 113(b) Core Indicators<sup>b</sup>, PY 2007–08**

States <sup>a</sup>	Academic Attainment in Reading/Language Arts		Academic Attainment in Mathematics		Student Graduation Rates	
	Missed Performance Level	Failing to Meet at Least 90 Percent of the Performance Level	Missed Performance Level	Failing to Meet at Least 90 Percent of the Performance Level	Missed Performance Level	Failing to Meet at Least 90 Percent of the Performance Level
California					X	
<b>Colorado</b>					X	X
District of Columbia			X			
<b>Guam</b>					X	X
<b>Hawaii</b>			X	X		
Illinois	X					
<b>Maine</b>	X	X				
Maryland			X			
<b>Michigan</b>	X		X		X	X
<b>Minnesota</b>			X	X		
<b>Missouri</b>	X	X	X	X		
Nebraska			X			
North Dakota			X			
Oregon			X			
<b>Pennsylvania</b>	X	X	X	X		
Rhode Island			X			
Texas			X		X	
<b>Totals</b>	<b>5</b>	<b>3</b>	<b>12</b>	<b>4</b>	<b>5</b>	<b>3</b>

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

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

Notes: Each state in bold font failed to meet at least 90 percent of its adjusted levels of performance and was required to develop and implement a program improvement plan during the succeeding program year pursuant to Sec. 123(a)(1) of the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*. Except for Montana, the Republic of Palau, American Samoa, and the Commonwealth of the Northern Mariana Islands, states not listed here met or exceeded each of their performance levels for the *Perkins IV* Sec. 113(b) core indicators that were required for program year (PY) 2007–08. This table does not include performance data from all states because Montana was unable to disaggregate data related to career and technical education (CTE) students in its statewide accountability database; the Republic of Palau did not have a fully approved state plan; American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2007–08 (OMB Number 1830-0569).

**Table 7. Number of States<sup>a</sup> Meeting or Exceeding Their Secondary Performance Levels for the Perkins IV Sec. 113(b) Core Indicators<sup>b</sup>, by Disaggregated Student Categories, PY 2007–08**

Student Characteristics	Disaggregated Category	Reading	Mathematics	Graduation
Gender	Male	36	44	48
	Female	48	37	49
Special Populations and Other Student Categories	Individuals With Disabilities ( <i>ADA</i> <sup>c</sup> )	6	10	18
	Individuals With Disabilities ( <i>ESEA</i> <sup>d</sup> / <i>IDEA</i> <sup>e</sup> )	4	4	25
	Economically Disadvantaged Students	22	20	38
	Single Parents	17	13	24
	Displaced Homemakers	4	5	12
	Limited English Proficient Students	10	16	33
	Migrant Students	12	14	18
	Students in Nontraditional Programs	39	34	39
Tech Prep	Tech Prep Students	24	24	31

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

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

<sup>c</sup> *ADA* means the *Americans with Disabilities Act of 1990 (ADA)*. Note that the *ADA* was amended, by the *ADA Amendments Act of 2008* (Public Law 110-325), which became effective on January 1, 2009. *ADA* is applicable to individuals with disabilities at the secondary and postsecondary levels.

<sup>d</sup> “Individuals with disability” in the *Elementary and Secondary Education Act (ESEA)* refers to “disability status,” as used in Sec. 1111(h)(1)(C)(i) of *ESEA*, and refers to a “child with a disability,” which under Sec. 9101(5) of *ESEA* has the same meaning as the term is used in Sec. 602 of the *Individuals with Disabilities Education Act (IDEA)*. *ESEA* and *IDEA* are applicable only to students at the secondary level.

<sup>e</sup> The term an “individual with a disability” as defined in Sec. 602(3)(A) of *IDEA*, refers to a “child with a disability,” which means a child “(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as ‘emotional disturbance’), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services.”

Notes: The number of states meeting or exceeding their performance levels for the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* Sec. 113(b) core indicators by race/ethnicity categories is available on the Department’s Peer Collaborative Resource Network (PCRN) Web site at <http://cte.ed.gov>. Data from all states are not included because Montana was unable to disaggregate data related to career and technical education (CTE) students in its statewide accountability database; the Republic of Palau did not have a fully approved state plan; and American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2007–08 (OMB Number 1830-0569).

**Table 8. States<sup>a</sup> Not Reporting Complete Disaggregated Data on the Secondary Perkins IV Sec. 113(b) Core Indicators<sup>b</sup> for Tech Prep<sup>c</sup> Students and Perkins IV, Title II, Funds Received, PY 2007–08**

States <sup>a</sup>	Perkins IV, Title II, Funds Received, Corresponding to PY 2007–08	Perkins IV Sec. 113 Core Indicators		
		Academic Attainment in Reading/Language Arts	Academic Attainment in Mathematics	Student Graduation Rates
Montana	\$500,136	X	X	X
Oklahoma	\$1,571,037	X	X	X
Washington	\$2,038,374	X		
West Virginia	\$877,270	X	X	X
<b>Totals</b>	<b>\$4,986,817</b>	<b>4</b>	<b>3</b>	<b>3</b>

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

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

<sup>c</sup> The “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program.

Notes: States not listed here either reported complete disaggregated data for tech prep students on the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* Sec. 113(b) core indicators that were required for program year (PY) 2007–08, or consolidated all of their *Perkins IV*, Title II, funds with their *Perkins IV*, Title I, funds and did not administer or report on separate tech prep programs. The outlying areas of Guam, American Samoa, the Commonwealth of the Northern Mariana Islands and the Republic of Palau are not eligible for *Perkins IV*, Title II, tech prep allotments under Secs. 111(a) and 201(a) of *Perkins IV*.

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2007–08 (OMB Number 1830-0569).



## Data Quality Issues

States have made considerable strides in improving the validity, reliability, and consistency of their *Perkins* data and have addressed many concerns about data quality raised in previous reports to Congress under *Perkins III*. Improvements are likely attributed to three factors. First, Sec. 113(b)(2)(A)(i) and (iv) of *Perkins IV* defines the measures that states must use for the *Perkins IV* Sec. 113(b) core indicators of academic attainment and student graduation rates and aligns these measures to academic standards and assessments required under Title I of *ESEA* and *ESEA* graduation rates. This action not only guarantees that states will use valid and reliable measures for these core indicators but also ensures that states will hold CTE students to the same academic standards as all students.<sup>57</sup>

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

Finally, states have initiated discussions and workgroups to reach consensus on valid and reliable student definitions and measurement approaches for the *Perkins IV* Sec. 113(b) core indicators. Through the DQI and NSWG, states have formed subgroups to develop products that include checklists to assess the validity and reliability of the various measurement approaches for the core indicators<sup>58</sup> and agreed-

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<sup>57</sup> Sec. 122(c)(7)(C) of *Perkins IV* requires that each state must include in its state plan information that ensures 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.

<sup>58</sup> This checklist includes some of the factors that the Department may consider in deciding whether to approve a state's requests for changes to their measurement approaches for the *Perkins IV* Sec. 113(b) core indicators in response to, for example, a change in the way the state collects data.

upon numerator and denominator definitions for the *Perkins IV* Sec. 203(e) indicators of performance.

Two major areas of concern remain regarding the validity, reliability, and comparability of states' *Perkins IV* data. First, states have yet to adopt common definitions for CTE concentrators on which to report their data on their *Perkins IV* Sec. 113(b) core indicators, particularly at the secondary level (see Table C-1). Differences in student definitions are problematic because some states report data on students shortly after CTE program enrollment (when they have taken as little as one course), while other states report on students nearing CTE program completion. Expectations for student attainment on the *Perkins IV* Sec. 113(b) core indicators between these two groups of students are vastly different, thus rendering it impossible to make comparisons of student performance across states or over time.

Second, despite statutory language in *Perkins IV*<sup>59</sup> and the Department's March 13, 2007, nonregulatory guidance that recommends the use of technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, many states continue to use less direct or valid measures for technical skill attainment. States report using other measures for a variety of reasons, including the lack of resources (i.e., funding and/or staffing) to develop and implement technical skill assessments in all CTE program areas for all students; the inability to obtain results of students' technical skill assessments because the tests are often administered by external parties and taken after the student has left the CTE program; and a philosophical belief that other measures such as grade point average (GPA) or CTE program completion, are better measures of technical skill attainment because they take into account factors other than performance on a single test. While 44 states initially agreed<sup>60</sup> to use technical skill assessments as their measures for secondary technical skill attainment<sup>61</sup> and 33 states agreed to use such assessments for postsecondary technical skill attainment,<sup>62</sup> the Department expects several states to request approval to change their measures, particularly at the postsecondary level.

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<sup>59</sup> See Sec. 113(b)(2)(A)(ii) and Sec. 113(b)(2)(B)(i) of *Perkins IV*.

<sup>60</sup> States' one-year transition plans under the *Carl D. Perkins Career and Technical Education Act of 2006* allowed each state to establish measures for technical skill attainment at the secondary and postsecondary levels using technical skill assessments.

<sup>61</sup> See Figure D-1 in Appendix D of this report.

<sup>62</sup> See Figure D-2 in Appendix D of this report.



## Conclusion

The Department is pleased to report<sup>63</sup> progress by states<sup>64</sup> in adopting more valid, reliable, and comparable definitions and measures for the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* Sec. 113(b) core indicators and in meeting their performance levels on the *Perkins IV* Sec. 113(b) core indicators that were required for program year (PY) 2007–08. Progress was attributed to a combination of factors described in this report:

- The *Perkins IV* provisions that defined measurement approaches for the *Perkins IV* Sec. 113(b) core indicators of academic attainment and graduation rates
- The U.S. Department of Education (Department) March 13, 2007, nonregulatory guidance that recommended valid and reliable measurement approaches for the *Perkins IV* Sec. 113(b) core indicators
- The national and customized technical assistance that was offered to the states by the Department
- States' own efforts to reach consensus on more rigorous definitions and measures for the *Perkins IV* Sec. 113(b) core indicators and *Perkins IV* Sec. 203(e) indicators of performance

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<sup>63</sup> This report does not include performance data from all states because Montana was unable to disaggregate data related to CTE students in its statewide accountability database; the Republic of Palau does not have a fully approved state plan; and American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

<sup>64</sup> The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

Considerable work lies ahead for the Department in helping states fully develop their *Perkins* accountability systems, implement their measures, and ensure that the data received by states and local recipients are valid, reliable, and complete. To this end, in PY 2008–09, the Department will hold its sixteenth annual Data Quality Institute (DQI), will continue to host monthly Next Steps Work Group (NSWG) conference calls, and will offer opportunities for more states to receive customized technical assistance.

The Department also will determine what steps, if any, can be taken to implement the findings from the report titled *Assessing the Feasibility of a Test Item Bank and Assessment Clearinghouse to Measure Technical Skill Attainment of Career and Technical Education Participants*.<sup>65</sup> Commissioned by the Department last year, this report was undertaken to assess whether, and to what extent, it would be possible to develop a national test item bank or assessment clearinghouse that could be used by all states and local recipients. The report concluded that, although either approach would be complex and expensive, both approaches are technically feasible. To this end, CTE state directors are considering whether to pool resources to begin work on an item bank or clearinghouse, and the Department is identifying what actions it can take to support states in their efforts.

Also during fiscal year (FY) 2008–09, the Government Accountability Office (GAO) conducted a study on the implementation of *Perkins IV*, and in July 2009, issued a report titled *Career and Technical Education: States Have Broad Flexibility in Implementing Perkins IV*. The report addresses the following questions:

- How have states implemented *Perkins IV* performance indicators and what, if any, challenges have they faced in implementing the indicators?
- To what extent has the Department ensured that states are implementing the new performance indicators and supported states in their efforts?
- How are states assessing their CTE programs, as required by *Perkins IV*, and what is the role of the Department in supporting states in their efforts?

The Department is considering the results of the GAO report and in the next annual report to Congress will provide (1) results of the Department’s PY 2008–09 activities, (2) a summary of key findings of the GAO study, and (3) next steps that the

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<sup>65</sup> Derner, Seth, Steve Klein, and Don Hilber. 2008. *Assessing the Feasibility of a Test Item Bank and Assessment Clearinghouse: Strategies to Measure Technical Skill Attainment of Career and Technical Education Participants*. Report prepared for the Office of Vocational and Adult Education, U.S. Department of Education.



Department will take to help states implement *Perkins* accountability systems that yield valid, reliable, and complete data on the performance of CTE students across the nation.





# Appendixes

## Appendix A

### Allotment of *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*, Title I and Title II Funds, Corresponding to PY 2007–08

Appendix A provides information regarding the allotments<sup>66</sup> of *Perkins IV*, Title I and Title II, funds to each state<sup>67</sup> for program year (PY) 2007–08. Table A-1 provides the PY 2007–08 funding allotment information for each state related to *Perkins IV*, Title I, career and technical education (CTE) assistance to the states. Table A-2 provides the PY 2007–08 funding allotment information for each state related to *Perkins IV*, Title II, tech prep education.<sup>68</sup>

Table A-1 provides the following funding information corresponding to PY 2007–08 for each state related to *Perkins IV*, Title I, for CTE assistance: (1) total dollar amount allocated to each state under Title I of *Perkins IV*; (2) total dollar amount of funds issued under Title II of *Perkins IV* that were consolidated with *Perkins IV*, Title I, funds; (3) total amount of *Perkins IV* funds distributed to each state; (4) total dollar

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<sup>66</sup> American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

<sup>67</sup> The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

<sup>68</sup> The term “tech prep program” in Sec. 3(32) of *Perkins IV* means a tech prep program described in Sec. 203(c) of *Perkins IV*, regarding the contents of the tech prep program.

amount distributed by reserve by each state to its eligible recipients; (5) the remaining dollar amount distributed to each recipient; (6) the secondary percentage share for each state; and (7) the postsecondary percentage share for each state. Not less than 85 percent of a state's *Perkins IV*, Title I, allotment must be distributed to eligible recipients (e.g., local education agencies, institutions of higher education), as specified in Sec. 112(a)(1) of *Perkins IV*.

- Up to 10 percent of the 85 percent (or 8.5 percent of the total allocation) of *Perkins IV*, Title I, funds may be reserved for grants to eligible recipients in rural areas, areas with high percentages of CTE students, and areas with high numbers of CTE students (Sec. 112(c) of *Perkins IV*).
- Each state determines the portion of the 85 percent of *Perkins IV*, Title I, 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 career and technical education programs) of *Perkins IV*. If a state reserves less than 15 percent for either secondary or postsecondary education, however, it may distribute the funds to eligible recipients competitively or use another distribution method it devises under the special rule for minimal allocation at Sec. 133(a) of *Perkins IV*.

Table A-2 provides the following funding dollar-amount information corresponding to PY 2007–08 for each state related to *Perkins IV*, Title II, tech prep education: (1) total dollar amount allotted by the federal agency; (2) total dollar amount combined with *Perkins IV*, Title I, funds; (3) dollar amount of *Perkins IV*, Title II, funds remaining after the consolidation with *Perkins IV*, Title I, funds, if any; (4) dollar amount and percentage of the total allocation used for administration; and (5) dollar amount distributed to consortia.

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

Although there is no provision for state administrative costs under Title II of *Perkins IV*, the Department continues to allow each state to reserve a portion of its *Perkins IV*, Title II, funds for reasonable and necessary state administration costs, including supervision and technical assistance to eligible consortia. Reasonable and

necessary administrative expenses generally would not exceed 5 percent of the *Perkins IV*, Title II, funds and often would be less than 5 percent.<sup>69</sup>

A new provision under Sec. 202(a) of *Perkins IV* enables states to consolidate all or a portion of their *Perkins IV*, Title II, funds with their *Perkins IV*, Title I, funds and to use the consolidated funds for allowable purposes under Title I of *Perkins IV*.

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<sup>69</sup> See the Office of Vocational and Adult Education (OVAE) program memo at <http://www.ed.gov/programs/techprep/tpmemo5192000.html>.

**Table A-1. Allotment of Perkins IV<sup>a</sup>, Title I, Funds, by States<sup>b</sup>, Corresponding to PY 2007–08**

States <sup>d</sup>	State Title I Allotment	Title II Funds Consolidated with Title I Funds	Total Title I and Title II Consolidated <sup>c</sup>	Amount Distributed by Reserve to Eligible Recipient <sup>d</sup>	Amount Distributed to Eligible Recipient <sup>d</sup>	Secondary Percentage Share	Postsecondary Percentage Share
Alabama <sup>e</sup>	19,774,207	1,495,785	21,269,992	1,807,949	18,079,493	80.00%	20.00%
Alaska	4,214,921	0	4,214,921	358,268	3,582,683	85.00%	15.00%
Arizona	25,043,432	0	25,043,432	818,589	21,286,918	84.40%	15.60%
Arkansas	12,556,175	1,186,934	13,743,109	600,000	11,681,644	73.65%	26.35%
California	129,514,828	0	129,514,828	0	110,087,604	45.09%	54.91%
Colorado	15,865,151	1,394,658	17,259,809	1,488,003	14,880,036	40.00%	60.00%
Connecticut	10,274,130	869,581	11,143,711	757,772	9,472,154	81.00%	19.00%
Delaware	4,914,046	0	4,914,046	0	4,176,939	85.00%	15.00%
District of Columbia	4,214,921	0	4,214,921	0	3,582,683	83.74%	16.26%
Florida	64,341,737	0	64,341,737	3,815,891	55,334,389	53.00%	47.00%
Georgia	37,972,843	3,076,714	41,049,557	2,835,000	35,045,962	50.00%	50.00%
Guam	660,000	0	660,000	0	561,000	25.00%	75.00%
Hawaii	5,811,469	523,764	6,335,233	0	5,386,544	50.00%	50.00%
Idaho	6,854,771	624,444	7,479,215	420,000	6,357,333	65.00%	35.00%
Illinois	45,113,401	0	45,113,401	0	38,346,391	60.00%	40.00%
Indiana	25,869,765	0	25,869,765	2,278,786	22,787,866	63.58%	36.42%
Iowa	12,149,672	0	12,149,672	150,000	10,327,222	56.00%	44.00%
Kansas	11,335,552	1,066,366	12,401,918	1,054,163	10,541,630	50.00%	50.00%
Kentucky	18,060,923	0	18,060,923	0	15,351,785	49.00%	51.00%
Louisiana	21,645,169	2,190,094	23,835,263	2,025,995	20,259,946	56.00%	44.00%
Maine	5,811,469	525,905	6,337,374	538,677	5,386,768	50.00%	50.00%
Maryland	16,917,168	1,541,700	18,458,868	718,980	15,844,208	65.00%	35.00%
Massachusetts	18,392,738	0	18,392,738	0	16,400,000	71.00%	29.00%

<sup>a</sup> Perkins IV is the Carl D. Perkins Career and Technical Education Act of 2006.

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

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

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

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

<sup>f</sup> The Republic of Palau does not have a fully approved state plan under Perkins IV. Its Perkins IV, Title I, allotment is \$160,000.

<sup>g</sup> The United States Virgin Islands consolidated its Perkins IV, Title I, allotment with funds allotted under other formula programs and used some of the funds in a consolidation grant for Perkins IV, Title I, purposes. Information from the United States Virgin Islands regarding the amount of funds that secondary and postsecondary eligible recipients received and percentage share of funds allocated to each of those eligible recipients is not available because of the consolidation of the Perkins IV allotment with funds allotted under other formula programs.

Notes: † means no data are applicable to the cell. PY means program year. The percent figures in the total row for the secondary percentage share and postsecondary percentage share columns represent the average (or mean) percentage. The dollar amounts in each of the other columns are summative in the total row. American Samoa and the Commonwealth of the Northern Mariana Islands are not included in the table. They consolidated their Perkins IV, Title I, allotments with funds under other formula programs, and used these funds for allowable program purposes rather than for career and technical education. American Samoa and the Commonwealth of the Northern Mariana Islands each receive a Perkins IV, Title I, allotment in the amount of \$350,000.

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

**Table A-1. Allotment of Perkins IV<sup>a</sup>, Title I, Funds, by States<sup>b</sup>, Corresponding to PY 2007–08 (Continued)**

States <sup>d</sup>	State Title I Allotment	Title II Funds Consolidated with Title I Funds	Total Title I and Title II Consolidated <sup>c</sup>	Amount Distributed by Reserve to Eligible Recipient <sup>d</sup>	Amount Distributed to Eligible Recipient <sup>d</sup>	Secondary Percentage Share	Postsecondary Percentage Share
Michigan	39,795,633	0	39,795,633	0	33,826,288	60.00%	40.00%
Minnesota	18,174,686	0	18,174,686	0	15,448,483	42.00%	58.00%
Mississippi	13,802,655	0	13,802,655	0	11,732,257	53.00%	47.00%
Missouri	23,901,445	0	23,901,445	2,031,623	20,316,228	72.00%	28.00%
Montana	5,549,303	0	5,549,303	471,691	4,716,908	65.00%	35.00%
Nebraska	7,081,437	709,518	7,790,955	550,000	6,622,313	55.00%	45.00%
Nevada	8,424,242	667,287	9,091,529	719,458	7,727,800	68.00%	32.00%
New Hampshire	5,811,469	0	5,811,469	246,987	4,939,749	79.50%	20.50%
New Jersey	25,034,642	0	25,034,642	531,986	21,279,446	65.00%	35.00%
New Mexico	9,300,232	0	9,300,232	790,520	7,905,197	50.00%	50.00%
New York	59,600,631	0	59,600,631	0	55,506,252	52.00%	48.00%
North Carolina	35,217,062	0	35,217,062	0	29,934,503	66.67%	33.33%
North Dakota	4,214,921	338,530	4,553,451	385,045	3,850,456	65.00%	35.00%
Ohio	45,707,822	0	45,758,878	3,894,996	38,949,957	90.84%	9.16%
Oklahoma	15,709,771	0	15,709,771	1,335,331	13,353,305	84.00%	16.00%
Oregon	14,387,572	0	14,387,572	611,472	12,229,436	50.00%	50.00%
Pennsylvania	45,499,323	0	45,499,323	0	38,674,425	70.00%	30.00%
Puerto Rico	18,526,796	1,921,202	20,447,998	0	17,380,798	88.00%	12.00%
Republic of Palau <sup>f</sup>	NA	NA	NA	NA	NA	NA	NA
Rhode Island	5,811,469	523,764	6,335,233	546,351	5,463,513	85.00%	15.00%
South Carolina	18,949,906	1,731,379	20,681,285	500,000	17,579,092	70.00%	30.00%
South Dakota	4,429,907	0	4,429,907	373,992	3,736,916	45.00%	55.00%
Tennessee	24,032,593	2,233,311	26,265,904	2,232,602	22,326,018	85.00%	15.00%
Texas	95,429,038	0	95,429,038	6,924,076	81,904,672	59.10%	40.90%
United States Virgin Islands <sup>g</sup>	623,061	NA	NA	NA	NA	NA	NA
Utah	12,656,383	1,196,451	13,852,834	400,000	11,774,909	60.00%	40.00%
Vermont	4,214,921	341,854	4,556,775	0	3,873,259	73.27%	26.73%
Virginia	25,932,742	0	25,932,742	0	22,042,829	85.00%	15.00%
Washington	23,078,558	0	23,078,558	1,961,677	19,616,774	44.00%	56.00%
West Virginia	8,428,617	0	8,428,617	0	7,164,324	72.56%	27.44%
Wisconsin	22,103,558	0	22,103,558	1,032,791	18,788,024	45.01%	54.99%
Wyoming	4,214,921	276,937	4,491,858	0	3,818,079	60.00%	40.00%
<b>Total</b>	<b>1,162,953,804</b>	<b>24,436,178</b>	<b>1,186,817,977</b>	<b>45,208,671</b>	<b>1,017,243,408</b>	<b>†</b>	<b>†</b>
<b>Average Share</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>63.80%</b>	<b>36.20%</b>

**Table A-2. Allotment of Perkins IV<sup>a</sup>, Title II, Funds, by States<sup>b</sup>, Corresponding to PY 2007–08**

States <sup>b</sup>	State Title II Allotment (\$) <sup>c</sup>	Total Title II Funds		Total Administration Amount (\$)	Total Administration Percentage (%)	Amount Distributed to Consortia (\$)
		Total Consolidated with Title I Funds (\$)	Total Remaining after Title I Consolidation (\$)			
Alabama	1,995,785	1,495,785	500,000	25,000	1.25%	475,000
Alaska	360,858	0	360,858	17,184	4.76%	343,674
Arizona	1,983,698	0	1,983,698	0	0.00%	1,983,698
Arkansas	1,186,934	1,186,934	0	0	0.00%	0
California	11,260,243	0	11,260,243	900,819	8.00%	10,359,424
Colorado	1,394,658	1,394,658	0	0	0.00%	0
Connecticut	869,581	869,581	0	0	0.00%	0
Delaware	442,883	0	442,883	22,144	5.00%	420,739
District of Columbia	309,309	0	309,309	0	0.00%	309,309
Florida	5,096,530	0	5,096,530	254,827	5.00%	4,841,703
Georgia	3,076,714	3,076,714	0	0	0.00%	0
Guam	NA	NA	NA	NA	0.00%	NA
Hawaii	523,764	523,764	0	0	0.00%	0
Idaho	624,444	624,444	0	0	0.00%	0
Illinois	4,052,360	0	4,052,360	125,000	3.08%	3,927,360
Indiana	2,465,494	0	2,465,494	123,275	5.00%	2,342,219
Iowa	1,245,235	0	1,245,235	62,262	5.00%	1,182,973
Kansas	1,066,366	1,066,366	0	0	0.00%	0
Kentucky	1,863,662	0	1,863,662	93,193	5.00%	1,770,469
Louisiana	2,190,094	2,190,094	0	0	0.00%	0
Maine	525,905	525,905	0	0	0.00%	0
Maryland	1,541,700	1,541,700	0	0	0.00%	0
Massachusetts	1,649,446	0	1,649,446	88,000	5.34%	1,561,446
Michigan	3,644,492	0	3,644,492	182,225	5.00%	3,462,267
Minnesota	1,736,576	0	1,736,576	86,829	5.00%	1,649,747
Mississippi	1,390,909	0	1,390,909	0	0.00%	1,390,909
Missouri	2,179,465	0	2,179,465	129,747	5.95%	2,049,718
Montana	500,136	0	500,136	35,010	7.00%	465,126

<sup>a</sup> Perkins IV is the Carl D. Perkins Career and Technical Education Act of 2006.

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

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

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

<sup>e</sup> CA means "Consolidated allotment" because the United States Virgin Islands consolidated its Perkins IV, Title II, allotment with funds under other formula programs but did not use any funds in its consolidated grant for Perkins IV, Title II, purposes.

Notes: PY means program year. NA for Guam and the Republic of Palau mean "Not applicable" because they are not eligible for a Perkins IV, Title II, allotment under Sec. 201(a) and Sec. 111(a) of Perkins IV. N/T means there is no total for administration percentage because the total for each state is unique and not summative. The outlying areas of American Samoa and the Commonwealth of the Northern Mariana Islands are not included in this table because they consolidated their Perkins IV, Title I, allotments with funds under other formula programs, and used these funds for allowable program purposes rather than career and technical education, and they are not eligible for a Perkins IV, Title II, allotment under Sec. 201(a) and Sec. 111(a) of Perkins IV.

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



**Table A-2. Allotment of Perkins IV<sup>a</sup>, Title II, Funds, by States<sup>b</sup>, Corresponding to PY 2007–08 (Continued)**

States <sup>b</sup>	State Title II Allotment (\$) <sup>c</sup>	Total Consolidated with Title I Funds (\$)	Total Title II Funds		Total Administration Amount (\$)	Total Administration Percentage (%)	Amount Distributed to Consortia (\$)
			Remaining after Title I Consolidation (\$)	Total Consolidation (\$)			
Nebraska	709,518	709,518	0	0	0	0.00%	0
Nevada	667,287	667,287	0	0	0	0.00%	0
New Hampshire	523,764	0	523,764	26,188	5.00%	497,576	
New Jersey	2,188,871	0	2,188,871	109,443	5.00%	2,079,428	
New Mexico	834,472	0	834,472	41,724	5.00%	792,748	
New York	5,246,770	0	5,246,770	145,340	2.77%	5,101,430	
North Carolina	2,995,591	0	2,995,591	269,603	9.00%	2,725,988	
North Dakota	338,530	338,530	0	0	0.00%	0	
Ohio	4,449,520	0	4,449,520	391,558	8.80%	4,057,962	
Oklahoma	1,571,037	0	1,571,037	0	0.00%	1,571,037	
Oregon	1,291,669	0	1,291,669	64,583	5.00%	1,227,086	
Pennsylvania	4,238,522	0	4,238,522	350,000	0	3,888,522	
Puerto Rico	1,921,202	1,921,202	0	0	0.00%	0	
Republic of Palau <sup>d</sup>	NA	NA	NA	NA	NA	NA	
Rhode Island	523,764	523,764	0	0	0.00%	0	
South Carolina	1,731,379	1,731,379	0	0	0.00%	0	
South Dakota	399,250	0	399,250	45,000	11.27%	354,250	
Tennessee	2,233,311	2,233,311	0	0	0.00%	0	
Texas	8,397,736	0	8,397,736	412,926	4.92%	7,984,810	
United States Virgin Islands <sup>e</sup>	CA	CA	CA	CA	CA	CA	
Utah	1,196,451	1,196,451	0	0	0.00%	0	
Vermont	341,854	341,854	0	0	0.00%	0	
Virginia	2,419,604	0	2,419,604	72,588	3.00%	2,347,016	
Washington	2,038,374	0	2,038,374	101,919	5.00%	1,936,455	
West Virginia	877,270	0	877,270	43,864	5.00%	833,406	
Wisconsin	2,106,802	0	2,106,802	105,340	5.00%	2,001,462	
Wyoming	276,937	276,937	0	0	0.00%	0	
<b>Total</b>	<b>104,696,726</b>	<b>24,436,178</b>	<b>80,260,548</b>	<b>4,325,591</b>	<b>N/T</b>	<b>75,934,957</b>	



## Appendix B

### Excerpts From the U.S. Department of Education March 13, 2007, Nonregulatory Guidance on Student Definitions and Measurement Approaches for the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* Sec. 113(b) Core Indicators<sup>70</sup> and States’<sup>71</sup> Use of the Nonregulatory Guidance Measurement Definitions for the *Perkins IV* Indicators

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

In an attempt to provide states with guidance to develop secondary and postsecondary measurement definitions for their final *Perkins IV* state plan and to increase consistency of measurement definitions across the states, the Department issued nonregulatory guidance on measurement definitions<sup>72</sup> for the *Perkins IV* indicators on March 13, 2007. The nonregulatory guidance is included in this appendix.

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<sup>70</sup> See the March 13, 2007, Office of Vocational and Adult Education (OVAE) program memorandum titled, “Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*” at <http://www.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.pdf>.

<sup>71</sup> The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

<sup>72</sup> See the March 13, 2007, Office of Vocational and Adult Education (OVAE) program memorandum titled, “Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*” at <http://www.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.pdf>.

This appendix also reports the states' uses of the Department's March 13, 2007, nonregulatory guidance. Table B-1 lists the measurement definitions for each indicator at the secondary and postsecondary levels for program year (PY) 2007–08 for each of the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and Guam;<sup>73</sup> and indicates which states use the measurement definitions for each indicator at the secondary and postsecondary levels provided in the Department's March 13, 2007, nonregulatory guidance.

Table B-2 in this appendix lists each state's use of the secondary level *Perkins IV* performance levels for measurement definitions related to the same annual measurable objectives (AMOs) or targets negotiated with the Department under the *Elementary and Secondary Education Act (ESEA)*. The specific *Perkins IV* indicators that align with the AMOs or targets under *ESEA* are 1S1 academic attainment—reading/language arts, 1S2 academic attainment—mathematics, and 4S1 student graduation rates. Table B-2 specifically reports which states set their respective *Perkins IV* performance levels lower than, the same as, or higher than, their AMO or target levels for *ESEA*.

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

#### **Student Definitions**

##### **Secondary Level**

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

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

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<sup>73</sup> The Republic of Palau does not have a fully approved plan, and American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

## Postsecondary or Adult Level

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

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

## Measurement Definitions

### Secondary Level

#### 1S1: Academic Attainment—Reading/Language Arts

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

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

#### 1S2: Academic Attainment—Mathematics

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

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

Examples for Indicators 1S1 and 1S2:

- Under these indicators, a state would not include in the data it reports under the *Perkins Act* a CTE concentrator who is a student who at the time of the administration of the state assessment had not attended public schools within the state for a full academic year, as defined in the state’s “Consolidated State Application Accountability Workbook,” because the state would not include this student in its computation of statewide AYP under *ESEA*.
- Under these indicators, a state would include in the data it reports under the *Perkins Act* a CTE concentrator who took the reading/language arts and mathematics assessments in grade 10 and dropped out in grade 11 if the student’s grade 11 year is the reporting year.
- Under these indicators, if a state’s “Consolidated State Application Accountability Workbook” allows for the state to report a student’s last score on the reading/language arts and mathematics assessments for accountability purposes under *ESEA*, the state may follow the same procedure for reporting the number of CTE concentrators who met the proficient or advanced level of *ESEA* assessments because a state would report the same score for a CTE student as reported under *ESEA*.

**2S1: Technical Skill Attainment**

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

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

**3S1: Secondary School Completion**

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

certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.

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

#### **4S1: Student Graduation Rates**

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

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

#### **5S1: Secondary Placement**

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

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

#### **6S1: Nontraditional Participation**

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

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

**6S2: Nontraditional Completion**

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

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

**Postsecondary Level****1P1: Technical Skill Attainment**

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

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

**2P1: Credential, Certificate, or Degree**

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

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

**3P1: Student Retention or Transfer**

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

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



**4P1: Student Placement**

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

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

**5P1: Nontraditional Participation**

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

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

**5P2: Nontraditional Completion**

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

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

**States' Uses of Nonregulatory Guidance**

Table B-1 indicates the states that used the Department's nonregulatory guidance for their measurement approaches at the secondary and postsecondary levels. Table B-2 indicates states' use of the nonregulatory guidance for *Perkins IV* indicators for 1S1 academic attainment—reading/language arts, 1S2 academic attainment—mathematics, and 4S1 student graduation rates in setting *Perkins IV* performance indicators related to their AMOs or targets under *ESEA*.

**Table B-1. States<sup>a</sup> Use of the U.S. Department of Education Nonregulatory Guidance<sup>b</sup> Measurement Definitions for the *Perkins IV*<sup>c</sup> Indicators of Performance at the Secondary and Postsecondary Levels**

State	Secondary Level								Postsecondary Level					
	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation		Non-traditional Completion	Non-traditional Completion	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Non-traditional Completion
	Reading/ Language Arts	Mathematics			4S1	5S1								
Alabama	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Alaska	X	X	X	X	X	X	X	X		X	X	X	X	X
Arizona	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Arkansas	X	X	X		X			X		X	X	X	X	X
California	X	X	X		X		X	X		X	X		X	X
Colorado	X	X			X		X	X			X		X	X
Connecticut	X	X	X		X	X	X	X		X	X	X	X	X
Delaware	X	X	X		X			X	X	X	X	X	X	X
District of Columbia	X	X	X		X	X	X	X	X	X	X	X	X	X
Florida	X	X	X	X	X	X	X	X		X	X	X	X	X
Georgia	X	X	X	X	X	X	X	X		X	X	X	X	X
Guam	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hawaii	X	X	X	X	X		X	X		X	X		X	X
Idaho	X	X	X		X			X	X	X	X			
Illinois	X	X	X	X	X	X	X	X		X	X	X	X	X
Indiana	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Iowa	X	X	X		X	X	X	X	X	X	X	X	X	X
Kansas	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Kentucky	X	X			X	X	X	X		X	X	X	X	X
Louisiana	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Maine	X	X			X		X	X		X	X	X	X	X
Maryland	X	X	X		X	X	X	X	X	X	X	X	X	X
Massachusetts	X	X	X	X	X			X		X	X		X	X
Michigan	X	X	X	X	X		X	X	X	X	X		X	X
Minnesota	X	X			X		X	X	X	X	X		X	X
Mississippi	X	X	X		X		X	X	X	X	X	X	X	X
Missouri	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Montana	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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

<sup>b</sup> See the Department's March 13, 2007, nonregulatory guidance section in Appendix B for the Department's nonregulatory guidance for the definition of each measurement approach.

<sup>c</sup> *Perkins IV* is the *Carl D. Perkins Career and Technical Education Act of 2006*.

Notes: An X indicates that the state used the measurement approach described in the Department's March 13, 2007, nonregulatory guidance for the indicator. NA means that the Republic of Palau does not have a fully approved state plan under *Perkins IV* and, therefore, has not submitted any data to the Department under *Perkins IV*. This report does not include performance indicators from American Samoa and the Commonwealth of the Northern Mariana Islands because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs, and used these funds for allowable program purposes rather than for career and technical education (CTE).

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

**Table B-1. States<sup>a</sup> Use of the U.S. Department of Education Nonregulatory Guidance<sup>b</sup> Measurement Definitions for the Perkins IV<sup>c</sup> Indicators of Performance at the Secondary and Postsecondary Levels (Continued)**

State	Secondary Level								Postsecondary Level						
	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates		Nontraditional Participation	Non-traditional Completion	Technical Skill Attainment	Credential, Certificate or Degree		Student Retention or Transfer	Student Placement	Nontraditional Participation	Non-traditional Completion
	Reading/ Language Arts	Math- ematics			4S1	5S1				2P1	3P1				
1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2	1P1	2P1	3P1	4P1	5P1	5P2		
Nebraska	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Nevada	X	X			X	X	X	X		X	X	X	X	X	
New Hampshire	X	X	X	X	X	X	X	X	X	X			X	X	
New Jersey	X	X	X		X	X	X	X	X	X	X	X	X	X	
New Mexico	X	X			X		X	X		X	X		X	X	
New York	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
North Carolina	X	X	X		X	X	X	X	X	X	X	X	X	X	
North Dakota	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Ohio	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Oklahoma	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Oregon	X	X		X	X	X	X	X			X	X	X	X	
Pennsylvania	X	X	X	X	X	X	X	X		X	X	X	X	X	
Puerto Rico	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Republic of Palau	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Rhode Island	X	X	X		X	X	X	X	X	X	X	X	X	X	
South Carolina	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
South Dakota	X	X			X		X	X		X	X	X	X	X	
Tennessee	X	X		X	X	X	X	X					X		
Texas	X	X	X		X		X	X							
United States Virgin Islands	X	X			X		X	X							
Utah	X	X	X		X	X	X	X	X	X	X	X	X	X	
Vermont	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Virginia	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Washington	X	X	X		X		X	X					X	X	
West Virginia	X	X	X	X	X	X		X	X	X	X	X	X	X	
Wisconsin	X	X	X		X	X	X	X		X	X		X	X	
Wyoming	X	X	X		X		X	X							
<b>Total</b>	<b>54</b>	<b>54</b>	<b>44</b>	<b>29</b>	<b>54</b>	<b>37</b>	<b>49</b>	<b>54</b>	<b>31</b>	<b>47</b>	<b>48</b>	<b>40</b>	<b>50</b>	<b>49</b>	

**Table B-2. States<sup>a</sup> Use of *Perkins IV*<sup>b</sup> Performance Levels for the 1S1<sup>c</sup>, 1S2<sup>d</sup> and 4S1<sup>e</sup> Indicators in Relation to the Same Annual Measurable Objectives (AMOs) or Targets Negotiated With the Department Under *ESEA*<sup>f</sup>**

<i>Perkins IV</i> Indicator setting status with AMOs under <i>ESEA</i>	1S1 Academic Attainment Reading/Language Arts			1S2 Academic Attainment Mathematics			4S1 Student Graduation Rates		
	Lower than AMO	Same as AMO	Higher than AMO	Lower than AMO	Same as AMO	Higher than AMO	Lower than AMO	Same as AMO	Higher than AMO
<b>State<sup>a</sup></b>									
Alabama		X			X			X	
Alaska			X		X				X
Arizona		X			X				X
Arkansas		X				X			X
California		X			X		X		
Colorado		X			X			X	
Connecticut			X			X		X	
Delaware		X			X				X
District of Columbia		X			X		X		
Florida		X			X			X	
Georgia		X			X		X		
Hawaii	X					X	X		
Idaho		X			X				X
Illinois	X				X		X		
Indiana		X			X		X		
Iowa			X			X			X
Kansas		X			X			X	
Kentucky			X		X				X
Louisiana			X			X	X		
Maine	X				X				X
Maryland		X			X			X	

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

<sup>b</sup> *Perkins IV* is the *Carl D. Perkins Career and Technical Education Act of 2006*.

<sup>c</sup> Indicator 1S1 is the secondary level indicator for academic attainment—reading/language arts under Sec. 113(b)(2)(A)(i) of *Perkins IV*. See the Department's March 13, 2007, nonregulatory guidance section in Appendix B for the Department's nonregulatory guidance for the definition of this indicator. This indicator aligns with the requirements under Sec. 1111(b)(3) of the *Elementary and Secondary Education Act*.

<sup>d</sup> Indicator 1S2 is the secondary level indicator for academic attainment—mathematics under Sec. 113(b)(2)(A)(i) of *Perkins IV*. See the Department's March 13, 2007, nonregulatory guidance section in Appendix B for the Department's nonregulatory guidance for the definition of this indicator. This indicator aligns with the requirements under Sec. 1111(b)(3) of the *Elementary and Secondary Education Act*.

<sup>e</sup> Indicator 4S1 is the secondary level indicator for student graduation rates under Sec. 113(b)(2)(A)(iii) of *Perkins IV*. See the Department's March 13, 2007, nonregulatory guidance section in Appendix B for the Department's nonregulatory guidance for the definition of this indicator. This indicator aligns with the requirements under Sec. 1111(b)(2)(C)(vi) of the *Elementary and Secondary Education Act*.

<sup>f</sup> *ESEA* is the *Elementary and Secondary Education Act*.

Notes: An X indicates *Perkins IV* Indicator-setting status with their AMOs under *ESEA*. The United States Virgin Islands, Guam, and the Republic of Palau are not required to establish AMOs or targets. The Republic of Palau does not have a fully approved state plan under *Perkins IV* and, therefore, has not submitted any data to the Department under *Perkins IV*. This report does not include AMOs or targets for American Samoa and the Commonwealth of the Northern Mariana Islands because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs, and used these funds for allowable program purposes rather than for career and technical education (CTE).

Source: U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006* for PY 2007–08 (OMB Number 1830-0569).

**Table B-2. States<sup>a</sup> Use of *Perkins IV*<sup>b</sup> Performance Levels for the 1S1<sup>c</sup>, 1S2<sup>d</sup> and 4S1<sup>e</sup> Indicators in Relation to the Same Annual Measurable Objectives (AMOs) or Targets Negotiated With the Department Under *ESEA*<sup>f</sup> (Continued)**

<i>Perkins IV</i> Indicator setting status with AMOs under <i>ESEA</i>	1S1 Academic Attainment Reading/Language Arts			1S2 Academic Attainment Mathematics			4S1 Student Graduation Rates		
	Lower than AMO	Same as AMO	Higher than AMO	Lower than AMO	Same as AMO	Higher than AMO	Lower than AMO	Same as AMO	Higher than AMO
<b>State<sup>a</sup></b>									
Massachusetts		X			X				X
Michigan		X			X			X	
Minnesota		X			X				X
Mississippi		X			X		X		
Missouri			X			X		X	
Montana	X			X				X	
Nebraska		X			X			X	
Nevada	X			X				X	
New Hampshire	X					X			X
New Jersey		X			X			X	
New Mexico			X	X			X		
New York	X			X				X	
North Carolina			X			X	X		
North Dakota		X			X		X		
Ohio		X			X				X
Oklahoma		X				X			X
Oregon		X			X			X	
Pennsylvania			X			X			X
Puerto Rico	X			X					X
Rhode Island		X			X		X		
South Carolina			X			X	X		
South Dakota		X			X				X
Tennessee			X		X		X		
Texas		X			X		X		
Utah	X			X			X		
Vermont	X			X					X
Virginia		X			X				X
Washington			X	X					X
West Virginia			X			X			X
Wisconsin			X		X			X	
Wyoming			X			X		X	
<b>Total</b>	<b>10</b>	<b>27</b>	<b>15</b>	<b>8</b>	<b>31</b>	<b>13</b>	<b>16</b>	<b>16</b>	<b>20</b>



## Appendix C

### States’<sup>74</sup> Definitions of Career and Technical Education (CTE) Concentrator<sup>75</sup> for the *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins IV*) Sec. 113(b) Core Indicators at Secondary and Postsecondary Levels, by State

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

However, *Perkins IV* does not define a career and technical education (CTE) concentrator. The Department has indicated in its past reports to Congress on the *Carl D. Perkins Vocational and Technical Education Act of 1998* (*Perkins III*) that it was difficult to compare state data<sup>76</sup> because there was a variety of definitions for CTE concentrator used by states that made an impact on whom they were counting in their

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<sup>74</sup> The term “state” in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

<sup>75</sup> A CTE concentrator is a student who enrolled in a threshold level of career and technical education as defined in the state’s *Perkins IV* state plan.

<sup>76</sup> This report does not include definitions of CTE concentrators for American Samoa and the Commonwealth of the Northern Mariana Islands because they consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs, and used these funds for allowable program purposes rather than for CTE.

CTE accountability system. To provide states with guidance in developing their definitions in their final *Perkins IV* state plan for a secondary CTE concentrator and a postsecondary CTE concentrator, and in an attempt to increase consistency of CTE concentrator definitions across the states, the U.S. Department of Education issued nonregulatory guidance on student definitions<sup>77</sup> on March 13, 2007, as follows:

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

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

Each state provided its definitions for a secondary CTE concentrator and a postsecondary CTE concentrator in its final *Perkins IV* state plan. Table C-1 (1) lists definitions of CTE concentrator in CTE programs at the secondary and postsecondary levels for program year (PY) 2007–08 for each of the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and Guam<sup>78</sup>; and (2) indicates which states use the definitions for secondary CTE concentrator and postsecondary CTE concentrator provided in the U.S. Department of Education nonregulatory guidance regarding student definitions issued on March 13, 2007.

<sup>77</sup> See Appendix B of this report, and the March 13, 2007, Office of Vocational and Adult Education (OVAE) program memorandum titled, “Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*” at <http://www.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.pdf>.

<sup>78</sup> The Republic of Palau does not have a fully approved *Perkins IV* state plan and thus does not have definitions for CTE concentrators.



**Table C-1. States' Definitions<sup>a</sup> of Career and Technical Education (CTE) Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>Alabama</b>	A secondary student who earned two credits in a single CTE program area, where two credit sequences at the secondary level are recognized by the state and its local eligible recipients.	A student who earned at least nine credit hours in a CTE program that terminates in an industry-recognized credential, a certificate, or a degree.		
<b>Alaska</b>	A secondary student who earned two credits in a single CTE pathway within those career clusters where two credit sequences are recognized by the state and its local eligible recipients, or where the student documented proficiencies that are equivalent to this criteria.	A student who (1) within the past two program years earned at least 12 technical or academic credit units, or 360 contact hours of coursework at a non-credited institution; or (2) completed in the current program year a short-term CTE program sequence, which program consists of at least six credit units, or at least 180 contact hours for non-credited institutions that results in an industry-recognized credential, or a credential as established by the postsecondary institution.		X

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

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

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

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

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

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

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

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

**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>Arizona</b>	A secondary student who transcribed two or more Carnegie units (CUs) in a state-designated sequence in an approved CTE program.	A postsecondary student who completed (1) at least 12 transcribed academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and CTE credits and terminates in the award of an industry-recognized credential, a certificate, or a degree. In order to ensure that a student established an occupational pathway, <sup>e</sup> the student must complete nine occupational credits with a given occupational program within a two-year time frame; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or a degree.		X
<b>Arkansas</b>	A secondary student who enrolled in a minimum of three units of credit, including the core-required courses, in a CTE program of study. <sup>f</sup>	A student who declared intent, enrolled in a CTE program of study, <sup>f</sup> and completed the following thresholds: six semester credit hours for a certificate of proficiency; 12 semester credit hours for a technical certificate; 30 semester credit hours for an associate level degree; or the equivalent of 25 semester credit hours for students enrolled in a technical institute. The semester credit hours can include both academic and technical coursework required by the CTE program.		
<b>California</b>	A secondary student who completed (1) 50 percent of a planned CTE program sequence in hours or credit units in a state-recognized CTE sequence and is enrolled in the next course in that sequence; or (2) 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course.	A student who within the previous three years completed a minimum threshold of 12 or more units of related coursework in a CTE program area with at least one of those courses teaching job-specific skills.		X
<b>Colorado</b>	A secondary student who completed at least one-half of the credits required within any CTE program where credit, course(s), and academic term are defined in the CTE program approval documentation.	A postsecondary student who completed at least 50 percent of the minimum CTE credit hours required within a single CTE program area that terminates in a certificate or degree within the reporting year.		

**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>Connecticut</b>	A secondary student who is enrolled in a final course of a two-credit sequence of courses that specifically addresses the state performance standards and competencies in one of Connecticut's 18 CTE areas of concentration. To address the acquisition of competencies, CTE courses included in a sequence may be academic or from different CTE programs than the student's area of CTE concentration. A student may be a concentrator for more than one year if that student continues to take courses that address the performance standards and competencies in one of the areas of concentration.	A postsecondary student, who in a given year, is enrolled in a CTE program of study <sup>f</sup> leading to an occupational degree or certificate and completed at least 15 semester hours of course work.		
<b>Delaware</b>	A secondary student who successfully completed at least 50 percent of the credits required to complete a state-approved CTE pathway of sequenced courses and is enrolled in a course at the next level in the same pathway.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
<b>District of Columbia</b>	A secondary student who is enrolled in a public or public charter high school in grades 9–12 and earned at least three credits or CUs in a recognized CTE program sequence of four CUs or more.	University of the District of Columbia students who have earned at least 12 credits in a CTE major requiring 12 credits or more (typically 48 credits), or who have completed a CTE program of study <sup>f</sup> requiring less than 12 credits.	X	X
<b>Florida</b>	A secondary student who earned three or more credits in a single CTE program or two credits in a single CTE program, but only in those CTE programs where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.	A postsecondary or adult student who completed at least one-third of the academic and/or technical hours in a college credit CTE program that terminates in the award of an industry-recognized credential, certificate, or degree.	X	
<b>Georgia</b>	A secondary student who earned three or more credits in a single CTE program area.	A student who had at least 12 credit hours in their enrollment history and is in a CTE-credit program.	X	

**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>Guam</b>	A secondary concentrator is a student who earned at least one or more credits in a single CTE program area during the reporting year.	A postsecondary student who during the reporting year completed (1) at least six academic or CTE credits within a single CTE program area sequence that is comprised of six or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completed a short-term CTE program sequence of less than six credit units that terminates in the award of an industry-recognized credential, a certificate, or a degree.		
<b>Hawaii</b>	A secondary grade 12 student who completed the requirements for her or his selected state-certified CTE program of study. <sup>f</sup> A program of study <sup>f</sup> includes two CUs in the proper sequence in a single career pathway program area plus one required academic course.	A student in a declared CTE program who completed at least 12 credits or the equivalent in a CTE program.		X
<b>Idaho</b>	Any secondary junior or senior student who (1) completed three state-approved CTE courses in a program sequence and is enrolled in a capstone* course; (2) enrolled in a professional-technical school, and is in a capstone course; or (3) completed all of the CTE courses in a program sequence if less than three.  <small>*A capstone course is a culminating course in a sequence of courses.</small>	A postsecondary matriculated student who completed (1) at least the 12 technical-credit requirement within a single CTE program area or within CTE program requirements; or (2) a CTE program sequence with less than 12 technical credits that terminates in an industry-recognized credential, certificate, or degree.		X
<b>Illinois</b>	A secondary student who earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those CTE program areas where two credit sequences at the secondary level are recognized by the state.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single program area sequence that is composed of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence with a credential, certificate, or degree.	X	

**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>Indiana</b>	A secondary student who earned six or more Indiana credits in a single CTE career cluster or four Indiana credits in a single CTE career cluster in those program areas where four Indiana-credit sequences at the secondary level are recognized by the Indiana Department of Education. For one-credit courses, a student must earn credits in a sequence of at least four one-credit courses for those one-credit courses to be counted toward the student meeting the definition of a secondary CTE concentrator.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
<b>Iowa</b>	A secondary student who earned one and one-half or more units in a CTE program area.	A postsecondary student who completed (1) at least 12 academic or technical credits within a single CTE program sequence that is comprised of 12 or more academic or technical credits that terminates in the award of an industry-recognized credential, a certificate and diploma, or a degree; or (2) a short-term CTE program sequence of less than 12 credits that terminates with an award of an industry-recognized credential, or a certificate.		X
<b>Kansas</b>	A secondary student who earned three or more CTE credits in a single CTE program area.	A postsecondary student who (1) earned at least 12 technical credits within a single CTE program area sequence that is comprised of 16 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completed a short-term CTE program sequence of less than 16 credit hours that terminates in an industry-recognized credential, a certificate, or associate degree.	X	X
<b>Kentucky</b>	A secondary student who successfully completed 50 percent of the four credits and is enrolled in the third course, in a sequence of at least four-credit course sequence of a CTE program that requires at least four credits to complete the program.	A postsecondary student who completed 12 hours in a sequence of courses in a program of study <sup>f</sup> and is enrolled in at least the thirteenth credit-hour course in the program of study leading to a certificate, diploma, or associate degree.		

**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>Louisiana</b>	A secondary student who earned three or more credits in a single CTE program area (e.g., health care or business services) that is recognized by the state.	A postsecondary or adult student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.	X	X
<b>Maine</b>	A secondary student who completed at least 50 percent of the standards in a state-approved CTE program.	A postsecondary student who as of the fall term of the measurement year completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
<b>Maryland</b>	A secondary student who enrolls in a CTE course within a state-recognized sequence or program after completing earned credits in 50 percent of the total number of credits within the state-recognized sequence or CTE program.	A postsecondary student who completed at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.		X
<b>Massachusetts</b>	A secondary student who was enrolled in a CTE program for two years.	A student who is a CTE participant who earned 12 or more college CTE credits.		X
<b>Michigan</b>	A secondary student who completed a minimum of 50 percent of state-approved standards plus enrolled in more credits, courses, hours, or units in a single CTE program area to meet the additional standards.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X

**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>Minnesota</b>	A secondary student who earned two credits in a single CTE career field.	A postsecondary student who (1) belongs in a particular fiscal year cohort, is enrolled in a long-term CTE program that is at least 12 CTE credits or higher in length, and declared as his or her degree intent (major) a CTE award; or (2) belongs in a particular fiscal year cohort, is enrolled in a short-term CTE program that is less than 12 credits in length, declared as his or her degree intent (major) a CTE award, and completed and received the award in which the student declared his or her intent.		
<b>Mississippi</b>	A vocational student who completed the first year of a two-year CTE program and enrolled in the second year of the CTE program.	A postsecondary student who completed (1) at least 12 state-approved CTE credits within a single program sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 CTE credit units that terminates in an industry-recognized credential, a certificate, or degree.		X
<b>Missouri</b>	A secondary student who earned three or more units of credit in a sequence in a state-approved CTE program area.	A postsecondary student who completed a minimum of 12 academic or CTE sequential credits in a state-approved CTE program that terminates in a degree, certificate, or industry-recognized credential.	X	X
<b>Montana</b>	A secondary student who earned three or more credits in any CTE program area.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, or a degree; or (2) a short term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate or a degree.	X	X

**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>Nebraska</b>	A secondary student who earned three or more credits in a single CTE program of study <sup>f</sup> area (e.g., health sciences or business administration) or two credits in a single CTE program area, but only in those CTE program areas where two-credit sequences at the secondary level are recognized by the state.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.	X	X
<b>Nevada</b>	A secondary student enrolled in one or more occupational-specific or terminal courses. An occupational-specific course provides specific preparation for entry-level employment. A terminal course is an occupational-specific course that is taken at the end of a sequential course of study. Students enrolled in introductory CTE courses are not considered secondary concentrators.	A postsecondary student who completed (1) at least 12 CTE credits within a CTE program area that is comprised of 12 or more technical credits and terminates in the award of an industry-recognized credential, a state or locally recognized certificate, or a degree; or (2) a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, a state or locally recognized degree, or a certificate.		X
<b>New Hampshire</b>	A secondary student who completed greater than 50 percent of the required sequence of instruction in his or her CTE program and is enrolled in the second half of the CTE program as of Oct. 1 or March 1.	A matriculated postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
<b>New Jersey</b>	A secondary student who completed at least two courses in a single state-approved CTE program area (e.g., health care or business services) at the secondary level where a CTE program sequence represents three or more courses, or one course in a single state-approved CTE program area, but only in those program areas where there is a two-course sequence at the secondary level.	A postsecondary community part-time or full-time college student who matriculated into a CTE major and completed (1) at least 12 credits of a long-term program (a program of 12 or more credits) or (2) a short-term program (a program of 11 or fewer credits). All programs must terminate in an industry-recognized credential, a certificate, or a degree.	X	X



**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>New Mexico</b>	A secondary student who completed two courses in a three or more course CTE program area sequence, or one course in a two-course CTE program area, but only in those program areas where two course sequences are recognized by the state.	A postsecondary student who is enrolled for credit in the reporting program year who completed (1) at least 12 academic or CTE credits, nine of which are CTE credits, within a single CTE program area that is comprised of 12 or more academic and CTE credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
<b>New York</b>	A secondary student who successfully completed, as determined by the CTE program service provider (1) two courses or units of study out of three courses or units of study in a CTE program; or (2) three courses or units of study of four or more courses or units of study in a CTE program.	A postsecondary student who completed at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.		X
<b>North Carolina</b>	A secondary student who earns four or more credits in a single pathway (cluster), at least one of which is in a second-level course (a course with at least one required prerequisite).	A postsecondary student who completed a minimum of 12 academic and technical credits in a program of study <sup>f</sup> that terminates in the award of a degree, certificate, credential, or diploma.		X
<b>North Dakota</b>	A secondary student who earned two or more credits in a single CTE program area (e.g., health care or business services) recognized by the state.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X

**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>Ohio</b>	A secondary student who completed a minimum of 50 percent of the high school credits allowed for a single CTE workforce development program (e.g., health sciences or marketing), and enrolled for additional credit at the secondary level.	A postsecondary or adult student who completed (1) at least 12 CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
<b>Oklahoma</b>	A secondary student who enrolled in three or more credits* in a single CTE pathway.  *A secondary credit is the secondary instructional time required to earn a standard Carnegie Unit (CU) for high credit in Oklahoma.	A postsecondary or adult student who completed (1) at least 30 academic or CTE credit hours toward a certificate or associate applied science (AAS) degree program that is comprised of 30 or more academic and technical credit hours; or (2) a short-term CTE program or sequence of less than 30 credit hours that terminates in an industry-recognized credential, a certificate, or a degree.	X	
<b>Oregon</b>	Any secondary student who earned one or more credits in a technical skill course(s) part of a state-approved CTE program, of which at least one-half (0.5) credit must be designated as a required CTE course for CTE program completion.	A postsecondary student who is enrolled for credit in the current academic year who completed (1) 18 or more program credits, of which nine are CTE program credits within a single CTE program area that terminates in the award of a degree, a certificate of completion, or an industry-recognized credential; or (2) a short-term CTE program of between 12–17 credits that terminates in the award of a certificate of completion or an industry-recognized credential.		
<b>Pennsylvania</b>	A student, who by the end of the reporting school year was reported as having earned at least 50 percent of the minimum technical instructional hours required for state program approval.	A postsecondary student, who by the end of the reporting school year was reported as having been enrolled in an approved occupational program and completed at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.		X

**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>Puerto Rico</b>	A secondary student who earned two or more credits in a CTE program area.	A postsecondary student who declared a major in a CTE program of study <sup>f</sup> and completed (1) 12 hours in CTE programs which exceed 12 hours in length; or (2) the program in programs of less than 12 hours. The 12 hours can include both academic and technical coursework required by the CTE program.		X
<b>Republic of Palau</b>	The Republic of Palau does not have a fully approved state plan under <i>Perkins IV</i> and, therefore, has not submitted any data to the Department under <i>Perkins IV</i> .	The Republic of Palau does not have a fully-approved state plan under <i>Perkins IV</i> and, therefore, has not submitted any data to the Department under <i>Perkins IV</i> .		
<b>Rhode Island</b>	A secondary student who completed at least two or more courses in a single CTE program area (e.g., health care or business services) where a CTE program sequence represents three or more courses or one course in a single CTE program area, but only in those CTE program areas where two course sequences at the secondary level are recognized by the state and/or its local eligible recipients.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.	X	X
<b>South Carolina</b>	A secondary student with an assigned classification of instructional programs (CIP) code who earned three or more Carnegie Units of credit in a state-recognized CTE program.	A postsecondary student who completed (1) at least 12 academic or CTE credits within any CTE program area sequence, and is seeking a CTE degree, that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X

**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>South Dakota</b>	A secondary student who earned two credits in a single CTE program area, but only in those CTE programs where two-credit sequences at the secondary level are recognized by the state.	A postsecondary student who completed at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.		X
<b>Tennessee</b>	A secondary student who earned three or more credits in a single CTE program area (e.g., health science or business technology) or two credits in a single CTE program area, but only in those CTE programs where two-credit sequences at the secondary level are recognized by the state.	A postsecondary student who is designated as a sophomore, with 30 college-level credits, during the fall semester of the cohort year in a defined CTE program of study <sup>f</sup> that terminates in an industry-recognized associate degree or other award.	X	
<b>Texas</b>	A secondary student who earned three or more credits in two or more CTE courses in a CTE program of study. <sup>f</sup>	A postsecondary student who completed (1) at least 12 academic or CTE credits in a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.		X
<b>United States Virgin Islands</b>	A secondary student who enrolled in the vocational education program and is taking more than two courses in sequence with plans to continue toward completion in a specific career pathway.	A postsecondary student who enrolled in the vocational education program and is taking more than two courses in sequence with plans to continue toward completion in a specific career pathway.		

**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>Utah</b>	A secondary student, reporting as a senior, who completed at least one-half the credits in a single CTE program of study, <sup>f</sup> including at least one of the required foundation courses, indicated for a CTE program of study in grades 9–12.	A postsecondary participant who completed (1) at least 12 academic or CTE credits within a single CTE program area or program of study sequence that is comprised of 12 or more academic and technical credits, and terminates in the award of an industry-recognized credential, a certificate, or a degree; (2) a 360 or more membership-hour program of study that terminated in an industry-recognized credential, or state-approved certificate, or a degree; or (3) a short-term CTE program sequence of less than 12 credits or 360 membership hours that terminated in an industry-recognized credential approved by the state.		X
<b>Vermont</b>	A secondary student, enrolled in a state-approved technical education program, who completed 350 hours of the program instruction or who completed one-half of the CTE program required skill assessments.	A postsecondary student who completed 50 percent of the credits required for earning the CTE program degree or certificate.		
<b>Virginia</b>	A secondary student who earned three or more credits in a single CTE program area (e.g., health care or business services) or two credits in a single CTE program area, but only in those CTE program areas where two-credit sequences at the secondary level are recognized by the state.	A postsecondary student who completed (1) at least 12 CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.	X	X
<b>Washington</b>	A secondary student who enrolled in two or more CTE courses above the exploratory level in a single cluster.	A postsecondary CTE participant who completed at least 12 CTE credits or an industry-recognized credential or formal award.		

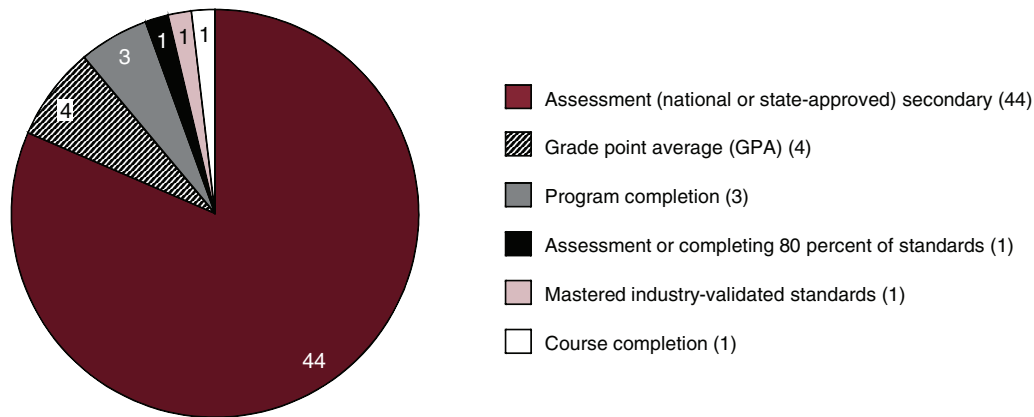
**Table C-1. States' Definitions<sup>a</sup> of CTE Concentrator in CTE Programs at the Secondary and Postsecondary Levels for PY 2007–08 (Continued)**

State <sup>d</sup>	Definitions of Career and Technical Education <sup>b</sup> (CTE) Concentrator <sup>c</sup> in CTE Programs at the Secondary and Postsecondary Levels		Uses Nonregulatory Guidance <sup>e</sup>	
	Secondary (S)	Postsecondary (PS)	S	PS
<b>West Virginia</b>	A secondary student who earned three or more credits in a single CTE program area (e.g., health care or business services) or two credits in a single CTE program area, but only in those CTE program areas where two-credit sequences at the secondary level are recognized by the state.	A postsecondary student who completed (1) at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.	X	X
<b>Wisconsin</b>	A secondary student who completed a minimum of two CTE courses within the student's chosen pathway and is enrolled in continuing CTE courses in that pathway for the current reporting year.	A postsecondary student who (1) is reported as enrolled in a one-year diploma, two-year diploma, associate degree or apprenticeship program and has completed, in three years, 12 credits applicable to that program or (2) completed eight credits in an apprenticeship program.		X
<b>Wyoming</b>	A secondary student who completed two courses and is currently enrolled in the third course of a CTE program sequence.	A CTE concentrator is a student who completed (1) at least 12 technical credit or academic units within a single program area or across multiple CTE program areas; or (2) a threshold level in a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, a certificate or a degree.		X
<b>Total</b>			<b>15</b>	<b>38</b>

## Appendix D

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

**Figure D-1. Measurement Approaches Used by States\* for Secondary Technical Skill Attainment**

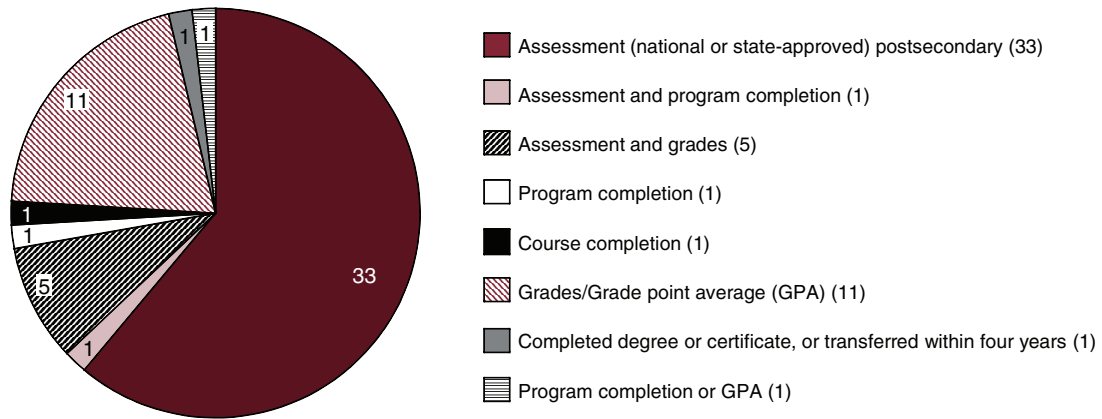


\* The term "state" in Sec. 3(30) of *Perkins IV* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United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

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

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

**Figure D-2. Measurement Approaches Used by States\* for Postsecondary Technical Skill Attainment**



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

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

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



## Appendix E

### Individual State<sup>79</sup> Data Profiles, PY 2007–08

Appendix E provides state profiles containing performance data<sup>80</sup> on the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* Sec. 113(b)(2)(A) core indicators that states were required to submit to the U.S. Department of Education (Department) for program year (PY) 2007–08. States reported on the secondary *Perkins IV* Sec. 113(b)(2)(A) core indicators for students identified by each state as career and technical education (CTE) concentrators at the secondary level. For program year (PY) one, each state submitted a one-year transition plan pursuant to Secs. 4 and 122(a)(1) of *Perkins IV* and was required by the secretary to report student performance data on the indicators related to student performance under the *Elementary and Secondary Education Act (ESEA)*, specifically the *Perkins IV* Sec. 113(b) indicators related to academic attainment and student graduation. The results data are disaggregated for each state by gender, race/ethnicity,<sup>81</sup> and special population and other student categories. If the state did not consolidate all of its *Perkins IV*, Title II, tech prep funds, it must also report disaggregated data for its tech prep students. Each special population or other student category and each race/ethnicity category is defined in the Glossary of Terms section of this report. States that selected the 1977 Office of Management and Budget (OMB)-issued standards for reporting race/ethnicity data, the “The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)”, submitted data for the category race and/or

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

<sup>80</sup> This report does not include *Perkins IV*, Title I, performance data from all states because Montana was unable to disaggregate data related to CTE students in its statewide accountability database; the Republic of Palau does not have a fully approved state plan; and American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their *Perkins IV*, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for CTE.

<sup>81</sup> Consistent with the Department’s October 19, 2007, memorandum titled “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data” (see 72 *Federal Register* 59266), states are able to report data disaggregated by race/ethnicity using one of three classification systems: (1) “The Standards for the Classification of Federal Data on Race and Ethnicity” (Statistical Policy Directive No. 15) that was issued by the Office of Management and Budget (OMB) in 1977; (2) the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997; or (3) any additional or combined category that a state uses for *ESEA* as approved in its Consolidated State Accountability Worksheet. All states must report under the 1997 classification system no later than fall 2011 for the PY 2010–11, as modified by categories approved under *ESEA*.

ethnicity unknown at the secondary and postsecondary levels. States that selected the 1997 OMB-issued standards for reporting race/ethnicity data, the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity”, did not submit any data for the category race and/or ethnicity unknown.

As indicated above, states were only required to report on the three performance indicators related to *ESEA*. Therefore, the Appendix E profiles include only the student data related to those indicators at the secondary level. States will report on all of the *Perkins IV* Sec. 113(b) core indicators beginning in PY 2008–09 for all the indicators at the secondary, postsecondary, and adult<sup>82</sup> levels. The measurement definitions for the postsecondary and adult level tables are included in Appendix E.

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<sup>82</sup> Some states operate separate adult-level programs that are not included in community college settings. Therefore, such states reported data for those programs operated outside of community college settings as adult-level programs. Six states—Florida, Louisiana, Ohio, Oklahoma, Rhode Island, and Tennessee—negotiate separate performance levels for reporting data for their adult-level CTE students using the *Perkins IV* Sec. 113(b)(2)(B) postsecondary core indicators.

# Alabama

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under <i>ESEA</i> , and who left secondary education in the reporting year.	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> and who left secondary education in the reporting year.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who left secondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated CTE concentrators who graduated by June 30, 2007 would be assessed between Oct. 1, 2007 and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators who left secondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated CTE concentrators who graduated by June 30, 2007 would be assessed between Oct. 1, 2007 and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	84.00%	73.00%	DNR	DNR	87.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	>95.00%	>95.00%	DNR	DNR	90.18%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	76.44%	83.54%	DNR	DNR	74.89%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	94.51%	>95.00%	DNR	DNR	85.64%	DNR	DNR	DNR	DNR
Single Parents	>95.00%	>95.00%	DNR	DNR	85.45%	DNR	DNR	DNR	DNR
Displaced Homemakers	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Limited English Proficient Students	90.20%	>95.00%	DNR	DNR	83.04%	DNR	DNR	DNR	DNR
Migrant Students	83.87%	>95.00%	DNR	DNR	89.66%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	>95.00%	>95.00%	DNR	DNR	88.68%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	>95.00%	>95.00%	DNR	DNR	89.28%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported no program not offered

*AIDA*—*American with Disabilities Act of 1990, as amended*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Alabama

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	>95.00%	>95.00%	DNR	DNR	88.86%	DNR	DNR	DNR
Female	>95.00%	>95.00%	DNR	DNR	91.47%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	>95.00%	>95.00%	DNR	DNR	90.36%	DNR	DNR	DNR
Asian or Pacific Islander	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	>95.00%	>95.00%	DNR	DNR	89.03%	DNR	DNR	DNR
Hispanic	>95.00%	>95.00%	DNR	DNR	88.01%	DNR	DNR	DNR
White (not Hispanic)	>95.00%	>95.00%	DNR	DNR	90.83%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	85.71%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Alabama

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Alabama

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Alaska

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	77.18%	66.09%	DNR	DNR	55.58%	DNR	DNR	DNR	
<b>PY 2007–08 Results</b>	85.50%	70.11%	DNR	DNR	90.04%	DNR	DNR	DNR	
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	81.25%	62.50%	DNR	DNR	84.21%	DNR	DNR	DNR	
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	45.71%	15.94%	DNR	DNR	80.68%	DNR	DNR	DNR	
Economically Disadvantaged Students	78.07%	56.91%	DNR	DNR	84.65%	DNR	DNR	DNR	
Single Parents	>95.00%	>95.00%	DNR	DNR	66.67%	DNR	DNR	DNR	
Displaced Homemakers	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	
Limited English Proficient Students	37.25%	24.00%	DNR	DNR	74.03%	DNR	DNR	DNR	
Migrant Students	71.70%	50.00%	DNR	DNR	80.60%	DNR	DNR	DNR	
Students in Nontraditional Programs	85.71%	78.85%	DNR	DNR	90.32%	DNR	DNR	DNR	
<b>Tech Prep</b>	90.28%	77.29%	DNR	DNR	94.01%	DNR	DNR	DNR	

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered.

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

# Alaska

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	83.92%	71.40%	DNR	DNR	87.77%	DNR	DNR	DNR
Female	87.78%	68.21%	DNR	DNR	93.35%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	74.38%	55.41%	DNR	DNR	83.82%	DNR	DNR	DNR
Asian	80.00%	70.91%	DNR	DNR	88.06%	DNR	DNR	DNR
Black or African American	73.91%	30.43%	DNR	DNR	82.35%	DNR	DNR	DNR
Hispanic or Latino	77.14%	55.88%	DNR	DNR	93.02%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	>95.00%	90.00%	DNR	DNR	82.35%	DNR	DNR	DNR
White	90.48%	76.89%	DNR	DNR	93.14%	DNR	DNR	DNR
Two or More Races	78.79%	63.64%	DNR	DNR	83.33%	DNR	DNR	DNR

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



# Alaska

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of concentrators who have achieved a 2.5 GPA or greater during the reporting year in technical courses that are aligned with industry-recognized standards, in a CTE program of at least six credit hours, or a certificate or a degree.	Percentage of exiting concentrators who have earned an industry-recognized credential, in a CTE program of at least six credit hours, or a certificate or degree.	Percentage of concentrators from the prior year who re-enroll, or transfer to another postsecondary institution.	Percentage of concentrators from the prior year's report who have exited and are identified as working or in the military at any time between July 1 and Dec. 31 of the reporting year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA*—*Americans with Disabilities Act*

# Alaska

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Arizona

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	48.60%	40.00%	DNR	DNR	71.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	93.79%	91.23%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	61.80%	49.65%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	89.61%	85.60%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Single Parents	91.30%	78.26%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Displaced Homemakers	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR
Limited English Proficient Students	82.85%	86.36%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Migrant Students	84.97%	86.46%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	>95.00%	92.49%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	94.00%	91.75%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA*—*Americans with Disabilities Act; ESEA*—*Elementary and Secondary Education Act of 1965, as amended; IDEA*—*Individuals with Disabilities Education Act*

# Arizona

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	92.78%	90.52%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	94.90%	92.02%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	84.25%	81.29%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian or Pacific Islander	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	93.25%	90.65%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic	91.86%	89.53%	DNR	DNR	>95.00%	DNR	DNR	DNR
White (not Hispanic)	>95.00%	93.90%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Arizona

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who passed technical skill or end of program assessments that are aligned with industry-recognized standards during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Arizona

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Arkansas

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> and who left secondary education in the reporting year.	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> and who left secondary education in the reporting year.	Percentage of CTE concentrators who were proficient on assessments taken within the program of study and who left the secondary system during the reporting year.	Percentage of CTE concentrators that graduate plus the percentage of CTE concentrators that receive a General Education Development (GED) credential during the reporting year.	Percentage of CTE concentrators who successfully completed the program of study included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were employed, enrolled in postsecondary education, or in the military six months following graduation.	Percentage of nontraditional gender students enrolled in one or more units within a program of study that is nontraditional for their gender during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	43.56%	29.20%	DNR	DNR	86.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	45.86%	56.99%	DNR	DNR	89.90%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	28.88%	36.64%	DNR	DNR	84.75%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	<10.00%	18.94%	DNR	DNR	89.93%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	34.10%	47.06%	DNR	DNR	89.05%	DNR	DNR	DNR	DNR
Single Parents	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Displaced Homemakers	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Limited English Proficient Students	14.86%	38.93%	DNR	DNR	85.63%	DNR	DNR	DNR	DNR
Migrant Students	41.18%	52.00%	DNR	DNR	86.84%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	52.40%	53.80%	DNR	DNR	93.39%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Arkansas

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	39.77%	60.65%	DNR	DNR	88.69%	DNR	DNR	DNR
Female	51.85%	53.59%	DNR	DNR	91.09%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	55.00%	61.82%	DNR	DNR	85.71%	DNR	DNR	DNR
Asian or Pacific Islander	52.99%	72.38%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	23.33%	28.36%	DNR	DNR	89.83%	DNR	DNR	DNR
Hispanic	34.46%	53.96%	DNR	DNR	87.21%	DNR	DNR	DNR
White (not Hispanic)	52.70%	64.91%	DNR	DNR	90.01%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

NA—data not applicable for this category



# Arkansas

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who passed technical skill assessments.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Arkansas

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# California

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators with valid scores who have met the proficient or advanced level on the reading and language arts portion of the California High School Exit Examination (CAHSEE) and who left secondary education in the reporting year.	Percentage of CTE concentrators with valid scores who have met the proficient or advanced level on the mathematics portion of the CAHSEE and who left secondary education in the reporting year.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated CTE concentrators who graduated by June 30, 2007, would be assessed between Oct. 1, 2007, and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	22.30%	20.90%	DNR	DNR	83.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	50.07%	47.67%	DNR	DNR	77.89%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	20.74%	21.13%	DNR	DNR	66.28%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	34.35%	33.81%	DNR	DNR	73.28%	DNR	DNR	DNR	DNR
Single Parents	33.59%	29.76%	DNR	DNR	63.87%	DNR	DNR	DNR	DNR
Displaced Homemakers	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR
Limited English Proficient Students	30.81%	33.53%	DNR	DNR	71.83%	DNR	DNR	DNR	DNR
Migrant Students	23.50%	25.69%	DNR	DNR	73.37%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	52.08%	52.08%	DNR	DNR	76.66%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	50.28%	47.54%	DNR	DNR	82.65%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state reported no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# California

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	49.32%	50.95%	DNR	DNR	77.58%	DNR	DNR	DNR
Female	51.01%	43.64%	DNR	DNR	78.27%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	56.22%	49.95%	DNR	DNR	73.96%	DNR	DNR	DNR
Asian	58.62%	62.49%	DNR	DNR	85.64%	DNR	DNR	DNR
Black or African American	37.94%	31.13%	DNR	DNR	70.91%	DNR	DNR	DNR
Hispanic or Latino	37.96%	35.77%	DNR	DNR	70.78%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	54.74%	49.99%	DNR	DNR	80.44%	DNR	DNR	DNR
White	62.91%	59.66%	DNR	DNR	85.74%	DNR	DNR	DNR
Two or More Races	53.27%	50.04%	DNR	DNR	85.59%	DNR	DNR	DNR

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

# California

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE students enrolled in CTE courses who have earned a GPA of 2.0 or greater in those CTE courses only.	Percentage of CTE concentrators in the denominator who earned an industry-recognized credential, a certificate, a degree, or who completed the transfer program and were classified as transfer prepared.	Percentage of CTE concentrators in the denominator who persisted in the California community college system or transferred to another two- or four-year institution.	Percentage of CTE concentrators in the denominator who were found in Unemployment Insurance (UI)-covered employment, an apprenticeship program, the federal government, or the military in the year following the cohort year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# California

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Colorado

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ES/E-A</i> based on the scores that were included in the state's computation of AYP and who, in the adequate yearly progress (AYP) and who, in the reporting year, have met locally defined requirements for a high school diploma.	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ES/E-A</i> based on the scores that were included in the state's computation of AYP and who, in the reporting year, have met locally defined requirements for a high school diploma.	Percentage of CTE concentrators who completed their program and who met state-recognized CTE standards in Colorado Community College System-approved programs.	Percentage of CTE concentrators and completers in their fourth or greater high school year who have met locally-defined requirements for a high school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ES/E-A</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced trainings, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	65.00%	25.70%	DNR	DNR	80.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	93.71%	72.68%	DNR	DNR	78.67%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AID-A</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ES/E-A /IDE-A</i> )	60.82%	22.89%	DNR	DNR	59.73%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	85.76%	53.33%	DNR	DNR	66.46%	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	65.69%	32.55%	DNR	DNR	66.48%	DNR	DNR	DNR	DNR
Migrant Students	>95.00%	77.90%	DNR	DNR	70.37%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	93.87%	76.85%	DNR	DNR	81.12%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AID-A—Americans with Disabilities Act; ES/E-A—Elementary and Secondary Education Act of 1965, as amended; IDE-A—Individuals with Disabilities Education Act*

# Colorado

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	92.14%	74.87%	DNR	DNR	75.92%	DNR	DNR	DNR
Female	>95.00%	70.21%	DNR	DNR	81.77%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	94.27%	61.25%	DNR	DNR	69.97%	DNR	DNR	DNR
Asian or Pacific Islander	92.37%	78.06%	DNR	DNR	85.14%	DNR	DNR	DNR
Black (not Hispanic)	87.10%	47.02%	DNR	DNR	72.79%	DNR	DNR	DNR
Hispanic	85.90%	52.90%	DNR	DNR	66.90%	DNR	DNR	DNR
White (not Hispanic)	>95.00%	79.46%	DNR	DNR	82.97%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	85.71%	53.57%	DNR	DNR	NP	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# Colorado

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who completed an approved CTE program during the reporting year.	Percentage of CTE concentrators who completed an approved CTE program during the reporting year.	Percentage of CTE participants and concentrators within the current reporting year who were enrolled in postsecondary education in the previous year and did not earn a certificate or degree in the previous reporting year.	Percentage of CTE completers in the previous year who were placed in employment, continuing education, or placed in military service or apprenticeship programs six months following the program year in which they left postsecondary education (CTE students who completed by June 30, 2007, would be surveyed beginning Dec. 1, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Colorado

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Connecticut

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators reported as graduated using the state's approved calculation for graduation rate as defined in the state's <i>ESEA</i> accountability workbook.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	72.00%	69.00%	DNR	DNR	70.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	87.29%	84.63%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	55.44%	56.01%	DNR	DNR	93.97%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	72.59%	64.85%	DNR	DNR	94.33%	DNR	DNR	DNR	DNR
Single Parents	72.90%	65.61%	DNR	DNR	26.96%	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	50.00%	45.09%	DNR	DNR	91.16%	DNR	DNR	DNR	DNR
Migrant Students	76.67%	78.33%	DNR	DNR	93.75%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	37.94%	NP	DNR	DNR	34.30%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	88.77%	87.11%	DNR	DNR	NP	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered

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

# Connecticut

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	85.44%	88.03%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	89.18%	81.13%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	93.55%	87.50%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian	91.30%	90.91%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black or African American	74.18%	61.49%	DNR	DNR	53.86%	DNR	DNR	DNR
Hispanic or Latino	71.61%	65.32%	DNR	DNR	>95.00%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
White	92.54%	92.54%	DNR	DNR	>95.00%	DNR	DNR	DNR
Two or More Races	NP	NP	DNR	DNR	NP	DNR	DNR	DNR

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

# Connecticut

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who graduate during the reporting year with a GPA of 2.5 or greater.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Connecticut

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Delaware

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who completed a CTE career pathway and earned a regular secondary school diploma or other state-recognized equivalent during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	62.00%	41.00%	DNR	DNR	81.00%	DNR	DNR	DNR	
<b>PY 2007–08 Results</b>	68.29%	55.09%	DNR	DNR	85.67%	DNR	DNR	DNR	
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	18.00%	<10.00%	DNR	DNR	67.74%	DNR	DNR	DNR	
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	18.00%	<10.00%	DNR	DNR	67.74%	DNR	DNR	DNR	
Economically Disadvantaged Students	53.28%	40.54%	DNR	DNR	81.92%	DNR	DNR	DNR	
Single Parents	52.63%	36.84%	DNR	DNR	86.96%	DNR	DNR	DNR	
Displaced Homemakers	<10.00%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Limited English Proficient Students	14.04%	19.30%	DNR	DNR	85.57%	DNR	DNR	DNR	
Migrant Students	>95.00%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Students in Nontraditional Programs	69.21%	56.21%	DNR	DNR	85.59%	DNR	DNR	DNR	
<b>Tech Prep</b>	71.84%	62.11%	DNR	DNR	93.64%	DNR	DNR	DNR	

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Delaware

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	66.15%	58.58%	DNR	DNR	83.57%	DNR	DNR	DNR
Female	70.76%	51.05%	DNR	DNR	88.21%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	50.00%	57.14%	DNR	DNR	80.00%	DNR	DNR	DNR
Asian or Pacific Islander	62.32%	55.07%	DNR	DNR	91.46%	DNR	DNR	DNR
Black (not Hispanic)	54.46%	36.68%	DNR	DNR	82.16%	DNR	DNR	DNR
Hispanic	51.76%	42.71%	DNR	DNR	82.33%	DNR	DNR	DNR
White (not Hispanic)	76.33%	64.48%	DNR	DNR	87.89%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# Delaware

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Delaware

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# District of Columbia

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Mathematics					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE completers who passed industry-based technical skill assessments. Proxy Measure: Percentage of grade 12 CTE concentrators who attained a GPA of 2.0 or greater in their program of study.	Percentage of CTE concentrators who received a high school diploma, General Education Development (GED) credential, or certificate of Individualized Education Program completion.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced trainings, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	46.00%	43.00%	DNR	DNR	51.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	50.85%	38.98%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	22.22%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	42.11%	33.33%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	25.00%	37.50%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Migrant Students	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	11.11%	11.11%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	50.85%	38.98%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*American with Disabilities Act of 1990*, as amended; *ESEA*—*Elementary and Secondary Education Act of 1965*, as amended; *IDEA*—*Individuals with Disabilities Education Act*

# District of Columbia

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	42.59%	37.04%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	57.81%	40.63%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NE	NE	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian or Pacific Islander	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	49.55%	39.64%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic	60.00%	20.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
White (not Hispanic)	>95.00%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# District of Columbia

# Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed industry-based technical skill assessments. Proxy Measure: Number of CTE concentrators who attained a GPA of 3.0 or greater in their major.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

## District of Columbia Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Florida

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	School Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Development (GED) credential or Adult High School diploma, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators from the prior year who completed secondary school and who were placed in postsecondary education, employment, or military service in the second quarter (Oct–Dec) after leaving secondary education during the report year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	44.00%	50.00%	DNR	DNR	70.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	44.79%	76.33%	DNR	DNR	93.30%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	18.73%	40.83%	DNR	DNR	87.82%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	18.73%	40.83%	DNR	DNR	87.82%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	33.34%	66.75%	DNR	DNR	90.34%	DNR	DNR	DNR	DNR
Single Parents	14.86%	50.00%	DNR	DNR	85.71%	DNR	DNR	DNR	DNR
Displaced Homemakers	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Limited English Proficient Students	<10.00%	31.62%	DNR	DNR	58.81%	DNR	DNR	DNR	DNR
Migrant Students	22.70%	64.71%	DNR	DNR	85.12%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	51.14%	82.73%	DNR	DNR	94.95%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	44.91%	76.93%	DNR	DNR	94.60%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Florida

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	48.88%	80.82%	DNR	DNR	92.73%	DNR	DNR	DNR
Female	40.82%	71.97%	DNR	DNR	93.85%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	42.71%	73.12%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian or Pacific Islander	45.28%	84.09%	DNR	DNR	94.35%	DNR	DNR	DNR
Black (not Hispanic)	28.21%	59.22%	DNR	DNR	90.23%	DNR	DNR	DNR
Hispanic	37.72%	71.27%	DNR	DNR	90.27%	DNR	DNR	DNR
White (not Hispanic)	51.82%	82.52%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	54.21%	83.37%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# Florida

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who earned an industry-certified credential through a third-party assessment or earned 75 percent of the program hours required with a GPA of 2.5 or greater.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Florida

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Florida

## Adult Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who achieved at least one occupational completion point in a vocational certificate program or earned an industry-certified credential through a third-party assessment.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Florida Adult Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Georgia

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	82.00%	62.00%	DNR	DNR	60.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	92.28%	72.35%	DNR	DNR	90.67%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	63.57%	31.16%	DNR	DNR	59.66%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	88.12%	62.41%	DNR	DNR	85.65%	DNR	DNR	DNR	DNR
Single Parents	82.61%	52.99%	DNR	DNR	NP	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	63.42%	53.54%	DNR	DNR	74.89%	DNR	DNR	DNR	DNR
Migrant Students	57.14%	55.81%	DNR	DNR	<10.00%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	91.00%	69.19%	DNR	DNR	89.56%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act; ESEA*—*Elementary and Secondary Education Act of 1965, as amended; IDEA*—*Individuals with Disabilities Education Act*

# Georgia

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	90.98%	76.06%	DNR	DNR	91.56%	DNR	DNR	DNR
Female	93.41%	69.18%	DNR	DNR	89.89%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	>95.00%	78.72%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian or Pacific Islander	92.86%	87.10%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	88.80%	59.25%	DNR	DNR	85.99%	DNR	DNR	DNR
Hispanic	85.99%	69.17%	DNR	DNR	86.95%	DNR	DNR	DNR
White (not Hispanic)	>95.00%	80.95%	DNR	DNR	94.12%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	94.12%	74.26%	DNR	DNR	92.13%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Georgia

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE students for whom at least 75 percent of their technical course grades were A, B, C, or S in the fiscal year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of graduates who were listed as employed in the Georgia Unemployment Insurance (UI) database in the subsequent summer or fall.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007-08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Georgia

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category



**Guam**

**Secondary Level**

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> based on the scores that were included in the state's computation of AYP and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year.	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields, during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields, during the reporting year.		
<b>PY 2007–08 Performance Levels</b>	50.00%	50.00%	DNR	DNR	50.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	66.97%	55.03%	DNR	DNR	42.38%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AID-A</i> )	44.66%	27.18%	DNR	DNR	58.33%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	51.60%	45.83%	DNR	DNR	19.79%	DNR	DNR	DNR	DNR
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AID-A—Americans with Disabilities Act; ESEA—Elementary and Secondary Education Act of 1965, as amended; IDEA—Individuals with Disabilities Education Act*

# Guam

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	64.64%	47.79%	DNR	DNR	45.45%	DNR	DNR	DNR
Female	69.71%	63.53%	DNR	DNR	39.42%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Asian or Pacific Islander	61.40%	55.00%	DNR	DNR	42.02%	DNR	DNR	DNR
Black (not Hispanic)	80.00%	60.00%	DNR	DNR	NP	DNR	DNR	DNR
Hispanic	60.00%	40.00%	DNR	DNR	NP	DNR	DNR	DNR
White (not Hispanic)	61.54%	65.38%	DNR	DNR	66.67%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	51.11%	51.11%	DNR	DNR	40.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Guam

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Guam Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Hawaii

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	44.00%	27.00%	DNR	DNR	75.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	44.70%	18.49%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	<10.00%	<10.00%	DNR	DNR	90.29%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	32.50%	12.67%	DNR	DNR	94.48%	DNR	DNR	DNR	DNR
Single Parents	27.35%	<10.00%	DNR	DNR	89.52%	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	<10.00%	<10.00%	DNR	DNR	92.31%	DNR	DNR	DNR	DNR
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	48.87%	19.26%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Hawaii

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	37.99%	16.85%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	52.07%	20.30%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	40.91%	13.64%	DNR	DNR	86.36%	DNR	DNR	DNR
Asian	50.59%	25.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black or African American	50.93%	21.30%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic or Latino	42.86%	10.39%	DNR	DNR	94.24%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	30.41%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
White	54.05%	21.23%	DNR	DNR	94.66%	DNR	DNR	DNR
Two or More Races	46.40%	19.20%	DNR	DNR	>95.00%	DNR	DNR	DNR

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

# Hawaii

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who have a cumulative GPA greater than or equal to 2.0 in CTE courses and who have stopped program participation in the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of concentrators who are placed or retained in employment, military service, or an apprenticeship program in the second Unemployment Insurance (UI) quarter after they stopped program participation.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Hawaii

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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



# Idaho

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a high school diploma during the reporting year.	Percentage of CTE concentrators who earned a high school diploma during the reporting year.	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007-08 Performance Levels</b>	72.00%	60.00%	DNR	DNR	90.00%	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	89.91%	87.06%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	>95.00%	93.91%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Single Parents	>95.00%	93.46%	DNR	DNR	92.76%	DNR	DNR	DNR	DNR
Displaced Homemakers	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Limited English Proficient Students	91.53%	92.31%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Migrant Students	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Idaho

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian	90.91%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black or African American	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic or Latino	94.40%	92.85%	DNR	DNR	>95.00%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
White	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Two or More Races	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR

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

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who passed a state approved technical skill assessment during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who achieved a positive placement or transition in the second quarter after leaving postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE students who are CTE concentrators in programs nontraditional to their gender.
<b>PY 2007-08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Idaho

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

Illinois

Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	40.45%	36.80%	DNR	DNR	69.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	40.09%	38.90%	DNR	DNR	94.83%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	13.95%	10.06%	DNR	DNR	91.87%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	27.51%	22.54%	DNR	DNR	91.98%	DNR	DNR	DNR	DNR
Single Parents	30.28%	17.61%	DNR	DNR	86.47%	DNR	DNR	DNR	DNR
Displaced Homemakers	<10.00%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Limited English Proficient Students	27.21%	34.01%	DNR	DNR	91.26%	DNR	DNR	DNR	DNR
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	46.87%	39.20%	DNR	DNR	94.18%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	40.09%	38.90%	DNR	DNR	94.83%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state reported no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Illinois

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	38.76%	43.58%	DNR	DNR	94.55%	DNR	DNR	DNR
Female	41.70%	33.27%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	40.35%	40.35%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian	53.73%	61.75%	DNR	DNR	94.77%	DNR	DNR	DNR
Black or African American	23.45%	13.78%	DNR	DNR	89.99%	DNR	DNR	DNR
Hispanic or Latino	26.98%	29.39%	DNR	DNR	91.38%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NIP	NIP	DNR	DNR	NP	DNR	DNR	DNR
White	47.38%	47.77%	DNR	DNR	>95.00%	DNR	DNR	DNR
Two or More Races	33.04%	30.43%	DNR	DNR	94.89%	DNR	DNR	DNR

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

**Illinois**

**Postsecondary Level**

<b>Core Indicators Measurement Definitions</b>	<b>Technical Skill Attainment</b>	<b>Credential, Certificate, or Degree</b>	<b>Student Retention or Transfer</b>	<b>Student Placement</b>	<b>Nontraditional Participation</b>	<b>Nontraditional Completion</b>
	Percentage of CTE concentrators who completed a degree or occupational certificate or who are still enrolled in the institution or have transferred within four years of enrollment.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007-08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Illinois Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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



# Indiana

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential or other state-recognized equivalent, including recognized alternative standards for individuals with disabilities, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced trainings, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE participants from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	73.00%	71.00%	DNR	DNR	77.50%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	88.60%	88.62%	DNR	DNR	89.41%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	71.13%	71.92%	DNR	DNR	77.25%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	71.13%	71.92%	DNR	DNR	77.25%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	86.49%	85.78%	DNR	DNR	82.86%	DNR	DNR	DNR	DNR
Single Parents	85.19%	84.74%	DNR	DNR	NP	DNR	DNR	DNR	DNR
Displaced Homemakers	85.68%	85.68%	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	70.80%	74.34%	DNR	DNR	85.58%	DNR	DNR	DNR	DNR
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	86.51%	85.26%	DNR	DNR	NP	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	90.35%	89.07%	DNR	DNR	91.16%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state reported no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Indiana

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	87.69%	89.25%	DNR	DNR	87.43%	DNR	DNR	DNR
Female	89.81%	87.78%	DNR	DNR	91.82%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	84.38%	85.94%	DNR	DNR	88.89%	DNR	DNR	DNR
Asian	76.77%	77.78%	DNR	DNR	88.89%	DNR	DNR	DNR
Black or African American	75.93%	73.76%	DNR	DNR	86.44%	DNR	DNR	DNR
Hispanic or Latino	75.11%	77.71%	DNR	DNR	87.12%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
White	90.70%	90.86%	DNR	DNR	89.92%	DNR	DNR	DNR
Two or More Races	88.12%	85.82%	DNR	DNR	86.18%	DNR	DNR	DNR

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

# Indiana

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Indiana

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential, or other state-recognized equivalent to a regular high school diploma during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who left high school and reported that they intended to enroll in postsecondary education or advanced training, in the military service, or employment during the reporting year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	74.20%	74.20%	DNR	DNR	90.30%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	76.22%	81.27%	DNR	DNR	92.72%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	63.85%	76.97%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	28.82%	39.86%	DNR	DNR	90.10%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	62.05%	68.63%	DNR	DNR	87.35%	DNR	DNR	DNR	DNR
Single Parents	61.78%	63.31%	DNR	DNR	82.05%	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	28.96%	47.40%	DNR	DNR	86.06%	DNR	DNR	DNR	DNR
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	78.91%	82.36%	DNR	DNR	93.37%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	74.77%	81.11%	DNR	DNR	91.69%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

Iowa

Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	74.82%	83.05%	DNR	DNR	92.01%	DNR	DNR	DNR
Female	78.19%	78.77%	DNR	DNR	93.72%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	71.38%	71.06%	DNR	DNR	92.02%	DNR	DNR	DNR
Asian	68.18%	76.77%	DNR	DNR	87.41%	DNR	DNR	DNR
Black or African American	52.21%	53.50%	DNR	DNR	84.86%	DNR	DNR	DNR
Hispanic or Latino	54.09%	59.04%	DNR	DNR	83.90%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
White	78.00%	83.19%	DNR	DNR	93.42%	DNR	DNR	DNR
Two or More Races	NP	NP	DNR	DNR	NP	DNR	DNR	DNR

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

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007-08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Iowa Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category



# Kansas

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	65.00%	56.00%	DNR	DNR	75.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	82.39%	75.35%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	81.60%	74.50%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	68.34%	61.17%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Single Parents	68.99%	55.63%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	32.87%	45.40%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Migrant Students	57.26%	40.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	88.28%	83.89%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	89.55%	83.17%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported no program not offered

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

# Kansas

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	83.36%	79.49%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	81.38%	71.07%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	80.00%	60.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian or Pacific Islander	78.95%	77.23%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	61.30%	48.87%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic	61.24%	57.03%	DNR	DNR	>95.00%	DNR	DNR	DNR
White (not Hispanic)	86.08%	79.37%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	84.00%	65.52%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Kansas

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Kansas

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Kentucky

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Graduation Rates					
	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> , and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> , and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed the technical assessment tests and left secondary education in the reporting year.	Percentage of CTE concentrators who received a high school diploma or a General Education (GED) credential or other state-recognized equivalent during the reporting year.	Percentage of CTE concentrators who included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who completed the program and graduated from high school and who were placed in postsecondary education or advanced training, in the military service, or employment during the second quarter of the reporting year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007-08 Performance Levels</b>	29.69%	27.42%	DNR	DNR	83.84%	DNR	DNR	DNR	
<b>PY 2007-08 Results</b>	38.70%	35.93%	DNR	DNR	>95.00%	DNR	DNR	DNR	
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	<10.00%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Economically Disadvantaged Students	30.11%	24.67%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Single Parents	30.88%	20.42%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Displaced Homemakers	NE	<10.00%	DNR	DNR	66.67%	DNR	DNR	DNR	
Limited English Proficient Students	31.91%	39.53%	DNR	DNR	94.06%	DNR	DNR	DNR	
Migrant Students	47.42%	NE	DNR	DNR	NE	DNR	DNR	DNR	
Students in Nontraditional Programs	47.42%	42.45%	DNR	DNR	>95.00%	DNR	DNR	DNR	
<b>Tech Prep</b>	40.20%	39.11%	DNR	DNR	>95.00%	DNR	DNR	DNR	

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state reported no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Kentucky

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	29.75%	35.85%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	48.39%	36.03%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	30.23%	25.00%	DNR	DNR	94.67%	DNR	DNR	DNR
Asian or Pacific Islander	55.56%	63.41%	DNR	DNR	94.52%	DNR	DNR	DNR
Black (not Hispanic)	30.19%	22.29%	DNR	DNR	94.96%	DNR	DNR	DNR
Hispanic	34.00%	34.43%	DNR	DNR	>95.00%	DNR	DNR	DNR
White (not Hispanic)	38.20%	35.54%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	45.88%	45.63%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Kentucky

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed the skill assessment tests in the reporting year plus concentrators who completed the program and received or were eligible to receive a credential in the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of concentrators who are retained in the programs plus the number of concentrators who transfer to baccalaureate degree programs in the reporting year.	Percentage of concentrators who completed the program and graduated from the institution or was eligible for graduation/degree that entered the military service or apprenticeship programs, was employed or retained in employment, or employed, or retained in employment that is high skill, high demand or high wage occupations.	Percentage of participants enrolled in program leading to nontraditional employment in an occupation that employs less than 25 percent of one gender in the reporting year.	Percentage of concentrators who completed a program leading to nontraditional employment in occupations that employs less than 25 percent of one gender in the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Kentucky

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category



# Louisiana

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	47.00%	42.00%	DNR	DNR	52.50%	DNR	DNR	DNR	
<b>PY 2007–08 Results</b>	69.08%	70.61%	DNR	DNR	92.02%	DNR	DNR	DNR	
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	17.24%	17.34%	DNR	DNR	77.91%	DNR	DNR	DNR	
Economically Disadvantaged Students	59.71%	60.05%	DNR	DNR	88.14%	DNR	DNR	DNR	
Single Parents	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	
Limited English Proficient Students	37.84%	56.76%	DNR	DNR	81.37%	DNR	DNR	DNR	
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	
Students in Nontraditional Programs	58.26%	62.94%	DNR	DNR	NP	DNR	DNR	DNR	
<b>Tech Prep</b>	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Louisiana

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	64.47%	75.02%	DNR	DNR	91.15%	DNR	DNR	DNR
Female	72.65%	67.19%	DNR	DNR	92.70%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	62.31%	64.34%	DNR	DNR	88.27%	DNR	DNR	DNR
Asian	80.71%	86.17%	DNR	DNR	93.51%	DNR	DNR	DNR
Black or African American	56.10%	53.36%	DNR	DNR	88.08%	DNR	DNR	DNR
Hispanic or Latino	63.41%	65.18%	DNR	DNR	87.85%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NP	NE	DNR	DNR	NP	DNR	DNR	DNR
White	76.40%	80.25%	DNR	DNR	94.45%	DNR	DNR	DNR
Two or More Races	NP	NE	DNR	DNR	NP	DNR	DNR	DNR

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

# Louisiana

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Louisiana

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Louisiana

## Adult Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who achieved at least one occupational completion point in a vocational certificate program or earned an industry-certified credential through a third-party assessment.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Louisiana

## Adult Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Maine

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Graduation Rates					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who completed at least 80 percent of the standards guiding the state-approved program during the reporting year.	Percentage of CTE concentrators who earned a regular secondary diploma and left secondary education during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who completed a secondary CTE program, attained a high school diploma, and left secondary education in the reporting year and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007-08 Performance Levels</b>	50.00%	20.00%	DNR	DNR	87.00%	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	25.29%	20.41%	DNR	DNR	89.02%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	20.83%	16.67%	DNR	DNR	89.33%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	<10.00%	<10.00%	DNR	DNR	83.98%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	19.84%	15.88%	DNR	DNR	85.42%	DNR	DNR	DNR	DNR
Single Parents	23.53%	11.76%	DNR	DNR	77.78%	DNR	DNR	DNR	DNR
Displaced Homemakers	50.00%	50.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Limited English Proficient Students	<10.00%	<10.00%	DNR	DNR	80.65%	DNR	DNR	DNR	DNR
Migrant Students	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	31.30%	23.85%	DNR	DNR	90.60%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	PNO	PNO	DNR	DNR	NE	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state reported no data; PNO—state reported program not offered  
*AIDA*—*Americans with Disabilities Act; ESEA*—*Elementary and Secondary Education Act of 1965, as amended; IDEA*—*Individuals with Disabilities Education Act*

# Maine

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	24.40%	22.02%	DNR	DNR	87.63%	DNR	DNR	DNR
Female	26.76%	17.72%	DNR	DNR	91.35%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	33.53%	13.64%	DNR	DNR	82.61%	DNR	DNR	DNR
Asian or Pacific Islander	44.00%	29.63%	DNR	DNR	77.42%	DNR	DNR	DNR
Black (not Hispanic)	<10.00%	<10.00%	DNR	DNR	78.05%	DNR	DNR	DNR
Hispanic	10.53%	20.00%	DNR	DNR	65.22%	DNR	DNR	DNR
White (not Hispanic)	25.52%	20.73%	DNR	DNR	89.59%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# Maine

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who completed a CTE program and received an industry-recognized credential, certificate, or degree who passed third-party technical skill assessments, either end of course or end of program, that are aligned with industry-recognized standards, if available and appropriate.	Percentage of CTE concentrators who received an industry-recognized credential, certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Maine

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Maryland

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE completers in postsecondary education, apprenticeship, employment, or military service in the second quarter following graduation.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of under-represented CTE concentrators who complete secondary non-traditional CTE programs and who, in the reporting year, left secondary education.	
<b>PY 2007–08 Performance Levels</b>	59.00%	63.00%	DNR	DNR	81.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	59.70%	60.47%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	18.31%	23.23%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	44.70%	45.26%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Single Parents	50.00%	>95.00%	DNR	DNR	85.71%	DNR	DNR	DNR	DNR
Displaced Homemakers	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Limited English Proficient Students	37.14%	63.16%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Migrant Students	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	61.25%	63.38%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act; ESEA*—*Elementary and Secondary Education Act of 1965, as amended; IDEA*—*Individuals with Disabilities Education Act*

# Maryland

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	53.43%	61.30%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	66.31%	59.60%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	60.34%	59.65%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian or Pacific Islander	73.61%	81.13%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	45.61%	38.73%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic	53.17%	55.15%	DNR	DNR	>95.00%	DNR	DNR	DNR
White (not Hispanic)	66.39%	70.67%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	<10.00%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Maryland

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Maryland

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Massachusetts

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESE-A</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the mathematics assessment administered by the state under <i>ESE-A</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESE-A</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training including registered apprenticeships, in the military service, or employment 9–12 months after they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	45.25%	40.06%	DNR	DNR	83.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	54.12%	55.23%	DNR	DNR	86.81%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AID-A</i> )	20.75%	25.65%	DNR	DNR	78.85%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESE-A / IDE-A</i> )	20.75%	25.65%	DNR	DNR	78.85%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	43.28%	42.53%	DNR	DNR	80.33%	DNR	DNR	DNR	DNR
Single Parents	43.30%	33.68%	DNR	DNR	64.23%	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	<10.00%	25.41%	DNR	DNR	73.21%	DNR	DNR	DNR	DNR
Migrant Students	NE	NE	DNR	DNR	68.75%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	57.01%	53.35%	DNR	DNR	83.26%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	60.95%	61.50%	DNR	DNR	91.97%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported no program not offered

*AID-A—Americans with Disabilities Act; ESE-A—Elementary and Secondary Education Act of 1965, as amended; IDE-A—Individuals with Disabilities Education Act*

# Massachusetts

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	50.25%	58.35%	DNR	DNR	85.41%	DNR	DNR	DNR
Female	59.16%	51.15%	DNR	DNR	88.61%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	30.77%	42.11%	DNR	DNR	85.71%	DNR	DNR	DNR
Asian or Pacific Islander	52.23%	57.18%	DNR	DNR	87.45%	DNR	DNR	DNR
Black (not Hispanic)	42.27%	39.40%	DNR	DNR	79.90%	DNR	DNR	DNR
Hispanic	37.97%	37.81%	DNR	DNR	76.54%	DNR	DNR	DNR
White (not Hispanic)	58.94%	60.56%	DNR	DNR	89.86%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	58.05%	58.25%	DNR	DNR	85.42%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# Massachusetts

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of technical credit courses completed by CTE concentrators during the fall semester of the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE program graduates who completed a CTE program one year prior to the reporting year and who entered military service or employment, including registered apprenticeship programs, within 9–12 months after completion.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Massachusetts

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Michigan

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential, or a state-recognized equivalent during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	61.00%	55.00%	DNR	DNR	80.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	45.01%	42.50%	DNR	DNR	78.40%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	10.35%	<10.00%	DNR	DNR	73.89%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	29.06%	24.51%	DNR	DNR	74.31%	DNR	DNR	DNR	DNR
Single Parents	25.30%	25.58%	DNR	DNR	66.17%	DNR	DNR	DNR	DNR
Displaced Homemakers	<10.00%	<10.00%	DNR	DNR	50.00%	DNR	DNR	DNR	DNR
Limited English Proficient Students	<10.00%	<10.00%	DNR	DNR	80.94%	DNR	DNR	DNR	DNR
Migrant Students	13.64%	13.64%	DNR	DNR	<10.00%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	41.99%	32.28%	DNR	DNR	76.98%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	47.45%	44.51%	DNR	DNR	83.32%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*.

# Michigan

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	42.50%	47.01%	DNR	DNR	75.64%	DNR	DNR	DNR
Female	47.85%	37.33%	DNR	DNR	81.96%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	39.71%	36.52%	DNR	DNR	74.36%	DNR	DNR	DNR
Asian or Pacific Islander	51.01%	54.42%	DNR	DNR	82.26%	DNR	DNR	DNR
Black (not Hispanic)	20.63%	12.73%	DNR	DNR	55.98%	DNR	DNR	DNR
Hispanic	29.59%	25.91%	DNR	DNR	67.96%	DNR	DNR	DNR
White (not Hispanic)	49.12%	47.43%	DNR	DNR	84.35%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Michigan

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators identified as leavers who responded to the survey and indicated that they were employed, in the military, or in an apprenticeship program.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Michigan

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Minnesota

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who have earned at least two credits with passing grades within a career field by the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE completers who self-reported on a survey that they entered postsecondary education, employment, or the military.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	62.00%	32.00%	DNR	DNR	80.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	59.23%	21.69%	DNR	DNR	93.50%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	33.19%	10.82%	DNR	DNR	86.52%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	48.65%	13.71%	DNR	DNR	89.22%	DNR	DNR	DNR	DNR
Single Parents	43.16%	10.47%	DNR	DNR	73.33%	DNR	DNR	DNR	DNR
Displaced Homemakers	<10.00%	33.33%	DNR	DNR	84.62%	DNR	DNR	DNR	DNR
Limited English Proficient Students	42.29%	11.57%	DNR	DNR	81.55%	DNR	DNR	DNR	DNR
Migrant Students	35.94%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	60.13%	23.44%	DNR	DNR	93.75%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state reported no data; PNO—state reported program not offered  
*AIDA*—*Americans with Disabilities Act; ESEA*—*Elementary and Secondary Education Act of 1965, as amended; IDEA*—*Individuals with Disabilities Education Act*

# Minnesota

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	55.96%	24.19%	DNR	DNR	92.26%	DNR	DNR	DNR
Female	63.80%	18.22%	DNR	DNR	94.85%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	41.41%	10.30%	DNR	DNR	78.36%	DNR	DNR	DNR
Asian or Pacific Islander	48.16%	18.94%	DNR	DNR	90.62%	DNR	DNR	DNR
Black (not Hispanic)	38.87%	<10.00%	DNR	DNR	80.67%	DNR	DNR	DNR
Hispanic	47.49%	10.42%	DNR	DNR	82.53%	DNR	DNR	DNR
White (not Hispanic)	61.43%	23.21%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# Minnesota

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Minnesota

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Mississippi

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> , and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> , and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who completed both years of a two-year program and were reported as graduated using the state's approved calculation for graduation rate as defined in the state's <i>ESEA</i> accountability workbook.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE students placed in military, advanced education, or employment.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	79.00%	91.00%	DNR	DNR	63.70%	DNR	DNR	DNR	
<b>PY 2007–08 Results</b>	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	91.01%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	
Economically Disadvantaged Students	>95.00%	>95.00%	DNR	DNR	94.36%	DNR	DNR	DNR	
Single Parents	94.79%	>95.00%	DNR	DNR	93.09%	DNR	DNR	DNR	
Displaced Homemakers	NP	NP	DNR	DNR	>95.00%	DNR	DNR	DNR	
Limited English Proficient Students	90.32%	83.87%	DNR	DNR	94.83%	DNR	DNR	DNR	
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	
Students in Nontraditional Programs	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	
<b>Tech Prep</b>	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered

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

# Mississippi

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	>95.00%	>95.00%	DNR	DNR	94.83%	DNR	DNR	DNR
Female	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	>95.00%	>95.00%	DNR	DNR	84.62%	DNR	DNR	DNR
Asian	87.50%	92.50%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black or African American	>95.00%	>95.00%	DNR	DNR	93.51%	DNR	DNR	DNR
Hispanic or Latino	>95.00%	90.91%	DNR	DNR	>95.00%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
White	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Two or More Races	NP	NP	DNR	DNR	NP	DNR	DNR	DNR

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

# Mississippi

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Mississippi

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Missouri

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who graduated or received a GED and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	51.00%	45.00%	DNR	DNR	85.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	32.28%	39.88%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	<10.00%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	21.56%	26.55%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Single Parents	17.76%	22.75%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Displaced Homemakers	<10.00%	50.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Limited English Proficient Students	26.12%	27.51%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Migrant Students	18.18%	12.50%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	38.70%	41.23%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	26.96%	35.19%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported no program not offered  
*AIDA*—*American with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Missouri

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	28.00%	42.29%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	37.19%	37.14%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	27.40%	27.54%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian	32.46%	49.54%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black or African American	15.83%	13.84%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic or Latino	26.69%	27.05%	DNR	DNR	>95.00%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NE	NE	DNR	DNR	NP	DNR	DNR	DNR
White	34.66%	43.61%	DNR	DNR	>95.00%	DNR	DNR	DNR
Two or More Races	NP	NP	DNR	DNR	NP	DNR	DNR	DNR

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



# Missouri

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Missouri

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Montana

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment			School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment					
	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under Sec. 1111(b)(3) of ESE-A based on the scores that were included in the state's computation of AYP and who, in the adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Sec. 1111(b)(3) of ESE-A based on the scores that were included in the state's computation of AYP and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated CTE investors who graduated by June 30, 2007, would be assessed between Oct. 1, 2007, and Dec. 31, 2007).	The number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated CTE investors who graduated by June 30, 2007, would be assessed between Oct. 1, 2007, and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>Montana was unable to disaggregate data related to CTE students in its statewide accountability database.</b>								
<b>PY 2007-08 Performance Levels</b>	74.00%	51.00%	DNR	DNR	80.00%	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
<b>Special Populations</b>								
Individuals With Disabilities (ADA)	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Individuals With Disabilities (ESEA/IDEA)	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Economically Disadvantaged Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Limited English Proficient Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Students in Nontraditional Programs	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
<b>Tech Prep</b>	NP	NP	DNR	DNR	NP	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. ADA—Americans with Disabilities Act; ESEA—Elementary and Secondary Education Act of 1965, as amended; IDEA—Individuals with Disabilities Education Act

# Montana

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Female	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Asian or Pacific Islander	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Black (not Hispanic)	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Hispanic	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
White (not Hispanic)	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Montana

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in that year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed or were eligible to complete a CTE program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Montana

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Nebraska

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	83.00%	81.00%	DNR	DNR	83.70%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	>95.00%	80.12%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	83.84%	43.75%	DNR	DNR	91.75%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	89.06%	73.98%	DNR	DNR	92.76%	DNR	DNR	DNR	DNR
Single Parents	>95.00%	66.67%	DNR	DNR	85.21%	DNR	DNR	DNR	DNR
Displaced Homemakers	PNO	PNO	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Limited English Proficient Students	76.47%	93.75%	DNR	DNR	94.12%	DNR	DNR	DNR	DNR
Migrant Students	>95.00%	66.67%	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	>95.00%	80.00%	DNR	DNR	93.25%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	PNO	PNO	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Nebraska

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	>95.00%	83.86%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	>95.00%	75.07%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	>95.00%	66.67%	DNR	DNR	92.79%	DNR	DNR	DNR
Asian or Pacific Islander	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	86.67%	71.11%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic	84.62%	83.61%	DNR	DNR	>95.00%	DNR	DNR	DNR
White (not Hispanic)	>95.00%	80.59%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NP	NP	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# Nebraska

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Nebraska

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Nevada

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Mathematics					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who have completed a CTE program and received a certificate and have demonstrated at least 80 percent of the competencies of the certificate skills as recognized by the state during the reporting year.	Percentage of CTE concentrators who completed a CTE program who earned an advanced, standard, or adult diploma, a General Education Development (GED) credential through a secondary program run by the secondary local educational agency, an adjusted high school diploma, or a high school diploma with a CTE endorsement during the reporting year.	Percentage of CTE concentrators who were placed in postsecondary education or advanced trainings, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	77.90%	52.30%	DNR	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	90.90%	81.28%	DNR	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	75.35%	63.57%	DNR	DNR	DNR	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NP	NP	DNR	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	84.10%	71.33%	DNR	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	46.43%	41.43%	DNR	DNR	DNR	DNR	DNR	DNR	DNR
Migrant Students	NP	NP	DNR	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	94.24%	81.56%	DNR	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	90.64%	80.75%	DNR	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Nevada

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	88.75%	82.58%	DNR	DNR	70.46%	DNR	DNR	DNR
Female	93.69%	79.58%	DNR	DNR	71.89%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	80.56%	71.56%	DNR	DNR	55.40%	DNR	DNR	DNR
Asian or Pacific Islander	93.21%	87.00%	DNR	DNR	83.00%	DNR	DNR	DNR
Black (not Hispanic)	86.31%	64.61%	DNR	DNR	62.02%	DNR	DNR	DNR
Hispanic	86.05%	72.21%	DNR	DNR	64.14%	DNR	DNR	DNR
White (not Hispanic)	93.79%	87.42%	DNR	DNR	74.62%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Nevada

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators with a GPA of 2.0 or greater in their CTE courses.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Nevada

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# New Hampshire

# Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Mathematics					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESE-A</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESE-A</i> .	Percentage of CTE senior concentrators who completed all technical skill competencies that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE senior concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE participants from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	77.00%	64.00%	DNR	DNR	76.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	77.35%	71.56%	DNR	DNR	92.71%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AID-A</i> )	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESE-A / IDE-A</i> )	38.95%	36.61%	DNR	DNR	87.96%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	69.54%	58.67%	DNR	DNR	86.58%	DNR	DNR	DNR	DNR
Single Parents	14.29%	<10.00%	DNR	DNR	NE	DNR	DNR	DNR	DNR
Displaced Homemakers	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Limited English Proficient Students	48.39%	58.06%	DNR	DNR	91.30%	DNR	DNR	DNR	DNR
Migrant Students	>95.00%	>95.00%	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	80.95%	74.55%	DNR	DNR	93.31%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	76.75%	71.67%	DNR	DNR	93.26%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AID-A*—Americans with Disabilities Act; *ESE-A*—Elementary and Secondary Education Act of 1965, as amended; *IDE-A*—Individuals with Disabilities Education Act

# New Hampshire

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	73.92%	71.01%	DNR	DNR	91.65%	DNR	DNR	DNR
Female	81.69%	72.26%	DNR	DNR	94.06%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	80.00%	40.00%	DNR	DNR	90.91%	DNR	DNR	DNR
Asian or Pacific Islander	84.85%	75.76%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	68.97%	65.52%	DNR	DNR	90.91%	DNR	DNR	DNR
Hispanic	69.84%	61.29%	DNR	DNR	93.10%	DNR	DNR	DNR
White (not Hispanic)	77.55%	71.93%	DNR	DNR	92.66%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	75.00%	62.50%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# New Hampshire

# Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of matriculated CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of matriculated CTE concentrators who remained enrolled in their postsecondary institution during the reporting year and who were enrolled in the same postsecondary institution in the fall of the previous reporting year.	Percentage of matriculated CTE concentrators who were placed or retained in employment or state-wide apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented groups who enrolled in nontraditional programs during the reporting year.	Percentage of CTE participants from underrepresented groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# New Hampshire

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# New Jersey

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a high school diploma and left secondary education during the reporting year.	Percentage of CTE concentrators who included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who completed CTE programs and attained a secondary school diploma and were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	79.50%	64.50%	DNR	DNR	95.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	87.38%	77.42%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	55.09%	41.10%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	78.12%	63.06%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Single Parents	72.73%	62.87%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	43.27%	45.67%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Migrant Students	33.33%	66.67%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	89.74%	79.99%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	90.64%	82.61%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported no program not offered  
*AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# New Jersey

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	85.44%	79.42%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	89.46%	75.27%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	90.00%	80.28%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian or Pacific Islander	91.72%	88.06%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	79.11%	59.96%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic	80.15%	67.08%	DNR	DNR	>95.00%	DNR	DNR	DNR
White (not Hispanic)	92.30%	86.06%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	89.87%	76.92%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# New Jersey

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# New Jersey

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# New Mexico

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ES/E-A</i> and who in the reporting year, left secondary education and were included in the state's calculation and report of adequate yearly progress (AYP).	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ES/E-A</i> and who in the reporting year, left secondary education and were included in the state's calculation and report of AYP.	Percentage of CTE concentrators who completed their program in a course sequence and earned a cumulative GPA of 2.0 or greater in their technical coursework.	Percentage of CTE concentrators who earned a secondary school diploma, other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree and who left secondary education during the reporting year.	Percentage of CTE concentrators who included as graduated in the state's computation of its graduation rate under <i>ES/E-A</i> .	Percentage of secondary CTE concentrators who completed their CTE program sequence and who earned a secondary school diploma, or other state-recognized equivalent and who reported placement in postsecondary education, advanced training, employment, and/or the military in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between Oct. 1, 2007 and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007-08 Performance Levels</b>	45.00%	25.00%	DNR	DNR	86.78%	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	63.98%	62.27%	DNR	DNR	90.26%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>A/D-A</i> )	50.60%	51.76%	DNR	DNR	64.59%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ES/E-A /IDE-A</i> )	63.11%	60.59%	DNR	DNR	91.58%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	58.59%	57.78%	DNR	DNR	82.74%	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	53.06%	37.65%	DNR	DNR	74.35%	DNR	DNR	DNR	DNR
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	50.36%	64.45%	DNR	DNR	83.96%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	69.05%	62.57%	DNR	DNR	87.89%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported no data; PNO—state reported program not offered  
*A/D-A*—*Americans with Disabilities Act*; *ES/E-A*—*Elementary and Secondary Education Act of 1965*, as amended; *IDE-A*—*Individuals with Disabilities Education Act*

# New Mexico

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	61.16%	60.24%	DNR	DNR	88.17%	DNR	DNR	DNR
Female	67.34%	64.69%	DNR	DNR	92.67%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	60.57%	57.67%	DNR	DNR	89.97%	DNR	DNR	DNR
Asian or Pacific Islander	63.13%	60.87%	DNR	DNR	89.29%	DNR	DNR	DNR
Black (not Hispanic)	66.76%	63.41%	DNR	DNR	61.14%	DNR	DNR	DNR
Hispanic	66.33%	64.28%	DNR	DNR	91.21%	DNR	DNR	DNR
White (not Hispanic)	62.21%	61.39%	DNR	DNR	91.64%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# New Mexico

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who completed their program in a course sequence and earned a cumulative GPA of 2.0 or greater in their technical coursework.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	CTE concentrators who completed their CTE program sequence and earned a postsecondary credential, certificate, or degree and left postsecondary education, who reported placement in advanced education, employment, or military in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between Oct. 1, 2007, and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# New Mexico

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# New York

# Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	71.00%	72.00%	DNR	DNR	55.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	84.07%	84.08%	DNR	DNR	75.78%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	47.34%	50.32%	DNR	DNR	72.82%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	80.85%	79.67%	DNR	DNR	80.52%	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	55.86%	59.36%	DNR	DNR	78.37%	DNR	DNR	DNR	DNR
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	86.22%	84.24%	DNR	DNR	82.03%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	84.54%	82.30%	DNR	DNR	84.39%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# New York

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	81.65%	83.10%	DNR	DNR	73.52%	DNR	DNR	DNR
Female	86.87%	85.21%	DNR	DNR	78.42%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	81.43%	77.14%	DNR	DNR	81.15%	DNR	DNR	DNR
Asian	>95.00%	94.44%	DNR	DNR	87.95%	DNR	DNR	DNR
Black or African American	80.70%	76.31%	DNR	DNR	76.80%	DNR	DNR	DNR
Hispanic or Latino	83.74%	81.30%	DNR	DNR	80.30%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	66.67%	66.67%	DNR	DNR	>95.00%	DNR	DNR	DNR
White	84.08%	86.87%	DNR	DNR	71.90%	DNR	DNR	DNR
Two or More Races	>95.00%	>95.00%	DNR	DNR	70.73%	DNR	DNR	DNR

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

# New York

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# New York

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# North Carolina

# Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a diploma and left secondary education during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007-08 Performance Levels</b>	35.00%	71.00%	DNR	DNR	68.00%	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	45.79%	78.82%	DNR	DNR	87.97%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	11.79%	48.61%	DNR	DNR	79.99%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	12.45%	49.03%	DNR	DNR	81.16%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	34.15%	71.10%	DNR	DNR	83.04%	DNR	DNR	DNR	DNR
Single Parents	40.00%	69.23%	DNR	DNR	80.27%	DNR	DNR	DNR	DNR
Displaced Homemakers	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Limited English Proficient Students	10.85%	58.54%	DNR	DNR	82.59%	DNR	DNR	DNR	DNR
Migrant Students	<10.00%	80.00%	DNR	DNR	80.00%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	54.64%	82.23%	DNR	DNR	92.11%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	29.90%	70.28%	DNR	DNR	83.56%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA*—*Americans with Disabilities Act; ESEA*—*Elementary and Secondary Education Act of 1965, as amended; IDEA*—*Individuals with Disabilities Education Act*

# North Carolina

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	39.66%	77.83%	DNR	DNR	85.37%	DNR	DNR	DNR
Female	52.52%	79.91%	DNR	DNR	90.79%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	30.95%	73.92%	DNR	DNR	85.19%	DNR	DNR	DNR
Asian or Pacific Islander	47.11%	85.93%	DNR	DNR	92.29%	DNR	DNR	DNR
Black (not Hispanic)	35.34%	68.20%	DNR	DNR	85.94%	DNR	DNR	DNR
Hispanic	32.13%	72.38%	DNR	DNR	83.51%	DNR	DNR	DNR
White (not Hispanic)	51.99%	84.40%	DNR	DNR	89.36%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	53.21%	74.75%	DNR	DNR	87.53%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# North Carolina

# Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, or when no skill assessment was available, percentage with a GPA of 2.5 or greater.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# North Carolina

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# North Dakota

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	62.00%	49.00%	DNR	DNR	82.30%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	64.83%	48.05%	DNR	DNR	92.58%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	26.61%	<10.00%	DNR	DNR	91.10%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	49.88%	32.48%	DNR	DNR	87.12%	DNR	DNR	DNR	DNR
Single Parents	47.83%	26.09%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Displaced Homemakers	>95.00%	<10.00%	DNR	DNR	NE	DNR	DNR	DNR	DNR
Limited English Proficient Students	25.00%	14.29%	DNR	DNR	65.22%	DNR	DNR	DNR	DNR
Migrant Students	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	58.55%	40.08%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*American with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*.

# North Dakota

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	63.66%	50.31%	DNR	DNR	93.43%	DNR	DNR	DNR
Female	66.58%	44.70%	DNR	DNR	91.43%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	44.81%	25.47%	DNR	DNR	63.31%	DNR	DNR	DNR
Asian or Pacific Islander	60.00%	45.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	55.00%	27.50%	DNR	DNR	93.55%	DNR	DNR	DNR
Hispanic	58.33%	36.11%	DNR	DNR	92.31%	DNR	DNR	DNR
White (not Hispanic)	66.22%	49.69%	DNR	DNR	93.91%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	50.00%	50.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# North Dakota

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# North Dakota

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

Core Indicators Measurement Definitions	Academic Attainment				Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Reading/ Language Arts	Mathematics						
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education the previous year and who passed state-recognized technical skill assessments that are aligned with industry-recognized standard.	Percentage of CTE concentrators who earned a regular or honors secondary school diploma, including summer graduates or a General Education Development (GED) credential or other state-recognized equivalent, who left secondary education the previous year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of status-known CTE concentrators who left secondary education the previous year and, in the second quarter following the program year in which they left secondary education, were enrolled in postsecondary education or advanced training, in military service or employed.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.		
<b>PY 2007–08 Performance Levels</b>	85.00%	80.00%	DNR	DNR	73.60%	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	93.89%	92.09%	DNR	DNR	93.38%	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>										
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	69.04%	61.55%	DNR	DNR	93.31%	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	89.74%	86.83%	DNR	DNR	90.42%	DNR	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	94.74%	92.63%	DNR	DNR	88.68%	DNR	DNR	DNR	DNR	DNR
Migrant Students	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	>95.00%	94.29%	DNR	DNR	93.94%	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state reported no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Ohio

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	92.24%	91.34%	DNR	DNR	93.26%	DNR	DNR	DNR
Female	>95.00%	92.97%	DNR	DNR	93.52%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	88.89%	91.67%	DNR	DNR	93.18%	DNR	DNR	DNR
Asian or Pacific Islander	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	91.41%	86.42%	DNR	DNR	92.35%	DNR	DNR	DNR
Hispanic	93.75%	93.25%	DNR	DNR	91.40%	DNR	DNR	DNR
White (not Hispanic)	94.21%	92.79%	DNR	DNR	93.55%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	94.17%	93.06%	DNR	DNR	92.26%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who left postsecondary education the previous year and who passed state-recognized technical skill assessments that are aligned with industry-recognized standards.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007-08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Ohio Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who achieved at least one occupational completion point in a vocational certificate program or earned an industry-certified credential through a third-party assessment.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007-08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Ohio Adult Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Oklahoma

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> , and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> , and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.		
<b>PY 2007–08 Performance Levels</b>	51.00%	62.00%	DNR	DNR	75.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	75.16%	76.04%	DNR	DNR	84.00%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	35.60%	43.91%	DNR	DNR	NP	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	64.93%	67.18%	DNR	DNR	NP	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	39.71%	53.72%	DNR	DNR	NP	DNR	DNR	DNR	DNR
Migrant Students	44.00%	50.00%	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Oklahoma

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	70.23%	75.00%	DNR	DNR	84.00%	DNR	DNR	DNR
Female	80.00%	77.08%	DNR	DNR	84.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	71.26%	70.16%	DNR	DNR	NP	DNR	DNR	DNR
Asian or Pacific Islander	79.40%	87.02%	DNR	DNR	NP	DNR	DNR	DNR
Black (not Hispanic)	56.20%	57.11%	DNR	DNR	NP	DNR	DNR	DNR
Hispanic	59.77%	67.41%	DNR	DNR	NP	DNR	DNR	DNR
White (not Hispanic)	80.16%	81.04%	DNR	DNR	NP	DNR	DNR	DNR
Race and/or Ethnicity Unknown	73.30%	74.18%	DNR	DNR	NP	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Oklahoma

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Oklahoma

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category



# Oklahoma

## Adult Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who achieved at least one occupational completion point in a vocational certificate program or earned an industry-certified credential through a third-party assessment.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007-08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Oklahoma

## Adult Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Oregon

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who made satisfactory progress (grade of C or greater) during the program year.	Percentage of CTE concentrators who earned a regular secondary school diploma or a General Education Development (GED) credential or other Oregon-recognized equivalent, including recognized alternative standards for individuals with disabilities, during the reporting year.	Percentage of CTE concentrators who were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who completed high school education or advanced training, in the military service, or employment in the second quarter following the program year in which they completed high school (i.e., unduplicated CTE concentrators who graduated by June 30, 2008 would be assessed between Oct. 1, 2008, and Dec. 31, 2008).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	60.00%	59.00%	DNR	DNR	68.10%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	61.05%	55.22%	DNR	DNR	91.57%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	27.64%	25.05%	DNR	DNR	84.63%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	48.84%	43.38%	DNR	DNR	87.06%	DNR	DNR	DNR	DNR
Single Parents	34.26%	26.32%	DNR	DNR	81.37%	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	23.15%	29.69%	DNR	DNR	86.47%	DNR	DNR	DNR	DNR
Migrant Students	28.73%	33.33%	DNR	DNR	88.83%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	64.95%	58.01%	DNR	DNR	92.66%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	60.92%	55.06%	DNR	DNR	91.60%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state reported no data; PNO—state reported program not offered  
*AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Oregon

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	58.50%	57.28%	DNR	DNR	90.09%	DNR	DNR	DNR
Female	64.15%	52.70%	DNR	DNR	93.36%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	52.64%	42.94%	DNR	DNR	88.80%	DNR	DNR	DNR
Asian or Pacific Islander	63.07%	70.24%	DNR	DNR	93.68%	DNR	DNR	DNR
Black (not Hispanic)	47.24%	35.19%	DNR	DNR	88.65%	DNR	DNR	DNR
Hispanic	38.21%	37.57%	DNR	DNR	86.98%	DNR	DNR	DNR
White (not Hispanic)	64.55%	57.59%	DNR	DNR	92.16%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	58.09%	56.10%	DNR	DNR	90.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Oregon

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who made satisfactory progress, defined as a grade of C or greater, in CTE courses during program year.	Percentage of CTE concentrators who are eligible for, or received a degree, a certificate of completion or an industry-recognized credential and left during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Oregon

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Pennsylvania

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential or other state-recognized equivalent including alternative standards for individuals with disabilities, or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma, during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were reported as pursuing additional education or training, in the military service, or employed.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	63.00%	56.00%	DNR	DNR	91.00%	DNR	DNR	DNR	
<b>PY 2007–08 Results</b>	43.64%	31.60%	DNR	DNR	>95.00%	DNR	DNR	DNR	
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	47.17%	30.19%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	13.50%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Economically Disadvantaged Students	33.03%	22.96%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Single Parents	35.48%	20.16%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Displaced Homemakers	33.33%	33.33%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Limited English Proficient Students	11.64%	22.63%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Migrant Students	<10.00%	18.18%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Students in Nontraditional Programs	49.02%	33.76%	DNR	DNR	>95.00%	DNR	DNR	DNR	
<b>Tech Prep</b>	50.90%	38.79%	DNR	DNR	>95.00%	DNR	DNR	DNR	

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported no program not offered

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

# Pennsylvania

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	41.90%	34.75%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	46.12%	27.12%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	54.55%	26.09%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian or Pacific Islander	41.96%	55.86%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	26.39%	17.21%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic	26.45%	19.42%	DNR	DNR	>95.00%	DNR	DNR	DNR
White (not Hispanic)	48.37%	34.88%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	46.88%	43.75%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# Pennsylvania

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who performed at or greater than the 2.5 GPA level in occupational courses during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrator respondents to the state education survey who were reported as employed, pursuing additional education or advanced training, or in the military.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Pennsylvania

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Puerto Rico

# Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	55.94%	39.94%	DNR	DNR	94.53%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NE	NP	DNR	DNR	NE	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NP	NP	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	NP	NP	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Limited English Proficient Students	NP	NP	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	NP	NP	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Puerto Rico

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	55.94%	39.93%	DNR	DNR	93.01%	DNR	DNR	DNR
Female	55.94%	39.95%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Asian or Pacific Islander	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Black (not Hispanic)	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Hispanic	NP	NP	DNR	DNR	94.53%	DNR	DNR	DNR
White (not Hispanic)	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Puerto Rico

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Puerto Rico

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Rhode Island

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma and left during the reporting year.	Percentage of CTE concentrators who were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	28.00%	28.00%	DNR	DNR	61.00%	DNR	DNR	DNR	
<b>PY 2007–08 Results</b>	48.77%	27.40%	DNR	DNR	>95.00%	DNR	DNR	DNR	
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	14.98%	<10.00%	DNR	DNR	92.73%	DNR	DNR	DNR	
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	
Economically Disadvantaged Students	40.68%	18.50%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Single Parents	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	
Displaced Homemakers	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	
Limited English Proficient Students	<10.00%	<10.00%	DNR	DNR	88.46%	DNR	DNR	DNR	
Migrant Students	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	
Students in Nontraditional Programs	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	
<b>Tech Prep</b>	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state reported no enrollment data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Rhode Island

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	43.90%	30.71%	DNR	DNR	93.93%	DNR	DNR	DNR
Female	54.18%	23.74%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	40.00%	<10.00%	DNR	DNR	85.71%	DNR	DNR	DNR
Asian or Pacific Islander	48.33%	20.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	40.65%	13.82%	DNR	DNR	94.60%	DNR	DNR	DNR
Hispanic	39.81%	15.59%	DNR	DNR	93.98%	DNR	DNR	DNR
White (not Hispanic)	56.03%	38.45%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# Rhode Island

# Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who completed their CTE program and passed technical skill assessments that are aligned with industry standards, if available and appropriate during the reporting year, or earned a cumulative program GPA of 3.0 or greater.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Rhode Island

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Rhode Island

# Adult Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who achieved at least one occupational completion point in a vocational certificate program or earned an industry-certified credential through a third-party assessment.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007-08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Rhode Island

## Adult Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# South Carolina

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators in grade 12 who completed a CTE program and who attained a South Carolina high school diploma, state certificate, or General Education Development (GED) credential.	Percentage of CTE concentrators who completed a CTE program and who are placed in postsecondary education, military service, or employment, averaged over a three-year period.	Percentage of CTE concentrators of the underrepresented gender enrolled in CTE programs identified as leading to nontraditional training and employment.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.		
<b>PY 2007–08 Performance Levels</b>	52.00%	50.00%	DNR	DNR	DNR	70.90%	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	56.42%	57.02%	DNR	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NE	NE	DNR	DNR	DNR	NE	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	14.88%	21.40%	DNR	DNR	DNR	82.93%	DNR	DNR	DNR
Economically Disadvantaged Students	44.20%	43.88%	DNR	DNR	DNR	94.42%	DNR	DNR	DNR
Single Parents	40.33%	28.73%	DNR	DNR	DNR	93.92%	DNR	DNR	DNR
Displaced Homemakers	36.84%	21.05%	DNR	DNR	DNR	95.00%	DNR	DNR	DNR
Limited English Proficient Students	36.78%	44.83%	DNR	DNR	DNR	91.40%	DNR	DNR	DNR
Migrant Students	<10.00%	<10.00%	DNR	DNR	DNR	50.00%	DNR	DNR	DNR
Students in Nontraditional Programs	58.89%	58.44%	DNR	DNR	DNR	92.27%	DNR	DNR	DNR
<b>Tech Prep</b>	PNO	PNO	DNR	DNR	DNR	PNO	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# South Carolina

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	54.94%	60.92%	DNR	DNR	93.98%	DNR	DNR	DNR
Female	57.96%	53.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	75.00%	75.00%	DNR	DNR	81.25%	DNR	DNR	DNR
Asian or Pacific Islander	66.29%	79.78%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	45.05%	40.74%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic	50.00%	55.23%	DNR	DNR	93.48%	DNR	DNR	DNR
White (not Hispanic)	64.39%	68.09%	DNR	DNR	94.90%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	76.92%	61.54%	DNR	DNR	93.75%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# South Carolina

# Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or continuing education, or placed in military service or apprenticeship programs in the third quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE participants from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

## South Carolina Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category



# South Dakota

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators attaining 72 percent in program year (PY) 2007–08 and 74 percent in PY 2008–09 of the average of courses in a CTE program.	Percentage of CTE concentrators who earned a regular secondary school diploma.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators placed in education, in the military service, or employment.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	67.00%	55.00%	DNR	DNR	81.00%	DNR	DNR	DNR	
<b>PY 2007–08 Results</b>	60.71%	57.56%	DNR	DNR	>95.00%	DNR	DNR	DNR	
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	16.42%	13.78%	DNR	DNR	94.78%	DNR	DNR	DNR	
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	
Economically Disadvantaged Students	51.53%	45.87%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Single Parents	67.65%	38.24%	DNR	DNR	>95.00%	DNR	DNR	DNR	
Displaced Homemakers	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	
Limited English Proficient Students	50.00%	70.00%	DNR	DNR	80.00%	DNR	DNR	DNR	
Migrant Students	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	
Students in Nontraditional Programs	59.22%	53.67%	DNR	DNR	>95.00%	DNR	DNR	DNR	
<b>Tech Prep</b>	61.30%	58.17%	DNR	DNR	>95.00%	DNR	DNR	DNR	

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state reported no data; PNO—state reported no program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# South Dakota

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	57.51%	57.83%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	65.50%	57.14%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	39.67%	30.98%	DNR	DNR	89.69%	DNR	DNR	DNR
Asian or Pacific Islander	77.27%	63.64%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	18.75%	25.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic	57.69%	46.15%	DNR	DNR	88.00%	DNR	DNR	DNR
White (not Hispanic)	62.12%	59.39%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# South Dakota

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who attained a cumulative GPA of 2.0 or greater during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# South Dakota

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Tennessee

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of grade 12 CTE concentrators who have mastered industry-validated career and technical proficiency standards in the reporting year.	Percentage of grade 12 CTE concentrators who have attained a Tennessee high school diploma, a state certificate, or a General Education (GED) Developmental (GED) credential.	Percentage of CTE concentrators who were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who graduated in the reporting year and were placed in postsecondary education or advanced training, in the military service, or employment within one year of graduation.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007-08 Performance Levels</b>	87.87%	83.50%	DNR	DNR	80.00%	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	91.53%	>95.00%	DNR	DNR	84.40%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	78.14%	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NP	84.45%	DNR	DNR	79.54%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	88.20%	92.57%	DNR	DNR	78.99%	DNR	DNR	DNR	DNR
Single Parents	88.48%	89.12%	DNR	DNR	71.19%	DNR	DNR	DNR	DNR
Displaced Homemakers	NE	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR
Limited English Proficient Students	80.41%	91.61%	DNR	DNR	78.41%	DNR	DNR	DNR	DNR
Migrant Students	75.00%	87.50%	DNR	DNR	55.56%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	90.55%	>95.00%	DNR	DNR	91.95%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	91.25%	>95.00%	DNR	DNR	84.65%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state reported no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Tennessee

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	88.79%	>95.00%	DNR	DNR	82.08%	DNR	DNR	DNR
Female	94.52%	>95.00%	DNR	DNR	86.97%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	91.89%	>95.00%	DNR	DNR	64.29%	DNR	DNR	DNR
Asian or Pacific Islander	91.30%	>95.00%	DNR	DNR	85.57%	DNR	DNR	DNR
Black (not Hispanic)	88.66%	91.11%	DNR	DNR	82.03%	DNR	DNR	DNR
Hispanic	87.14%	94.89%	DNR	DNR	78.62%	DNR	DNR	DNR
White (not Hispanic)	92.32%	>95.00%	DNR	DNR	85.15%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	93.52%	>95.00%	DNR	DNR	79.75%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Tennessee

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who received an industry-recognized degree or award, and reported that they were placed in employment, education, or served in the military.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Tennessee Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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



# Tennessee

## Adult Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who achieved at least one occupational completion point in a vocational certificate program or earned an industry-certified credential through a third-party assessment.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Tennessee

## Adult Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Texas

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state as the exit level Texas Assessment of Knowledge and Skills (TAKS) assessment required for graduation from high school and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state as the exit level TAKS assessment required for graduation from high school and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who left secondary education or advanced education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.		
<b>PY 2007–08 Performance Levels</b>	97.73%	96.97%	DNR	DNR	90.30%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	>95.00%	94.64%	DNR	DNR	89.81%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities (AIDA)	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Individuals With Disabilities (ESEA/IDEA)	80.68%	61.36%	DNR	DNR	89.22%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	>95.00%	92.17%	DNR	DNR	85.25%	DNR	DNR	DNR	DNR
Single Parents	>95.00%	84.82%	DNR	DNR	74.35%	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	67.53%	70.66%	DNR	DNR	65.88%	DNR	DNR	DNR	DNR
Migrant Students	94.12%	91.46%	DNR	DNR	83.25%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	>95.00%	>95.00%	DNR	DNR	93.79%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	>95.00%	>95.00%	DNR	DNR	92.23%	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state reported no data; PNO—state provided no data; PNO—state reported program not offered. AIDA—Americans with Disabilities Act; ESEA—Elementary and Secondary Education Act of 1965, as amended; IDEA—Individuals with Disabilities Education Act

# Texas

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	>95.00%	94.96%	DNR	DNR	89.40%	DNR	DNR	DNR
Female	>95.00%	94.33%	DNR	DNR	90.23%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	>95.00%	>95.00%	DNR	DNR	90.13%	DNR	DNR	DNR
Asian or Pacific Islander	>95.00%	>95.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	>95.00%	89.33%	DNR	DNR	85.01%	DNR	DNR	DNR
Hispanic	>95.00%	93.20%	DNR	DNR	86.24%	DNR	DNR	DNR
White (not Hispanic)	>95.00%	>95.00%	DNR	DNR	93.98%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Texas

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Texas

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# United States Virgin Islands

# Secondary Level

Core Indicators Measurement Definitions	Academic Attainment							
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under Sec. 1111(b)(3) of ESEA based on the scores that were included in the state's computation of AYP and who, in the adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Sec. 1111(b)(3) of ESEA based on the scores that were included in the state's computation of AYP and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have successfully completed all CTE courses and met state-established industry validated standards.	Percentage of CTE concentrators who have received a high school diploma or its equivalent and have left secondary education the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under ESEA.	Percentage of CTE concentrators who have received a high school diploma or its recognized state equivalent and left secondary education in the reporting year and who were placed in postsecondary or advanced training, employment, or military service.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	45.00%	45.00%	DNR	DNR	77.20%	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	46.60%	46.29%	DNR	DNR	94.90%	DNR	DNR	DNR
<b>Special Populations</b>								
Individuals With Disabilities (IDA)	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Individuals With Disabilities (ESEA/IDEA)	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Economically Disadvantaged Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Limited English Proficient Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Students in Nontraditional Programs	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
<b>Tech Prep</b>	NP	NP	DNR	DNR	NP	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered

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

# United States Virgin Islands

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	46.59%	45.73%	DNR	DNR	94.40%	DNR	DNR	DNR
Female	46.61%	46.82%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	46.60%	46.51%	DNR	DNR	94.90%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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



# United States Virgin Islands

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

## United States Virgin Islands Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

Core Indicators Measurement Definitions	Academic Attainment				Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Mathematics	Mathematics						
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of students passing a skill test in the program of study of concentration in one of the required foundation courses.	Percentage of CTE concentrators earning a regular high school diploma, or a General Education (GED) credential reported with graduating class.	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE concentrators who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	70.00%	47.00%	DNR	DNR	DNR	82.67%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	78.36%	50.98%	DNR	DNR	DNR	88.14%	DNR	DNR	DNR	DNR
<b>Special Populations</b>										
Individuals With Disabilities ( <i>AIDA</i> )	31.79%	31.43%	DNR	DNR	DNR	78.67%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	NP	NP	DNR	DNR	DNR	NP	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	63.07%	42.73%	DNR	DNR	DNR	75.37%	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	DNR	NP	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	32.34%	25.63%	DNR	DNR	DNR	73.95%	DNR	DNR	DNR	DNR
Migrant Students	31.71%	20.59%	DNR	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	76.96%	48.46%	DNR	DNR	DNR	90.27%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	PNO	PNO	DNR	DNR	DNR	PNO	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state reported no data; PNO—state reported program not offered  
*AIDA*—*American with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Utah

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	75.77%	54.01%	DNR	DNR	86.63%	DNR	DNR	DNR
Female	81.15%	47.58%	DNR	DNR	89.72%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	57.78%	38.25%	DNR	DNR	75.63%	DNR	DNR	DNR
Asian or Pacific Islander	69.90%	43.70%	DNR	DNR	86.99%	DNR	DNR	DNR
Black (not Hispanic)	51.50%	29.35%	DNR	DNR	74.89%	DNR	DNR	DNR
Hispanic	55.08%	34.17%	DNR	DNR	71.83%	DNR	DNR	DNR
White (not Hispanic)	82.37%	55.12%	DNR	DNR	90.37%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	65.00%	41.67%	DNR	DNR	91.30%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Utah

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of concentrators who passed technical skill assessments that are aligned with industry-recognized standards and resulting in state licensure.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NIE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Utah

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Vermont

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESE-A</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESE-A</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESE-A</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	46.00%	11.00%	DNR	DNR	92.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	46.24%	11.26%	DNR	DNR	93.55%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AID-A</i> )	12.63%	NP	DNR	DNR	91.78%	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESE-A / IDE-A</i> )	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	38.96%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	78.57%	DNR	DNR	DNR	DNR
Displaced Homemakers	NE	NE	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Migrant Students	NE	NE	DNR	DNR	NP	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	59.43%	13.74%	DNR	DNR	91.58%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AID-A*—*Americans with Disabilities Act*; *ESE-A*—*Elementary and Secondary Education Act of 1965, as amended*; *IDE-A*—*Individuals with Disabilities Education Act*

# Vermont

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	40.08%	12.44%	DNR	DNR	93.78%	DNR	DNR	DNR
Female	55.80%	<10.00%	DNR	DNR	93.18%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NP	NP	DNR	DNR	85.71%	DNR	DNR	DNR
Asian	NP	NP	DNR	DNR	>95.00%	DNR	DNR	DNR
Black or African American	NP	NP	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic or Latino	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
White	46.44%	11.09%	DNR	DNR	93.67%	DNR	DNR	DNR
Two or More Races	NP	NP	DNR	DNR	NP	DNR	DNR	DNR

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



# Vermont

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented groups who participated in a program that, as specified by National Alliance for Partnerships in Equity (NAPE), leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented groups who participated in a program that, as specified by NAPE, leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented groups who participated in a program that, as specified by NAPE, leads to employment in nontraditional fields during the reporting year.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Vermont

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Virginia

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Technical Skill Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second and third quarters following the program year in which they left secondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.		
<b>PY 2007–08 Performance Levels</b>	65.00%	63.00%	DNR	DNR	DNR	61.00%	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	>95.00%	83.56%	DNR	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	81.16%	61.73%	DNR	DNR	DNR	>95.00%	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	79.77%	60.45%	DNR	DNR	DNR	>95.00%	DNR	DNR	DNR
Economically Disadvantaged Students	>95.00%	77.83%	DNR	DNR	DNR	>95.00%	DNR	DNR	DNR
Single Parents	>95.00%	70.34%	DNR	DNR	DNR	>95.00%	DNR	DNR	DNR
Displaced Homemakers	>95.00%	88.00%	DNR	DNR	DNR	>95.00%	DNR	DNR	DNR
Limited English Proficient Students	40.81%	78.49%	DNR	DNR	DNR	89.61%	DNR	DNR	DNR
Migrant Students	93.16%	69.23%	DNR	DNR	DNR	>95.00%	DNR	DNR	DNR
Students in Nontraditional Programs	>95.00%	85.51%	DNR	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Tech Prep</b>	NE	NE	DNR	DNR	DNR	>95.00%	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—Americans with Disabilities Act; *ESEA*—Elementary and Secondary Education Act of 1965, as amended; *IDEA*—Individuals with Disabilities Education Act

# Virginia

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	>95.00%	84.35%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	>95.00%	82.71%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	93.98%	78.95%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian or Pacific Islander	>95.00%	92.49%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	>95.00%	75.23%	DNR	DNR	>95.00%	DNR	DNR	DNR
Hispanic	>95.00%	82.18%	DNR	DNR	>95.00%	DNR	DNR	DNR
White (not Hispanic)	>95.00%	86.85%	DNR	DNR	>95.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Virginia

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Virginia

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category

# Washington

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Mathematics					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who have attained a high school diploma or General Education (GED) credential and who left secondary education in the reporting year.	Percentage of CTE concentrators who were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were employed, enrolled in higher education, or enlisted in the military during the third post-exit quarter, based on administrative records or a student survey.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	61.50%	43.60%	DNR	DNR	69.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	81.21%	49.81%	DNR	DNR	72.69%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	38.40%	12.33%	DNR	DNR	68.80%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	70.47%	32.94%	DNR	DNR	65.23%	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	33.86%	10.08%	DNR	DNR	73.86%	DNR	DNR	DNR	DNR
Migrant Students	60.19%	18.31%	DNR	DNR	70.80%	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	82.21%	49.67%	DNR	DNR	NP	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	81.44%	43.63%	DNR	DNR	NP	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# Washington

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	78.66%	51.27%	DNR	DNR	69.94%	DNR	DNR	DNR
Female	84.87%	47.72%	DNR	DNR	76.50%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	71.54%	33.05%	DNR	DNR	59.44%	DNR	DNR	DNR
Asian	83.06%	56.45%	DNR	DNR	82.83%	DNR	DNR	DNR
Black or African American	69.77%	25.46%	DNR	DNR	64.56%	DNR	DNR	DNR
Hispanic or Latino	67.56%	28.29%	DNR	DNR	67.71%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	75.88%	31.14%	DNR	DNR	73.00%	DNR	DNR	DNR
White	83.89%	54.16%	DNR	DNR	74.91%	DNR	DNR	DNR
Two or More Races	NP	NP	DNR	DNR	NP	DNR	DNR	DNR

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



# Washington

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators, exiting during the reporting year, who have attained an award or completed at least 45 vocational credits with a 2.0 or greater GPA.	Percentage of CTE concentrators, existing during the reporting year, who have attained an award.	Percentage of CTE concentrators, existing during the reporting year, who have attained an award.	Percentage of CTE participants who are not yet concentrators at the beginning of the reporting year, who became CTE concentrators or enrolled in other higher education, including apprenticeship, during the reporting year.	Percentage of CTE concentrators who were either employed, according to Unemployment Insurance (UI) wage records, or in the military, education during the third quarter after they exited.	Percentage of CTE participants from underrepresented gender groups who enrolled in a non-traditional program during the reporting period.	Percentage of CTE completers from underrepresented gender groups who were enrolled in a non-traditional program during the reporting period.
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>AIDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*AIDA—Americans with Disabilities Act*

# Washington

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# West Virginia

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military service, or employment following the program year in which they left secondary education.	Percentage of nontraditional participants in occupational courses during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	71.00%	59.00%	DNR	DNR	80.00%	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	71.13%	61.37%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	24.10%	20.82%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	68.60%	63.53%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
Single Parents	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR
Limited English Proficient Students	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Migrant Students	NE	NE	DNR	DNR	NE	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	89.64%	78.29%	DNR	DNR	>95.00%	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality. DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported no program not offered. *AIDA*—*Americans with Disabilities Act*; *ESEA*—*Elementary and Secondary Education Act of 1965, as amended*; *IDEA*—*Individuals with Disabilities Education Act*

# West Virginia

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	65.29%	63.03%	DNR	DNR	>95.00%	DNR	DNR	DNR
Female	80.00%	58.83%	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	66.67%	33.33%	DNR	DNR	>95.00%	DNR	DNR	DNR
Asian	66.67%	66.67%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black or African American	60.00%	53.75%	DNR	DNR	86.25%	DNR	DNR	DNR
Hispanic or Latino	75.00%	87.50%	DNR	DNR	87.50%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
White	71.40%	61.50%	DNR	DNR	>95.00%	DNR	DNR	DNR
Two or More Races	NE	NE	DNR	DNR	NE	DNR	DNR	DNR

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

# West Virginia

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>						
	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# West Virginia

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Wisconsin

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment				School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics	Technical Skill Attainment	Completion					
	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators in the reporting year who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under <i>ESEA</i> .	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who graduated during the reporting year.	Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate under <i>ESEA</i> .	Percentage of CTE concentrators who were placed in education or advanced training, in the military service, or employment.	Percentage of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	
<b>PY 2007–08 Performance Levels</b>	70.70%	71.00%	DNR	DNR	81.70%	DNR	DNR	DNR	
<b>PY 2007–08 Results</b>	75.81%	74.20%	DNR	DNR	93.81%	DNR	DNR	DNR	
<b>Special Populations</b>									
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	35.75%	35.28%	DNR	DNR	82.87%	DNR	DNR	DNR	
Economically Disadvantaged Students	57.94%	54.78%	DNR	DNR	88.65%	DNR	DNR	DNR	
Single Parents	62.23%	58.51%	DNR	DNR	86.32%	DNR	DNR	DNR	
Displaced Homemakers	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	
Limited English Proficient Students	52.88%	56.75%	DNR	DNR	83.74%	DNR	DNR	DNR	
Migrant Students	NP	NP	DNR	DNR	NP	DNR	DNR	DNR	
Students in Nontraditional Programs	71.44%	70.40%	DNR	DNR	94.87%	DNR	DNR	DNR	
<b>Tech Prep</b>	81.33%	80.44%	DNR	DNR	92.92%	DNR	DNR	DNR	

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.

DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered

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

# Wisconsin

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	74.00%	76.64%	DNR	DNR	93.48%	DNR	DNR	DNR
Female	78.02%	71.24%	DNR	DNR	94.22%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian or Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White (not Hispanic)	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	61.29%	59.62%	DNR	DNR	75.96%	DNR	DNR	DNR
Asian	66.78%	69.30%	DNR	DNR	88.76%	DNR	DNR	DNR
Black or African American	43.61%	31.61%	DNR	DNR	86.97%	DNR	DNR	DNR
Hispanic or Latino	59.06%	54.99%	DNR	DNR	86.23%	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	50.00%	50.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
White	81.99%	81.84%	DNR	DNR	>95.00%	DNR	DNR	DNR
Two or More Races	60.00%	60.00%	DNR	DNR	81.82%	DNR	DNR	DNR

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



# Wisconsin

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who passed at least 80 percent of the technical courses attempted during the reporting year.	Percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrator graduates who reported employment two quarters after the end of the academic year.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007-08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007-08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007-08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Wisconsin

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

# Wyoming

## Secondary Level

Core Indicators Measurement Definitions	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school reading and language arts assessment administered by the state under Sec. 1111(b)(3) of <i>ESEA</i> based on the scores that were included in the state's computation of AYP and who, in the adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Sec. 1111(b)(3) of <i>ESEA</i> based on the scores that were included in the state's computation of AYP and who, in the reporting year, left secondary education.	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Percentage of CTE concentrators who earned a regular secondary school diploma, a General Education (GED) credential or other state-recognized equivalent, or who earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma in the reporting year.	Percentage of CTE concentrators who left secondary education and were placed in postssecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated CTE concentrators who graduated by June 30, 2007, would be assessed between Oct. 1, 2007, and Dec. 31, 2007).	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE participants from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
<b>PY 2007–08 Performance Levels</b>	63.50%	60.90%	DNR	DNR	80.00%	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	65.35%	65.25%	DNR	DNR	90.35%	DNR	DNR	DNR
<b>Special Populations</b>								
Individuals With Disabilities ( <i>AIDA</i> )	NP	NP	DNR	DNR	NP	DNR	DNR	DNR
Individuals With Disabilities ( <i>ESEA/IDEA</i> )	21.00%	23.23%	DNR	DNR	82.29%	DNR	DNR	DNR
Economically Disadvantaged Students	56.34%	57.09%	DNR	DNR	82.87%	DNR	DNR	DNR
Single Parents	65.85%	75.61%	DNR	DNR	90.28%	DNR	DNR	DNR
Displaced Homemakers	<10.00%	<10.00%	DNR	DNR	>95.00%	DNR	DNR	DNR
Limited English Proficient Students	40.00%	13.33%	DNR	DNR	76.32%	DNR	DNR	DNR
Migrant Students	NE	NE	DNR	DNR	NE	DNR	DNR	DNR
Students in Nontraditional Programs	79.73%	64.19%	DNR	DNR	92.05%	DNR	DNR	DNR
<b>Tech Prep</b>	PNO	PNO	DNR	DNR	PNO	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state reported no data; PNO—state reported program not offered  
*AIDA*—*American with Disabilities Act; ESEA*—*Elementary and Secondary Education Act of 1965, as amended; IDEA*—*Individuals with Disabilities Education Act*

# Wyoming

## Secondary Level—continued

Core Indicators	Academic Attainment		Technical Skill Attainment	School Completion	Student Graduation Rates	Placement	Nontraditional Participation	Nontraditional Completion
	Reading/ Language Arts	Mathematics						
<b>Gender</b>								
Male	59.73%	67.15%	DNR	DNR	89.19%	DNR	DNR	DNR
Female	73.58%	62.48%	DNR	DNR	91.99%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>								
American Indian or Alaska Native	54.05%	59.46%	DNR	DNR	79.10%	DNR	DNR	DNR
Asian or Pacific Islander	73.33%	93.33%	DNR	DNR	>95.00%	DNR	DNR	DNR
Black (not Hispanic)	58.82%	29.41%	DNR	DNR	86.96%	DNR	DNR	DNR
Hispanic	52.50%	49.17%	DNR	DNR	84.57%	DNR	DNR	DNR
White (not Hispanic)	66.51%	66.65%	DNR	DNR	91.00%	DNR	DNR	DNR
Race and/or Ethnicity Unknown	NE	NE	DNR	DNR	>95.00%	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>								
American Indian or Alaska Native	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Asian	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Black or African American	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Hispanic or Latino	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
White	NA	NA	DNR	DNR	NA	DNR	DNR	DNR
Two or More Races	NA	NA	DNR	DNR	NA	DNR	DNR	DNR

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

# Wyoming

## Postsecondary Level

Core Indicators Measurement Definitions	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
	Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Number of CTE concentrators in the identified entry cohort who receive or were eligible to receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Percentage of CTE concentrators from underrepresented gender groups who received or were eligible to receive a credential, certificate, or degree in a CTE program identified as preparing students for employment in an occupation identified as out-of-gender balance.
<b>PY 2007–08 Performance Levels</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>PY 2007–08 Results</b>	DNR	DNR	DNR	DNR	DNR	DNR
<b>Special Populations</b>						
Individuals With Disabilities ( <i>-IDA</i> )	DNR	DNR	DNR	DNR	DNR	DNR
Economically Disadvantaged Students	DNR	DNR	DNR	DNR	DNR	DNR
Single Parents	DNR	DNR	DNR	DNR	DNR	DNR
Displaced Homemakers	DNR	DNR	DNR	DNR	DNR	DNR
Limited English Proficient Students	DNR	DNR	DNR	DNR	DNR	DNR
Students in Nontraditional Programs	DNR	DNR	DNR	DNR	DNR	DNR
<b>Tech Prep</b>	DNR	DNR	DNR	DNR	DNR	DNR

Notes: This chart reports results for students whom the state has identified as concentrators in career and technical education (CTE). Please see Appendix B for states' definitions of CTE concentrators. Definitions for special populations are provided in the Glossary of Terms in this report. Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.  
 DNR—data not required for program year (PY) 2007–08; NE—state reported no enrollment data; NP—state provided no data; PNO—state reported program not offered  
*IDA—Americans with Disabilities Act*

# Wyoming

## Postsecondary Level—continued

Core Indicators	Technical Skill Attainment	Credential, Certificate, or Degree	Student Retention or Transfer	Student Placement	Nontraditional Participation	Nontraditional Completion
<b>Gender</b>						
Male	DNR	DNR	DNR	DNR	DNR	DNR
Female	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1977 Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian or Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
Black (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic	DNR	DNR	DNR	DNR	DNR	DNR
White (not Hispanic)	DNR	DNR	DNR	DNR	DNR	DNR
Race and/or Ethnicity Unknown	DNR	DNR	DNR	DNR	DNR	DNR
<b>Race/Ethnicity Categories in the 1997 Revised Standards*</b>						
American Indian or Alaska Native	DNR	DNR	DNR	DNR	DNR	DNR
Asian	DNR	DNR	DNR	DNR	DNR	DNR
Black or African American	DNR	DNR	DNR	DNR	DNR	DNR
Hispanic or Latino	DNR	DNR	DNR	DNR	DNR	DNR
Native Hawaiian or Other Pacific Islander	DNR	DNR	DNR	DNR	DNR	DNR
White	DNR	DNR	DNR	DNR	DNR	DNR
Two or More Races	DNR	DNR	DNR	DNR	DNR	DNR

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

NA—data not applicable for this category



# Glossary of Terms

## 1. Definitions of Special Populations and Other Student Categories

Below are the statutory *Perkins IV* definitions for each of the special populations and other student categories under the *Elementary and Secondary Education Act (ESEA)*, the *Individuals with Disabilities Education Act (IDEA)*, and the *Americans with Disabilities Act (ADA)*, for which states are required to provide data.

### **Displaced Homemaker**

The term “displaced homemaker” means an individual who—

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

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

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

(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.” [Sec. 3(10) of *Perkins IV*]

### **Economically Disadvantaged**

The term “economically disadvantaged” means “individuals from economically disadvantaged families, including foster children.” [Sec. 3(29)(B) of *Perkins IV*]

### Individual With Limited English Proficiency

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

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

(B) who lives in a family or community environment in which a language other than English is the dominant language.” [Sec. 3(16) of *Perkins IV*]

### Individual With a Disability

The term an “individual with a disability” in Sec. 3(17) of *Perkins IV* “(A) ... means an individual with any disability (as defined in Sec. 3 of the *Americans with Disabilities Act of 1990* (42 U.S.C. 12102));” and “(B) the term ‘individuals with disabilities’ means more than 1 individual with a disability.”

The term “disability” as defined in Sec. 902(b)(1) of *ADA*, means “with respect to an individual, (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such an impairment.”

The term “disability status” as used in Sec. 1111(h)(1)(C)(i) of *ESEA* refers to a “child with a disability,” which under Sec. 9101(5) of *ESEA* has the same meaning as the term in Sec. 602 of *IDEA*.

The term an “individual with a disability” as defined in Sec. 602(3)(A) of *IDEA*, refers to a “child with a disability,” which means a child “(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as ‘emotional disturbance’), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services.” [Sec. 1111(h)(1)(C)(i) of *ESEA*; Sec. 602(3)(A) of *IDEA*; Sec. 902(b)(1) of *ADA*; Sec. 3(17) of *Perkins IV*]

### Students in Nontraditional Fields

The term “students in nontraditional fields” as used in this report means students preparing for nontraditional fields. “Nontraditional fields” as defined in Sec. 3(20) of *Perkins IV*, means “occupations or fields of work, including careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.” [Secs. 3(20) and (29)(C) of *Perkins IV*]



## Migrant Students

The term “migrant students” means students in the migrant status category as used in Sec. 1111(h)(1)(C)(i) of *ESEA*. While not defined in *ESEA*, the Department strongly encourages states to use the same definition of “migrant students” as the state uses in its annual state report card and as approved in its “Consolidated State Application Accountability Workbook.” [Sec. 1111(h)(1)(C)(i) of *ESEA*]

## Single Parents

The term “single parents” includes single pregnant women. [Sec. 3(29)(D) of *Perkins IV*]

## Special Populations

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

## 2. Glossary of Race/Ethnicity Categories

Consistent with the Department’s October 19, 2007, memorandum titled “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data” (see *72 Federal Register* 59266), states may report data disaggregated by race/ethnicity using the categories and definitions based on: (1) “The Standards for the Classification of Federal Data on Race and Ethnicity” (Statistical Policy Directive No. 15) that was issued by the Office of Management and Budget (OMB) in 1977; (2) the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997; or (3) any additional or combined category that a state uses for *ESEA* as approved in its “Consolidated State Application Accountability Workbook.”

### Race/Ethnicity Categories in the 1977 Standards

A state may report disaggregated data by race and ethnicity using the following categories and definitions based on the “The Standards for the Classification of Federal Data on Race and Ethnicity” (Statistical Policy Directive No. 15) that was issued by OMB in 1977:

- **American Indian or Alaska Native**—A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Pacific Islander**—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent, including, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
- **Black (not Hispanic)**—A person having origins in any of the Black racial groups of Africa.
- **Hispanic**—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.
- **White (not Hispanic)**—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Race and/or Ethnicity Unknown**—A postsecondary student only who does not self-identify a race and/or ethnicity on a local information collection.

### **Race and Ethnicity Categories in the 1997 Revised Standards**

A state may report disaggregated data by race and ethnicity using the following categories and definitions based on the “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity” that was issued by OMB in 1997:

- **American Indian or Alaska Native**—A person having origins in any of the original peoples of North and South America (including Central America) and who maintains a tribal affiliation or community attachment.
- **Asian**—A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American**—A person having origins in any of the Black racial groups of Africa.
- **Hispanic or Latino**—A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
- **Native Hawaiian or Other Pacific Islander**—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- **White**—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Two or More Races**—A person belonging to two or more racial groups.
- **Race and/or Ethnicity Unknown**—A postsecondary student only who does not self-identify a race and/or ethnicity on a local information collection.

#### **Race/Ethnicity Categories Approved under *ESEA***

A state may report disaggregated data by race and ethnicity using any additional or combined categories used for reporting under *ESEA* as approved in its “Consolidated State Application Accountability Workbook.”







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