Carl D. Perkins Vocational and Technical Education Act of 1998

Report to Congress on State Performance Program Year 2002-2003

U.S. Department of Education
Office of Vocational and Adult Education
September 2005

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Executive Summary

The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III or Act) requires, in Section 113(c)(3)(C), that the Secretary provide the appropriate committees of Congress copies of annual reports received by the department from each eligible agency that receives funds under the Act. Section 113(c)(3)(A) further requires the Secretary to make the information contained in such reports available to the general public. These reports contain information on states' progress in achieving their adjusted performance levels—negotiated with and approved by the department—on the following core indicators of performance listed in Section 113(b)(2)(A):

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

As required by statute, states also provide disaggregated data on the progress of students in each of the following special population categories listed in Section 3:

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

As noted in Program Memorandum--OVAE/DVTE FY 2000-03, dated October 15, 1999, a tech-prep program is vocational education by definition and states must report for tech-prep students by each sub-indicator separately. Section 206 of Perkins III further requires states to report on the effectiveness of their tech-prep programs. Finally, the department requires that states report on the progress of students by gender, race, and ethnicity.

This is the fourth annual report to Congress by the department. In finalizing their data submissions to this department, states attested to the accuracy and completeness of their data.

This report transmits data that states submitted to the department for Program Year (PY) 2002-2003.[1] Among the highlights of this report:

- ***More students were reported by states as having enrolled in vocational and technical education courses in PY 2002-2003 than in the past three years.***

- ***There remain concerns about the quality and reliability of states' performance data.*** Among the major issues are: the use of varying measures which do not meet a common standard of validity and reliability, the inconsistency among states in student population definitions (i.e., who they count in their accountability systems), the inability of many states to track students' progress in further education and employment, and the shortage of national or state assessments to measure students' technical skill attainment--an important outcome of participation in vocational and technical education.

- ***Twenty-three states were awarded incentive grants from the department during PY 2002-2003 for having exceeded their performance levels overall under Perkins III, Title I of the Workforce Investment Act (WIA), and the Adult Education and Family Literacy Act (AEFLA):*** Alabama, Colorado, Florida, Georgia, Iowa, Illinois, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Missouri, Mississippi, Montana, North Carolina, North Dakota, Nebraska, New Hampshire, Oklahoma, Oregon, South Dakota, Tennessee, and Texas. This represents an increase from PY 2001-2002 when sixteen states were awarded incentive grants.

- ***Six states met or exceeded their PY 2002-2003 Perkins secondary performance levels, in every single indicator.*** This represents a decrease from PY 2001-2002 when 15 states met all their secondary performance levels.

- ***Five states met or exceeded their Perkins postsecondary performance levels, in every single indicator.*** This represents a decrease from PY 2001-2002 when eight states met all of their postsecondary performances levels.

This report to Congress contains three sections. The first section enumerates the accountability requirements in Perkins III and describes efforts by the department to work with states to develop their performance accountability systems and their performance levels for vocational and technical education. The second section presents highlights of states' progress in meeting their PY 2002-2003 performance levels, along with individual state data reports. The final section discusses issues pertaining to the quality and reliability of states' Perkins performance data.

[1] The program year (PY) generally operates from July 1 – June 30.

I. Introduction

A. Accountability for Results

The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) is the principal source of federal funding to states for the improvement of secondary and postsecondary vocational and technical education programs. Each year under Perkins III, Congress has appropriated more than $1.2 billion for grants to states, including the basic state grants (Title I) and tech-prep grants (Title II). States then determine what share of Perkins III funds should be allocated to secondary and postsecondary institutions in their state. Over the past four years, states have allocated an average of 60 percent of their funds to secondary education and 40 percent to postsecondary education. A few states allocate as much as 90 percent of their funds to secondary vocational and technical education programs and only 10 percent to their postsecondary programs. States generally distribute federal funds by formula to local educational agencies, area vocational and technical schools, community colleges, and other public or private nonprofit institutions that offer vocational and technical education programs that meet the requirements of the law. Attachment A provides information on each state's allocation for PY 2002-2003, the year covered in this report.

Congress made *accountability for results* a central focus of the Perkins III legislation, setting out new performance accountability requirements for states and local programs. These requirements were established "to assess the effectiveness of the State in achieving statewide progress in vocational and technical education, and to optimize the return of investment of Federal funds in vocational and technical education activities." [Section 113(a)] With input from local program administrators, states are required to report annually on the following core indicators of performance:

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

For purposes of state data collection and reporting, the department subdivided the core indicators into fourteen sub-indicators—seven indicators each for secondary and postsecondary education. By statute, states also are required to report disaggregated data on the performance of students in the following special population categories:

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

Section 206 of Perkins III further requires states to report on the effectiveness of their tech-prep programs. Finally, the department requires that states report on the progress of students by gender, race, and ethnicity. As noted in Program Memorandum--OVAE/ DVTE FY 2000-03, dated October 15, 1999, a tech-prep program is vocational education by definition and states must report for tech-prep students by each sub-indicator separately.

B. Establishing Measures and Setting Performance Levels

The Perkins III legislation afforded states considerable latitude in selecting their measurement approaches for each indicator and identifying those students on which to report performance.[2] This law was passed prior to the No Child Left Behind (NCLB) Act of 2001 and does not require that these indicators meet a single standard of validity and reliability. States submitted their measurement approaches and student population definitions, along with baseline performance levels for each of the sub-indicators, as part of their original Perkins III state plans. States then reached agreement with the department on the performance levels they would seek to achieve for each sub-indicator for each year in which the legislation would be in effect. To date, most states, if not all, have changed one or more of their measurement approaches, student population definitions, or performance levels, thus making it impossible to analyze state performance trends except in the most general of terms (i.e., describe how many states met or did not meet their levels).

Further, while the legislative latitude has enabled states to build upon their existing data collection systems, it has produced wide variation across states in student population definitions and measurement approaches. For example, one state may measure academic attainment using a state-developed assessment instrument, while another state may use grade point averages.

C. Efforts to Help States Build their Perkins Accountability Systems

Since Perkins III was enacted, the department has worked with states to help them build and continually improve their performance accountability systems for vocational and technical education. During the first two years of Perkins III implementation, the department hosted "Data Quality" and "Program Quality" workshops. These workshops brought together state directors,

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[2] States report performance data for "concentrators"—that is, students who take a threshold number of courses or credits in vocational and technical education. This definition varies from state to state.

policymakers, and data experts to review and improve student population definitions and measurement approaches. The workshops were followed by a series of conference calls to discuss data measurement and collection issues. The department also established a Web site—the Peer Collaborative Resource Network (PCRN)—to foster discussion among states on issues pertaining to Perkins accountability systems. Among the recent discussion items have been strategies to incorporate into states' Perkins accountability systems the data collection requirements under NCLB and the Office of Management and Budget's (OMB) " common measures."

During PY 2002-2003, the department continued to place heightened emphasis on the topic of accountability during its monitoring site visits. Among the issues addressed during these visits: 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; and procedures used by the states to ensure that the data received from local grantees are complete, accurate, and reliable.

Also, the department continues its Performance Measurement Initiative (PMI). This initiative is designed to help states improve their ability to report complete, accurate, and reliable data on students' academic performance, students' transition to postsecondary education and employment, and other important outcomes that are anticipated to be incorporated into new legislation when enacted. Six states—Arizona, Florida, Nebraska, New Hampshire, New York, and Pennsylvania—were selected through a competitive review process to collaborate with the department in the initial phases of the PMI initiative.

II. State Performance Data

A. Enrollment in Vocational and Technical Education

In PY 2002-2003, states reported over 15.3 million students as having enrolled in secondary and postsecondary vocational and technical education programs (Figure 1), a significant increase (28 percent) over the past year. Enrollment is an unduplicated count of all students reported by each state as having taken one or more vocational and technical education courses. These courses may or may not be funded with federal Perkins III funds. Table 1 below presents states' enrollment data by gender, race/ethnicity, and special population categories.

Figure 1. Student Enrollment in Vocational and Technical Education Programs: PY 1999-2003

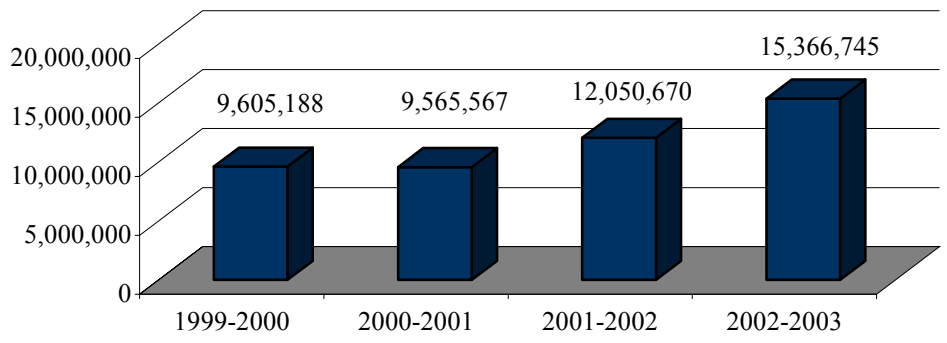
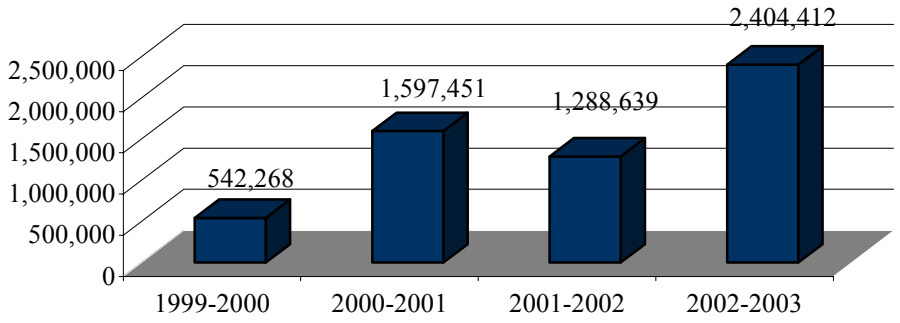


Table 1. Student Enrollment in Vocational and Technical Education: PY 2002-2003

Disaggregated Category		Secondary	Postsecondary and Adults
Gender	Male	5,076,937	2,729,694
	Female	4,221,899	3,275,532
	Unknown	5,257	97,242
Race/Ethnicity	Black	1,581,645	801,157
	Hispanic	1,529,742	943,985
	White	6,086,999	3,430,913
	Asian Pacific Islander	444,636	448,892
	American Indian	120,599	76,071
Special Populations	Individuals with Disabilities	1,033,436	173,299
	Economically Disadvantaged	2,662,279	1,556,500
	Nontraditional	1,550,855	787,627
	Single Parent	59,465	226,266
	Displaced Homemaker	2,169	64,993
	Limited English Proficient	543,052	304,553
	Other Educational Barriers	1,268,965	625,898

In PY 2002-2003, states also reported that approximately 2.4 million students enrolled in tech-prep programs (Figure 2). This represents a considerable increase (86 percent) from the prior year. It should be noted, however, that PY 2001-2002 represented a large decrease from the previous year. Wide variability also exists in how states identify tech-prep students. Over the last two years, tech-prep students have comprised about 13 percent of the total enrollment in vocational and technical education.

Figure 2. Student Enrollment in Tech-Prep Programs: PY 1999-2003



It is important to note that many states did not provide complete data on the performance of their secondary and postsecondary tech-prep students. This occurred despite the fact that states receive a separate grant award under Title II of Perkins III to serve tech-prep students and are required to submit performance data on tech-prep students under section 206 of the act. Table 7 provides a summary of where states failed to provide data, along with the total amount of tech-prep funds they received during FY 2002-03.

B. State Progress in Meeting Perkins Performance Levels

Attachment C provides individual state profiles containing performance data submitted to the department by states for PY 2002-2003. Data are reported by each state on students who are identified as "concentrators." Attachment B provides each state's definition of a "concentrator." Although the definition of concentrator varies from state to state, most states define a concentrator as a student who is enrolled in a threshold level of vocational education, usually represented as two or three vocational and technical education courses.[3]

In view of the different state definitions of "concentrator" and the differences in sizes of student populations across states, some of the data provided by states in disaggregated form potentially could be personally identifiable. Therefore, as a precautionary measure, the department has masked data in certain cells to ensure that students could not be personally identified. Specifically, where a state reported actual performance data above 95.00 percent and below 10.00 percent, the cell was coded as >95.00 percent and <10.00 percent, respectively.

[3] A typical high school course load, over a four-year period, includes 24-28 courses.

The department continues to examine whether this action appropriately makes data available to the public, as required by section 113(c)(3) of Perkins III, while ensuring that the available data are not personally identifiable.

Tables 2 and 3 summarize states' progress in attaining their secondary and postsecondary levels, respectively, for all students. Tables 4 and 5 summarize states' progress in attaining their performance levels on each indicator for students in selected disaggregated categories.[4]

Table 2. States (6) Meeting or Exceeding Their Performance Levels on Each Secondary Indicator and Sub-indicator: PY 2002-2003

Note: An (X) denotes where a state met or exceeded its secondary performance levels. An asterisk (*) and highlighted row indicate where a state met or exceeded all its secondary performance levels. A blank indicates where a state did not meet its secondary performance levels. An NP indicates where a state did not provide data and NO indicates where a state does not offer a diploma and credential.

States	Attainment		Completion		Placement	Nontraditional	
	Academic Attainment	Skill Attainment	HS Completion	Diploma & Credential	Program Placement	Nontraditional Participation	Nontraditional Completion
Alabama	X	X	X	NP	X	X	X
Alaska	X	X	X	NO		X	X
Arizona	X	X	X	NO	X		
Arkansas	X	X	X	NO	X		X
California		X		NO		X	X
Colorado	X	X	X	NO		X	X
Connecticut*	X	X	X	NO	X	X	X
Delaware	X	X		NO	X	X	X
District of Columbia			X	X	NP		
Florida		X		NO	X	X	X
Georgia	X	X		NO	X	X	X
Guam	X				X		
Hawaii	X	X		NO		X	X
Idaho	X	X	X	NO	X		X

[4] Although the Perkins Act requires states to report on a disaggregated basis, the states' performance levels are established on an aggregate basis.

Table 2. Continued

States	Attainment		Completion		Placement	Nontraditional	
	Academic Attainment	Skill Attainment	HS Completion	Diploma & Credential	Program Placement	Nontraditional Participation	Nontraditional Completion
Illinois	X	X	X	NO		X	X
Indiana	X	X	X	NO	X	X	X
Iowa	X	X	X	NO	X	X	X
Kansas	X	X		NP		X	X
Kentucky	X	X	X	X		X	X
Louisiana				NO	X	X	
Maine	X		X	NP	X	X	X
Maryland	X	X	X	NO		X	X
Massachusetts*	X	X	X	X	X	X	X
Michigan		X	X	NO		X	X
Minnesota		X		NO	X	X	X
Mississippi		X	X	NO	X		
Missouri			X	X	X		X
Montana	X	X	X	NO	X	X	
Nebraska	X	X	X	NO	X	X	X
Nevada	X	X	X		X	X	X
New Hampshire	X	X	X	X	X		
New Jersey*	X	X	X	X	X	X	X
New Mexico	X		X		X	X	X
New York	X	X			X	X	X
North Carolina	X	X	X	NO	X		
North Dakota		X	X	NP		X	X
Ohio		X	X	NO		X	X
Oklahoma	X		X	NO	X	X	X
Oregon	X	X		NO	X	X	

Table 2. Continued

States	Attainment		Completion		Placement	Nontraditional	
	Academic Attainment	Skill Attainment	HS Completion	Diploma & Credential	Program Placement	Nontraditional Participation	Nontraditional Completion
Pennsylvania	X	X	X	X		X	
Puerto Rico	X	X					
Rhode Island				X			
South Carolina	X	X	X	NO	X	X	X
South Dakota			X	NO	X		X
Tennessee		X		NO	X		X
Texas			X	X	X		
Utah*	X	X	X	NO	X	X	X
Vermont*	X	X	X	X	X	X	X
Virgin Islands		X		X		X	
Virginia*	X	X	X	NO	X	X	X
Washington					X		
West Virginia		X	X			X	
Wisconsin		X				X	X
Wyoming	X	X			X	X	X
TOTAL[5]	36	43	36	11	36	39	38

* Note: Only 24 states offer students the opportunity to earn both a high school diploma and other credential (e.g., skills certificate). Eleven of the 24 states offering diplomas and certificates met their targets.

[5] The Department counts the District of Columbia, Puerto Rico, Guam and the Virgin Islands as states for reporting purposes, therefore, the number on this and all subsequent charts represent the total of 54 states reporting.

Table 3. States (5) Meeting or Exceeding Their Performance Levels on Each Postsecondary Indicator and Sub-indicator: PY 2002-2003

Note: An (X) denotes where a state met or exceeded its postsecondary performance levels. An asterisk (*) and highlighted row indicate where a state met or exceeded all its postsecondary performance levels. A blank indicates that a state did not meet its postsecondary performance levels. An NP indicates where a state did not provide data.

States	Attainment		Completion	Placement and Retention		Nontraditional	
	Academic Attainment	Skill Attainment	Degree or Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Alabama			X				
Alaska	X		X		X	X	X
Arizona	X	X	X		X	X	X
Arkansas				X	X	X	
California	X	X	X	X	X	X	
Colorado	X	X	X	X		X	
Connecticut*	X	X	X	X	X	X	X
Delaware	X	X	X			X	X
District of Columbia	X	X	X	X	X	X	X
Florida	X	X		X			X
Georgia			X	X		X	X
Guam				NP	X	X	
Hawaii	X		X	X	X		
Idaho	X	X	X	X	X		X
Illinois	X	X	X		X		
Indiana	X		X				X
Iowa	X	X	X	X	X	X	
Kansas		X				X	
Kentucky	X	X	X				X

Table 3. Continued

States	Attainment		Completion	Placement and Retention		Nontraditional	
	Academic Attainment	Skill Attainment	Degree or Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Louisiana*	X	X	X	X	X	X	X
Maine				X	X		
Maryland	X	X		X	X		X
Massachusetts*	X	X	X	X	X	X	X
Michigan	X		X	X	X	X	X
Minnesota*	X	X	X	X	X	X	X
Mississippi		X		X	X	X	
Missouri	X				X		
Montana	X			X	X		X
Nebraska	X	X		X			
Nevada		X	X	X	X	X	
New Hampshire	X	X	X	X	X		X
New Jersey*	X	X	X	X	X	X	X
New Mexico	X		X		X	X	X
New York	X	X	X	X	X		X
North Carolina	X	X	X		X	X	X
North Dakota		X		X	X	X	X
Ohio	X		X				X
Oklahoma	X	X	X	X	X		
Oregon	X	X	X	X		X	
Pennsylvania				X	X		

Table 3. Continued

States	Attainment		Completion	Placement and Retention		Nontraditional	
	Academic Attainment	Skill Attainment	Degree or Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Puerto Rico	X		X	X			
Rhode Island	X	X	X			X	X
South Carolina	X	X			NP	X	X
South Dakota	X	X	X	X			X
Tennessee	X	X	X	NP	X		
Texas	X	X		X			
Utah	X	X		X	X	X	X
Vermont	X	X			X	X	X
Virgin Islands	X	X		X	X	X	
Virginia	X	X			X	X	X
Washington				X	X	X	
West Virginia	X	X		X	X	X	X
Wisconsin		X			X	X	
Wyoming	X	X				X	
TOTAL	42	38	32	34	37	33	30

Table 4. Number of States Meeting or Exceeding Performance Levels for Secondary Indicators By Selected Disaggregated Categories: PY 2002-2003

Category	Attainment		Completion		Placement	Nontraditional	
	Academic Attainment	Skill Attainment	HS Completion	Diploma & Credential*	Program Placement	Nontraditional Participation	Nontraditional Completion
All Students	36	42	36	9	36	38	38
Students in All Disaggregated Categories	0	0	1	0	0	0	0
Male Students	31	38	32	7	35	31	27
Female Students	39	41	36	9	35	28	34
Black Students	14	24	30	5	21	37	37
White Students	37	40	33	7	35	26	32
Hispanic Students	20	27	22	9	21	31	34
Individuals with Disabilities	14	20	27	5	12	16	16
Economically Disadvantaged Students	16	31	25	7	17	29	31
Limited English Proficient Students	12	22	20	7	24	25	19
Tech-Prep Students	31	39	30	7	30	25	25
States Reporting	54	54	54	*20	54	54	54

* Note: Only 24 states offer students the opportunity to earn both a high school diploma and other credential (e.g., skills certificate).

Table 5. Number of States Meeting or Exceeding Performance Levels for Postsecondary Indicators
By Selected Disaggregated Categories: PY 2002-2003

[*The header for the left column is now not accurate…what is in the column is not states.*]

Category	Attainment		Completion	Placement and Retention		Nontraditional	
	Academic Attainment	Skill Attainment	Degree or Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
All Students	41	37	32	33	36	32	30
All Disaggregated Categories	0	1	0	0	1	0	0
Male Students	30	26	24	32	28	30	36
Female Students	41	40	33	28	32	29	22
Black Students	15	13	20	20	22	34	28
White Students	39	42	30	31	28	27	25
Hispanic Students	25	26	20	28	26	35	24
Individuals with Disabilities	20	18	22	24	19	27	27
Economically Disadvantaged Students	28	26	23	24	22	19	14
Limited English Proficient Students	26	22	17	16	20	25	22
Tech-Prep Students	19	20	15	23	13	15	15
States Reporting	54	54	54	54	54	54	54

Table 6: States (15) Not Reporting Complete Tech-Prep Student Performance Data By Secondary Subindicator: PY 2002-2003

Note: An NP indicates where a state did not provide data. A NO under Diploma and Credential indicates that the program is not offered and data were not provided. The state column also identifies the total amount of funds received by the state under Title II (Tech-Prep) of Perkins III. **States not listed here have reported complete data on their tech-prep students.**

States / Total Tech-Prep Funds	Attainment		Completion		Placement	Nontraditional	
	Academic Attainment	Skill Attainment	HS Completion	Diploma & Credential*	Program Placement	Nontraditional Participation	Nontraditional Completion
California $12,177,613				NO	NP		NP
Connecticut $890,167	NP		NP	NO	NP	NP	NP
Idaho $667,574				NO		NP	NP
Indiana $2,499,812	NP	NP	NP	NO	NP	NP	NP
Kansas $1,146,711				NO	NP		
Kentucky $1,863,661	NP	NP	NP	NP	NP	NP	NP
Louisiana $2,223,927	NP			NO			
Montana $529,173				NO		NP	NP
New Mexico $863,293	NP				NP		
Rhode Island $540,000	NP	NP	NP	NP	NP	NP	NP
South Carolina $1,779,808				NO	NP		
Tennessee $2,272,383	NP		NP	NO	NP	NP	NP
Virgin Islands $54,772	NP	NP	NP	NP	NP	NP	NP

Table 6. Continued

States / Total Tech-Prep Funds	Attainment		Completion		Placement	Nontraditional	
	Academic Attainment	Skill Attainment	HS Completion	Diploma & Credential*	Program Placement	Nontraditional Participation	Nontraditional Completion
Virginia $2,503,936			NP	NO		NP	
West Virginia $877,270	NP	NP	NP	NP	NP	NP	NP
TOTAL	9	5	8	4	11	10	10

Table 7: States (33) Not Reporting Complete Tech-Prep Student Performance Data By Postsecondary Subindicator: PY 2002-2003

Note: An NP indicates where a state did not provide data. The state column also identifies the total amount of funds received by the state under Title II (Tech-Prep) of Perkins III. **States not listed here have reported complete data on their tech-prep students.**

States / Total Tech-Prep Funds	Attainment		Completion	Placement and Retention		Nontraditional	
	Academic Attainment	Skill Attainment	Degree or Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Alabama $2,020,734	NP	NP	NP	NP	NP	NP	NP
Alaska $343,107	NP	NP	NP	NP	NP	NP	NP
Colorado $1,453,811	NP	NP	NP	NP	NP	NP	NP
Connecticut $890,167		NP	NP	NP	NP	NP	NP
Delaware $448,791	NP	NP	NP	NP	NP	NP	NP
District of Columbia $327,966	NP	NP	NP	NP	NP	NP	NP
Florida $5,196,496					NP		
Idaho $667,574						NP	NP
Illinois $4,150,923	NP	NP	NP				
Indiana $2,499,812	NP	NP	NP	NP	NP	NP	NP
Iowa $1,248,679					NP		
Kansas $1,146,711				NP	NP		
Kentucky $1,863,661	NP	NP	NP	NP	NP	NP	NP
Louisiana $2,223,927				NP	NP		

Table 7. Continued

States / Total Tech-Prep Funds	Attainment		Completion	Placement and Retention		Nontraditional	
	Academic Attainment	Skill Attainment	Degree or Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Maine $540,000				NP	NP	NP	NP
Michigan $3,858,222	NP	NP	NP	NP	NP	NP	NP
Minnesota $1,714,768	NP	NP	NP	NP	NP	NP	NP
Mississippi $1,403,922					NP		
Missouri $2,269,834					NP		
New Hampshire $540,000	NP	NP	NP	NP	NP	NP	NP
New Jersey $2,244,719	NP		NP				
New Mexico $863,293				NP	NP		
New York $5,293,494					NP		
Oklahoma $1,625,726	NP	NP	NP	NP	NP	NP	NP
Pennsylvania $4,290,368	NP	NP	NP	NP	NP	NP	NP
Puerto Rico $1,925,255	NP	NP	NP	NP	NP	NP	NP
Rhode Island $540,000	NP	NP	NP	NP	NP	NP	NP
South Carolina $1,779,808	NP	NP	NP	NP	NP	NP	NP
Tennessee $2,272,383	NP			NP	NP		
Virgin Islands $54,772	NP	NP	NP	NP	NP	NP	NP
Washington $2,141,338	NP	NP	NP	NP	NP	NP	NP

Table 7. Continued

States / Total Tech-Prep Funds	Attainment		Completion	Placement and Retention		Nontraditional	
	Academic Attainment	Skill Attainment	Degree or Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
West Virginia $877,270	NP	NP	NP	NP	NP	NP	NP
Wisconsin $2,178,840	NP	NP	NP	NP	NP	NP	NP
TOTAL	**22**	**21**	**22**	**25**	**30**	**22**	**22**

Among the highlights of states' progress:

- ***Student attainment of challenging state established academic, and vocational and technical, skill proficiencies.***

Academic Attainment

Thirty-six states attained their performance levels for secondary academic attainment, but none of them did so for all disaggregated categories (i.e., gender, race/ethnicity, and special populations). Forty-two states attained their performance levels for postsecondary academic attainment, but no state did so for all disaggregated categories.

It is important to note that states use a wide variety of measurement approaches for academic attainment (Figures 3 and 4). Measures range from being "valid and reliable"—using a national or state assessment aligned to state academic standards—to "less than valid and reliable"—using grade point averages or course completion—that are subject to greater subjectivity and interpretation.

Figure 3. Measurement Approaches Used by States for Secondary Academic Attainment

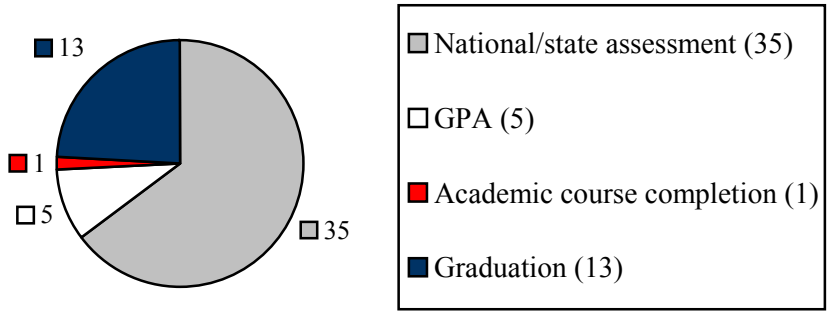
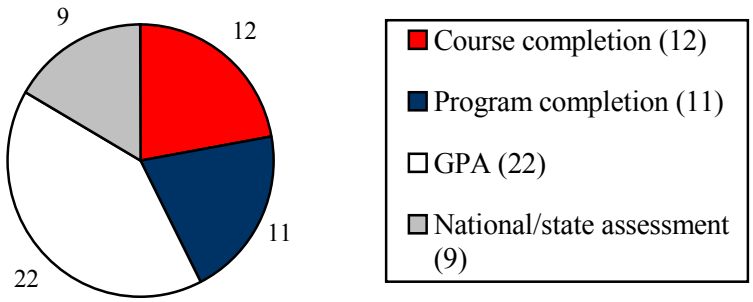


Figure 4. Measurement Approaches Used by States for Postsecondary Academic Attainment



Technical Skill Attainment

Forty-two states attained their performance levels for secondary technical skill attainment, yet none of them did so for all disaggregated categories. Thirty-eight states attained their performance levels for postsecondary technical skill attainment; however only one state did so for all disaggregated categories.

States also use a wide variety of measurement approaches for technical skill attainment (Figures 5 and 6). As with academic attainment, measures range from "valid and reliable"—using a national or state assessment—to "less than valid and reliable"—using grade point averages or course completion—that are subject to greater subjectivity and interpretation.

- ***Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree credential.***

Thirty-six states attained their performance levels for secondary high school completion, yet only one of them did so for all disaggregated categories. Eleven states attained their performance levels for attainment of a secondary diploma *and* another credential; however, none of them attained their performance levels for all disaggregated categories.

Figure 5. Measurement Approaches Used by States for Secondary Technical Skill Attainment

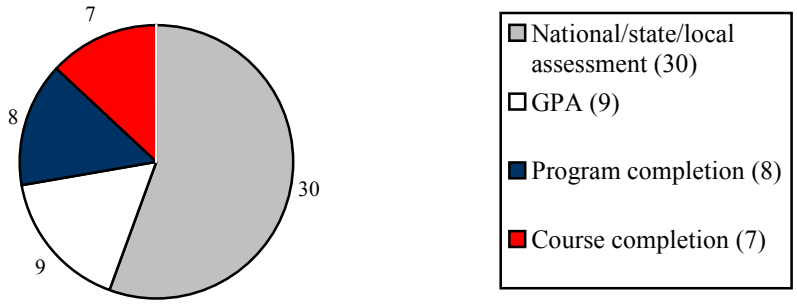
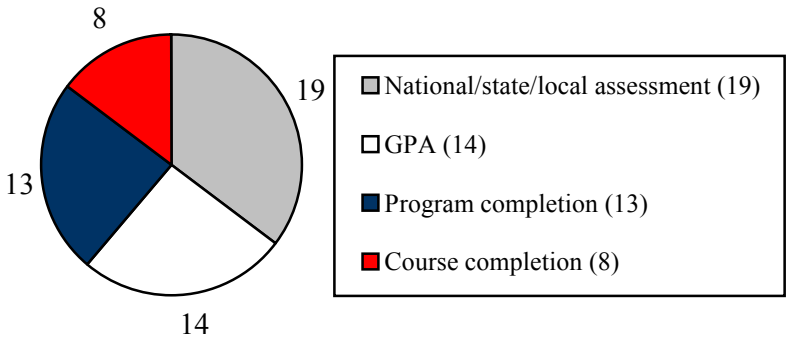


Figure 6. Measurement Approaches Used by States for Postsecondary Technical Skill Attainment



Thirty-two states attained their performance levels for postsecondary degree or credential attainment, but none of them did so for all disaggregated categories.

- ***Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.***

Thirty-six states attained their performance levels for placement of secondary students in postsecondary education, yet none of them did so for all disaggregated categories.

Thirty-four states attained their performance levels for placement of postsecondary students in employment, but none of them did so for all disaggregated categories. Thirty-seven states attained their performance levels for retention in postsecondary placement, but only one did so for all disaggregated categories.

- ***Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.***

Participation

Thirty-nine states attained their performance levels for secondary nontraditional program participation, yet none of them did so for all disaggregated categories. At the postsecondary level, thirty-three states attained their performance levels for postsecondary nontraditional program participation, but none of them did so for all disaggregated categories.

Completion

Thirty-eight states attained their performance levels for secondary nontraditional program completion, yet none of them did so for all disaggregated categories. Thirty states achieved their performance levels for postsecondary nontraditional program completion, but none of them did so for all disaggregated categories.

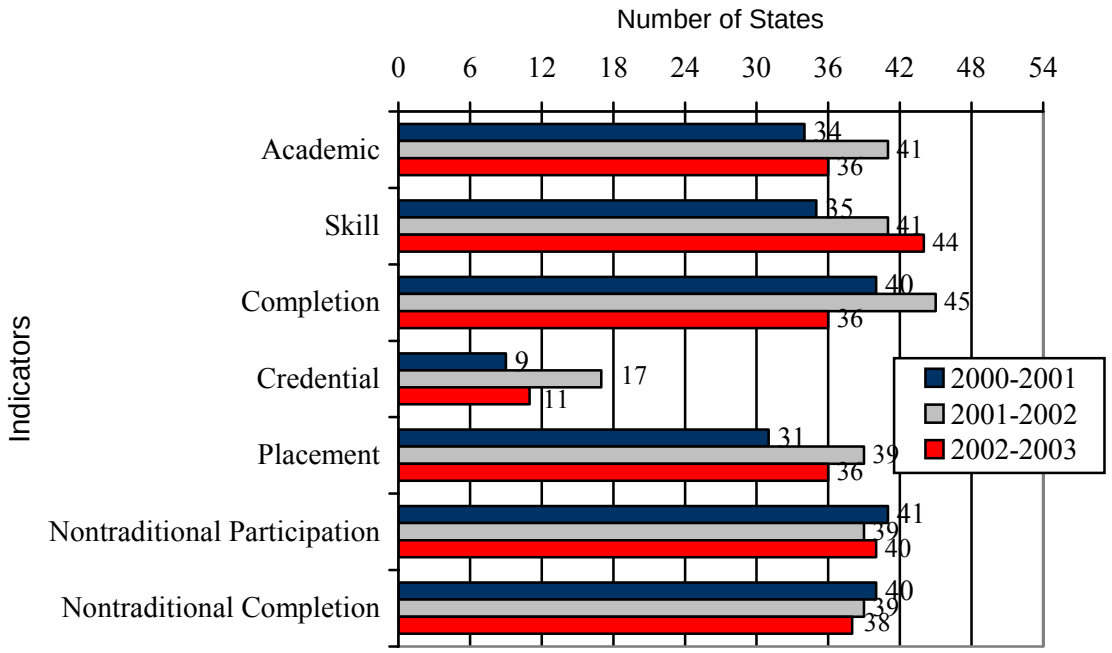
C. State Progress Trends

Secondary Performance Levels

Compared to last year, more states met their performance levels on two secondary sub-indicators: skill attainment and nontraditional participation (Figure 7). In the other areas, including academic attainment and high school completion, fewer states attained their performance levels.

Over the last three years, states have had uneven progress in meeting their secondary performance levels. Considerably more states met their performance levels for technical skills and placement, but considerably fewer met their performance levels for completion. There was no significant progress by states in achieving their academic achievement or nontraditional performance levels.

Figure 7. Trends for Secondary Indicators: PY 2000-2003

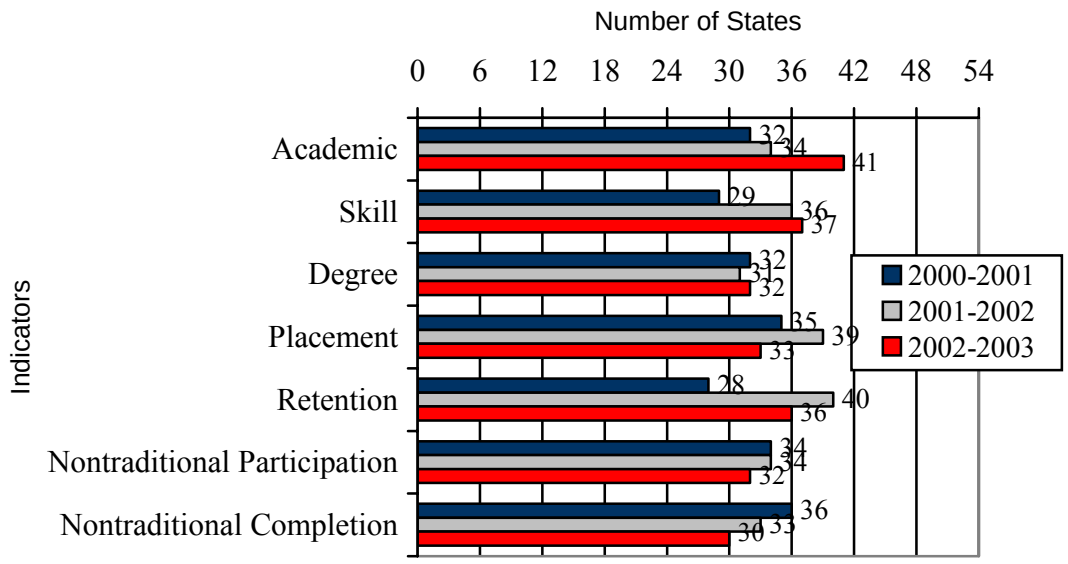


Postsecondary Performance Levels

Compared to last year, states generally improved their performance on three postsecondary indicators: academic attainment, skill attainment, and degree completion (Figure 8). In all other areas, fewer states attained their performance levels this year, with notable reductions since last year in placement and retention in employment.

Over the last three years, states have made considerable progress in meeting several of their key postsecondary indicators: academic attainment, skill attainment, and retention. However, states did not make similar progress in degree completion, placement, or nontraditional indicators.

Figure 8. Trends for Postsecondary Indicators: PY 2000 -20033



D. States Receiving Incentive Grants under the Workforce Investment Act

Section 503 of the Workforce Investment Act (WIA) provides incentive grants to reward states for successful performance in implementing their workforce and education programs. In PY 2002-2003, 23 states were eligible for incentive awards because they exceeded their performance levels overall for each of the following programs: WIA (Title I), Perkins III, and the Adult Education and Family Literacy Act (AEFLA). The states were: Alabama, Colorado, Florida, Georgia, Iowa, Illinois, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Missouri, Mississippi, Montana, North Carolina, North Dakota, Nebraska, New Hampshire, Oklahoma, Oregon, South Dakota, Tennessee, and Texas. This represents an increase from PY 2001-2002 when sixteen states were awarded WIA incentive grants. Since PY 2000 (the first year for which WIA incentive grants were awarded), only four states have received a grant each year: Florida, Illinois, Kentucky, and Texas.

In PY 2002-2003, Perkins funds for the incentive grants were $6,437,880. AEFLA funds were $10,100,151, and WIA (Title 1) funds were $7,922,000.

FY 2002 STATE PERFORMANCE

	Exceeded Agreed-Upon Levels of Performance			
State	**Title I of the Workforce Investment Act**	**Adult Education and Family Literacy Act**	**Carl D. Perkins Vocational and Technical Education Act**	**Qualified for an Incentive Grant**
Alaska			X	
Alabama	X	X	X	X
Arkansas		X	X	
Arizona	X		X	
California		X	X	
Colorado	X	X	X	X
Connecticut		X	X	
District of Columbia		X	X	
Delaware		X	X	
Florida	X	X	X	X
Georgia	X	X	X	X
Hawaii		X	X	
Iowa	X	X	X	X
Idaho	X		X	
Illinois	X	X	X	X
Indiana		X	X	
Kansas		X	X	
Kentucky	X	X	X	X
Louisiana	X	X	X	X
Massachusetts		X	X	
Maryland	X	X	X	X
Maine		X	X	
Michigan	X	X	X	X
Minnesota	X	X	X	X
Missouri	X	X	X	X
Mississippi	X	X	X	X
Montana	X	X	X	X
North Carolina	X	X	X	X
North Dakota	X	X	X	X
Nebraska	X	X	X	X
New Hampshire	X	X	X	X
New Jersey		X	X	
New Mexico		X	X	
Nevada		X	X	
New York		X	X	
Ohio		X	X	
Oklahoma	X	X	X	X
Oregon	X	X	X	X

	Exceeded Agreed-Upon Levels of Performance			
State	**Title I of the Workforce Investment Act**	**Adult Education and Family Literacy Act**	**Carl D. Perkins Vocational and Technical Education Act**	**Qualified for an Incentive Grant**
Pennsylvania		X	X	
Puerto Rico	X	X		
Rhode Island		X		
South Carolina		X		
South Dakota	X	X	X	X
Tennessee	X	X	X	X
Texas	X	X	X	X
Utah			X	
Virginia		X	X	
Vermont		X	X	
Washington		X		
Wisconsin		X	X	
West Virginia		X	X	
Wyoming			X	
TOTAL	**26**	**47**	**48**	**23**

III. Issues Surrounding Data Quality

States continue to make strides in building and implementing their Perkins accountability systems. Many states have instituted more rigorous measures for their indicators and others have aligned their secondary data systems under Perkins III and NCLB. However, several problems remain surrounding data quality. The state flexibility emphasized in Perkins III has failed to yield consensus and consistency across states in how the indicators of performance are measured. This lack of consistency would be less problematic if the measures selected by each state were valid and reliable. Even if performance could not be compared from state to state, performance by an individual state could be compared year to year. Most state indicators of performance, however, are not valid or reliable, and as a result, the information they generate is not helpful in determining the effectiveness of vocational education programs.

Section 122(c)(4)(B) of Perkins III requires a state to describe in its state plan how it will use funds allotted under Perkins III to "ensure that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students." Nevertheless, the measures or tools many states use to assess high school students' attainment of challenging state-established academic proficiencies as required by Perkins III cannot generate valid or reliable data on the extent to which vocational students master the same state academic standards as other students. Even though some states use criterion-referenced, standards based assessments to measure student academic achievement statewide, more than 30 percent (17 out 54) of states measure the academic achievement of their vocational students using indirect and invalid measures, such as high school graduation, maintaining a C average, and completing a specific number of courses. Some states also construct new methods to inflate the results. For example, one state reports on how vocational students score on an optional college aptitude test that many students do not take. While many states do use state assessments, these states often hold vocational students to a lower standard because the states are using the "basic" level to measure the academic achievement of vocational students instead of the "proficiency" level that the states must use to measure academic achievement under NCLB.

Deciding which students to include in measurements for accountability purposes is another issue that is both inconsistent and problematic across states. For example, most states limit the students counted in their measures of postsecondary degree attainment to those students who are more likely to succeed while excluding students who are at greater risk of dropping out. It is appropriate to narrow the population of students who enroll in a postsecondary technical education course to those students who have demonstrated some commitment to earning a credential by completing the introductory courses of a technical education program. A few states do apply a modest filter in their measure that is appropriate, including, for example, 5 states that include all students who have earned 10-12 or more credits. Most states, however, limit the students included in their completion measures so dramatically that the measures lose all meaning. In one state, a student must earn 60 credits before he or she is counted, while in another, students must complete all of the vocational courses in a degree or certificate program before the state will take responsibility for their completion. A number of states report only on full-time students, despite that nearly half of community college students are enrolled part-time,

and part-time students are at higher risk of not completing a degree or certificate program. One state counts as successes all students who actually attain a credential—as well as all students who do not attain a credential but who earn 45 credits.

A 2003 internal audit of OVAE's Perkins III accountability system conducted by the Office of Inspector General (OIG) revealed many issues surrounding the accuracy, reliability, and completeness of Perkins III data (Control Number ED-OIG A03-D0013).
Listed below are the OIG findings and recommendations, along with corrective actions that OVAE has committed to take to resolve the findings and, in so doing, further improve the quality of Perkins performance data.

- Finding #1: States were not submitting complete Perkins III performance data to the department.

  Recommendation #1: In the future, provide additional one-on-one assistance activities to those states that are having problems reporting complete data in meeting the requirements of the law.

  OVAE Actions:

  - Hold national and annual regional meetings with states to improve the completeness and quality of their data. During this time, offer individual sessions with states to discuss their specific data issues.
  - Conduct monitoring visits to states that are experiencing significant difficulties in reporting complete and accurate data.
  - Hold annual meetings with state directors for career and technical education to address, among other things, the completeness and quality of their data. During this time, offer individual sessions with states to discuss their specific data issues.

  Recommendation #2: Review the Compliance Supplement to determine if changes are needed to ensure that the state's Perkins III performance data are reviewed [by state auditors] for completeness.

  OVAE Action:

  - Once new legislation is passed, make necessary changes to the Compliance Supplement to ensure that states' Perkins III performance data are reviewed for completeness.

- Finding #2: OVAE needs to work with states to ensure that performance measures are valid.

  Recommendation #1: Consider requesting clarification of the law in the current reauthorization to specify that OVAE has authority for reviewing and approving states' performance definitions.
  OVAE Action:

  - Released the Bush Administration's proposal for the Secondary and Technical Education Excellence Act, which offers recommendations for improving the Perkins III accountability system.

  Recommendation #2: In approving future measures, in those cases where the performance measure does not fully represent the subindicator, provide guidance to the states for developing other measures.

  OVAE Action:

  - Provided guidance to states in the negotiation and approval process for new Perkins performance levels for FY 2004-2005 (extension year).

  Recommendation #3: In those cases where the definition does not fully represent the performance measure, request that states make a full disclosure in the Consolidated Annual Report (CAR) stating that the data are the best the state has available to measure the subindicator.

  OVAE Actions:

  - Clarify directions on the CAR form to ensure that states make full disclosure of their definitions.
  - During annual CAR training for states, instruct states to make full disclosure about their definitions.

- Finding #3: OVAE's monitoring process did not include WIA incentive award recipients for monitoring visits.

  Recommendation #1: Revise its monitoring procedures to include for possible selection states that qualify for the WIA incentive awards.

  OVAE Actions:

  - Include states having received an incentive grant for FY 2002-2003 in the risk analysis for identifying states for monitoring during FY 2004-2005.
  - Revise the monitoring checklist for accountability to incorporate items from the OIG instrument that was used to conduct the OVAE Perkins accountability audit.

- Finding #4: Not all states complied with the department's CAR reporting instructions.

  Recommendation #1: Provide additional guidance and instruction to states to provide improvement strategies that address each subindicator for which the state did not meet its adjusted performance levels.

  OVAE Actions:

  - Clarify directions on the CAR form to ensure that states describe their improvement strategies for any subindicators for which they did not meet their adjusted performance levels.
  - During annual CAR training for states, instruct states to describe their improvement strategies for any subindicators for which they did not meet their adjusted performance levels.

  Recommendation #2: Follow-up with states that do not comply with the CAR reporting instructions.

  OVAE Actions:

  - Conduct individual follow-up calls with states that do not comply with the CAR reporting instructions.

IV. Conclusion

Many states have continued to make progress in building their performance accountability systems for vocational and technical education in response to Perkins III. For the most part, they continue to refine and upgrade their measurement approaches. Much of the data collected using these measures, however, are of questionable value because they are not valid or reliable and create a weak accountability system that is unable to track real improvements in performance. There continue to be dramatic inconsistencies among states in how student populations are defined which greatly impacts the ability to make comparisons across states. States vary widely in the way students are counted in their accountability systems, and more importantly, many states only count the students most likely to succeed, excluding students who are at greater risk of dropping out, such as part-time community college students.

Among the other major issues are the inability of many states to track students' progress in further education and employment, and the shortage of national or state assessments to measure students' technical skill attainment--an important outcome of participation in vocational and technical education.

To address these issues, several efforts are underway inside the department. Most importantly, with the expiration of Perkins III legislation in October 2004, Congress has begun the process of legislative reauthorization and has an opportunity to address these issues through statutory changes.

The department plans to continue its monitoring visits and technical assistance sessions that focus on accountability. This calendar year, eleven states will receive monitoring visits, and the department will again sponsor a leadership conference and data quality institutes for state directors of career and technical education and their accountability staffs.

Finally, to address the issue of technical skill assessments, two initiatives are underway. First, the department is commissioning a study of current assessments that are being used and exploring the relationship between these assessments, industry standards, and current curricular frameworks. Second, the National Association for State Directors of Career Technical Education Consortium (NASDCTEC) is working with states in a long-range process to develop technical skill assessments for each of the 16 career cluster areas it recognizes. The first set of assessments will evaluate students' general workplace competencies in each of the 16 career areas. Subsequent assessments will measure job-specific skills that students need to progress into entry- or advanced-level employment in each of the career areas.

As Perkins III continues to be implemented across this country, the department will report its progress as well as identify further opportunities to strengthen Perkins III accountability systems that meet the intent of the law—that is, being able to "assess the effectiveness of the State in achieving statewide progress in vocational and technical education, and to optimize the return of investment of Federal funds in vocational and technical education activities."

Attachment A

Perkins State Allocations: PY 2002-2003

State	Basic Grant Title I (In Dollars)	Secondary Share of Title I*	Postsecondary Share of Title I*	Tech-Prep Title II (In Dollars)
Alabama	21,537,165	67%	33%	2,020,734
Alaska	4,214,921	87%	13%	343,107
Arizona	21,690,013	85%	15%	2,035,075
Arkansas	12,818,622	75%	25%	1,202,713
California	129,790,082	44%	56%	12,177,613
Colorado	15,494,849	42%	58%	1,453,811
Connecticut	9,487,474	85%	15%	890,167
Delaware	4,793,622	85%	15%	448,791
District of Columbia	4,214,921	84%	16%	327,966
Florida	55,384,714	53%	47%	5,196,496
Georgia	33,852,701	50%	50%	3,176,245
Guam	500,000	-	-	0
Hawaii	5,767,840	50%	50%	540,000
Idaho	7,115,066	65%	35%	667,574
Illinois	44,240,909	60%	40%	4,150,923
Indiana	26,643,219	64%	36%	2,499,812
Iowa	13,308,530	56%	44%	1,248,679
Kansas	12,221,750	50%	50%	1,146,711
Kentucky	19,740,255	49%	51%	1,863,661
Louisiana	23,702,808	56%	44%	2,223,927
Maine	5,767,840	48%	52%	540,000
Maryland	17,192,506	65%	35%	1,613,095
Massachusetts	18,097,002	70%	30%	1,697,959
Michigan	41,121,267	60%	40%	3,858,222
Minnesota	18,714,768	35%	65%	1,755,922
Mississippi	14,963,125	53%	47%	1,403,922
Missouri	24,192,091	73%	27%	2,269,834
Montana	5,652,196	58%	42%	529,173
Nebraska	7,673,622	62%	38%	719,981
Nevada	6,292,732	69%	31%	590,418
New Hampshire	5,767,840	80%	20%	540,000
New Jersey	23,924,415	56%	44%	2,244,719
New Mexico	9,201,049	50%	50%	863,293
New York	56,418,524	52%	48%	5,293,494
North Carolina	32,220,875	66%	34%	3,023,138
North Dakota	4,214,921	65%	35%	383,366
Ohio	48,029,701	82%	18%	4,506,409
Oklahoma	17,327,129	86%	14%	1,625,726

Perkins State Allocations: PY 2002-2003

State	Basic Grant Title I (In Dollars)	Secondary Share of Title I*	Postsecondary Share of Title I*	Tech-Prep Title II (In Dollars)
Oregon	14,180,055	50%	50%	1,330,450
Pennsylvania	45,727,125	70%	30%	4,290,368
Puerto Rico	20,519,543	86%	14%	1,925,255
Rhode Island	5,767,840	85%	15%	540,000
South Carolina	18,969,349	74%	26%	1,779,808
South Dakota	4,643,694	45%	55%	434,755
Tennessee	24,219,264	91%	9%	2,272,383
Texas	92,693,733	59%	41%	8,697,032
Utah	13,386,779	60%	40%	1,256,021
Vermont	4,214,921	80%	20%	359,545
Virginia	26,687,172	85%	15%	2,503,936
Virgin Islands	583,769	-	-	54,772
Washington	22,822,565	44%	56%	2,141,338
West Virginia	8,923,940	78%	22%	877,270
Wisconsin	23,222,266	45%	55%	2,178,840
Wyoming	4,214,921	65%	35%	285,551
Total	982,576,314			108,000,000

* The percentages for the secondary and postsecondary share of Title I funds are based on the state's basic allocation less amounts for state leadership, state administration, and any amounts reserved under the authority of Section 112(c) of Perkins.

Attachment B

States' Definitions of "Concentrators:" PY 2002-2003

State	Definitions	
	Secondary	Postsecondary
Alabama	A student earning two credits (Carnegie units) in a sequenced career/technical education program.	Student who has declared a major in a program designated by CIP[6] code as "career/technical" that culminates in the awarding of a short certificate, certificate, diploma, or associate degree to program graduates.
Alaska	A student who has taken 2 or more vocational education courses within an approved sequence in one of the specific career areas as defined by the Office of Vocational and Adult Education (OVAE/USED).	A participant who has been admitted into a certificate or degree program, or has completed at least 12 vocational credit hours of the course/program of study toward a certificate or degree, or has completed all coursework for an industry recognized credential (not awarded by the postsecondary institution), as established by the postsecondary institution.
Arizona	A student who achieves two Carnegie units/credits with a grade "C" or better in a single CTE program. One unit/credit must be in a Level III course.	A student enrolled in the state threshold level of vocational education. A minimum of seven vocational credit hours in the same vocational area prefix, and a minimum of one state-designated course in English or math, technical/business English, technical math integrated academic/occupational course at or above the 100 level, or demonstrated proficiency by assessment; both of the above must be obtained within the three previous years including the reporting period.
Arkansas	A student who enrolled in two units of credit within an occupational area in grades 9-12.	A student who has declared a major in or who has enrolled in a certificate, diploma, or occupational associate degree program.
California	A secondary school student enrolled in the second and advanced level courses (including the capstone course) of a planned CTE program sequence.	For 1P1& 1P2 - students enrolled in any vocational course designated as a course in the middle or at the end of a vocational program. For 2P1, 3P1 & 4P2 - students who (1) successfully completed a minimum threshold of 12 or more units of related coursework in a vocational or technical program area with one or more of those courses designated as being in the middle or at the end of a vocational program or (2) received a certificate or degree in the cohort year.
Colorado	An individual who has been reported as a completer on the VE-135[7] and has demonstrated attainment of the competencies identified in the program's measures and standards of performance.	A postsecondary completer who has attained a certificate or associate degree in the program.
Connecticut	A student who has completed at least two credits of a	First-time, full-time, degree-seeking freshmen

[6] CIP: The Classification of Instructional Programs (CIP) is a classification system of instructional programs developed by the National Center for Education Statistics (NCES).

[7] VE – 135: A form used by Colorado to record program completion.

State	Definitions	
	Secondary	**Postsecondary**
	career and technical education sequence in a given career and technical education instructional program.	(including students entering in the summer).
Delaware	A student enrolled in a CTE pathway of three or more sequenced CTE courses (totaling three credits) in a state-approved CTE program.	A state-registered apprentice enrolled in a sequence of apprentice-related CTE courses using state-approved curriculum in a state-supported, apprentice-related training program.
District of Columbia	A student who has completed at least two courses in a career-technical program sequence.	A degree-seeking student who has completed at least six hours of a career-technical program sequence or a certificate-seeking student who has completed at least three.
Florida	A student who completes at least one occupational completion point within a vocational program. An occupational completion point is an exit point in a vocational program that is linked to a labor market entry point.	A student who completes at least one occupational completion point within a vocational program in the reporting year. An occupational completion point is an exit point in a vocational program that is linked to a labor market entry point; or, any student who has earned 11 or more credits toward the declared degree or certificate.
Georgia	A student who earned four or more credits (Carnegie units) in vocational education courses, of which three are in a concentrated technology/career prep (TCP) program of study.	A student enrolled in a credit major who has completed at least 12 hours (does not include specially admitted students).
Guam	A student who enrolled in a program/ sequence of courses identified in the GCC[8]/Guam DOE[9] MOA[10] and completed two years of course work in a program listed in the MOA.	A student with a declared major pursuing a certificate or associate degree and/or an individual accepted into the apprenticeship program.
Hawaii	A 12th grade student who has completed the requirements for her/his selected state certified vocational education program of study.	A student in a declared vocational program who has completed at least ten credits in her/his program.
Idaho	A student who: (1) has completed three or more semesters of a professional-technical program sequence by the end of his/her junior year, (2) has completed all the courses (if less than three semesters) offered in an occupational area, or (3) is enrolled in a state approved professional-technical school/academy.	A student enrolled in a state funded technical college professional-technical program.
Illinois	A student who has earned two Carnegie units of credit at the training level (typically 11th and 12 grades) in a program area.	A student who earns 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their occupational skills.
Indiana	A student who completes a course or sequence of courses or instructional units that provides the academic and technical skills, knowledge, and proficiencies to prepare the individual for employment and/or further education.	A student who enrolled in a sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further education.
Iowa	A vocational student who has completed a vocational program sequence of three or more units (three	A vocational student who graduates or leaves a program after completing the entire sequence of

[8] GCC: The Guam Community College (GCC) provides vocational and technical education for students from high school through college.
[9] DOE: Guam Department of Education
[10] MOA: Memorandum of Agreement

State	Definitions	
	Secondary	**Postsecondary**
	years) as identified by the school district.	occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate.
Kansas	An 11th or 12th grade student who has completed three courses within a program. The three courses may be (1) approved, but not necessarily funded; (2) two funded courses; or (3) part of a three-hour block course.	Any student enrolled in a technical education program.
Kentucky	A vocational concentrator is a student who is enrolled in a technical education program and satisfactorily completes three courses in a sequence of courses with industry-validated standards leading to an occupation/career major.	A full-time student who has declared a technical education major and is enrolled in a sequence of courses with industry-validated academic and technical knowledge and skill standards leading to an occupation or career in a one-year or two-year program.
Louisiana	A student who has a five year educational plan and has taken or is enrolled in a total of two or more of the vocational courses identified in the five year plan.	A vocational participant enrolled in a certificate, diploma, or associate degree vocational/technical program and who has completed the equivalent of 6 credit hours in the designated certificate, diploma or associate degree program.
Maine	High school seniors reported on fall EF-V-116[11] forms as enrolled in an approved secondary vocational program at an area vocational center.	Students formally admitted (matriculated) into a certificate, diploma or associate degree postsecondary technical education program offered with the approval of the Board of Trustees by a campus of the Maine Technical College System.
Maryland	Any student enrolling in a course at the concentrator level for a CTE completer program.	Maryland does not identify vocational concentrators. Maryland's focus is on CTE completers.
Massachusetts	A student formally enrolled in a state-approved (Chapter 74[12]) career and technical education program or is enrolled in a sequence of career and technical education courses leading to a vocational objective.	A student who has been formally admitted to a specific career program through institutional or program admissions criteria or who should have completed at least 15 credits of the state requirements of a given career program by the end of the current semester; and is currently enrolled in at least one career course.
Michigan	A student who is enrolled in a state-approved career and technical education program and who has completed at least 60% of the required program coursework.	An occupational student officially enrolled (as of the officially recognized federal count date) in an occupational program and who has earned at least 12 credits (excluding developmental coursework) toward the completion of a degree.
Minnesota	Any student successfully enrolled in a single CTE program for more than 90 hours (successfully defined as a passing grade).	A student with a declared major in a Perkins approved vocational technical education program and who has completed 33% of the program requirements (credits completed).

[11] EF-V-116: State enrollment form

[12] Chapter 74: In Massachusetts, those programs that meet the definition of vocational technical education contained in Massachusetts General Law Chapter 74, Section 1 and are approved by the Department of Education pursuant to Chapter 74 and the Vocational Technical Education Regulations 603 CMR 4.00. Such approved programs are known as "Chapter-74 approved programs."

State	Definitions	
	Secondary	**Postsecondary**
Mississippi	A vocational student who has completed the first year of a two-year program and has enrolled in the second year of the program.	A vocational student who has completed 50% or more vocational or technical classes within a program.
Missouri	A secondary vocational education participant who earns a minimum of two (2) units of credit in a vocational education program or sequence of vocational education courses.	A student earning 75% of the total number of credit hours required to complete a degree in a vocationally-approved subject area, or a participant in a postsecondary program that has completed a minimum of five hundred (500) clock hours.
Montana	A student who will have received at least three units of vocational course credit during a high school career.	A student who declares a vocational technical program of study.
Nebraska	A secondary student who has enrolled and/or completed a sequence of three of more career and technical education courses (or has completed all of the courses offered in an area) during their high school attendance, which lead to entry-level occupations, apprenticeship, military or post high school training and has achieved the 12th grade level.	A student who is considered a vocational participant (a) has taken at least one 1.5 or 2.0 level course during the program year; (b) has a declared vocational major; and (c) has completed 30 or more semester (45 or more quarter) hours (as reported to IPEDS[13]).
Nevada	A student enrolled in one or more terminal courses. A terminal course is an occupational-specific course that is taken at the end of a sequential course of study. Each school district has the responsibility of identifying the district's terminal courses.	A member of the occupational cohort. For the 2002-2003 reporting year, the occupational cohort consists of first-time students enrolled in the fall of 1999 that declared a vocational major (Associate of Applied Science Degree or Certificate of Achievement) anytime between fall 1999 and summer 2003 that were able to accumulate nine occupational credits between fall 1999 and summer 2003.
New Hampshire	A vocational student who has completed greater than 50% of the required sequence of instruction in his/her vocational program and is enrolled in the second half of the program as of October 1st or March 1st.	A vocational student who has completed greater than 50% of the required sequence of instruction in his/her vocational program and is enrolled in the second half of the program as of October 1st or March 1st.
New Jersey	A student who is enrolled in the final level/course of an approved occupational program after successfully completing previous coursework receiving at least a minimum passing grade.	Collegiate: A postsecondary student who is matriculated in an AAS or related credit generating certificate programs, and who is enrolled in, or has successfully completed one college-level course and was enrolled full-time in the fiscal reporting year. Adult: A postsecondary student who is enrolled in one or more vocational-technical course in an approved occupational program.
New Mexico	Those students enrolled in an identified program or coherent sequence of courses or instructional units providing them with the academic and technical knowledge, skills, and proficiencies to prepare for employment and/or further/advanced education and those students who have completed three or more career-technical courses in that sequence.	Those students enrolled in an identified program or coherent sequence of courses or instructional units providing them with the academic and technical knowledge, skills, and proficiencies to prepare for employment and/or further/advanced education and those students who have completed three or more career-technical courses in sequence

[13] IPEDS: The Integrated Postsecondary Education Data System (IPEDS) surveys are conducted by the National Center for Education Statistics (NCES). The surveys ask for such information as fall enrollment, degree completers, and institutional finance.

State	Definitions	
	Secondary	**Postsecondary**
		(secondary) or have completed eight postsecondary credit hours and have declared a career-technical education major.
New York	A student who has attended school in the year in which the student is eligible to graduate and has passed a sequence of CTE courses that incorporate the Career Development and Occupational Studies Standards of New York state.	A first-time, full-time credit-bearing participant of an entry cohort for the fall of a given year, who attains at least 12 credits by June 30 of the reporting year.
North Carolina	A student who completes four eligible vocational (career technical education) courses in a career major (threshold level of vocational education) and who graduates.	A vocational concentrator is a student who is enrolled in a state-approved curriculum program that leads to an Associate of Applied Science degree, a diploma, or a certificate and who has completed 75% or more of the hours required in the student's major program of study.
North Dakota	A student enrolled in a sequence of two or more courses that provides the academic and technical knowledge/skills/ proficiencies within a vocational program.	A student who enrolled in a sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further education.
Ohio	A student who is enrolled in the last class of a series of classes within a program or is in the final class of a competency-based series of experiences. This field is completed in October and June data collection timeframes.	A student who has declared a major in a technical program, began enrollment no earlier than winter of 1998, and accumulated 36 semester (54 quarter) hours.
Oklahoma	A student enrolled in an Oklahoma Department of Career and Technology Education (ODCTE) approved occupational program to gain the knowledge and skills for employment or to continue into postsecondary education and/or advanced training.	A student enrolled in an Associate of Applied Science degree program.
Oregon	A student who has accumulated at least two credits in an approved professional technical education program during the four years of high school. In order to obtain this information, Oregon developed a four year individualized student record/course/program record system. Students who meet the concentrator threshold were extracted to provide the required performance management information.	A student who has completed more than half of a state-approved professional technical education certificate or degree program.
Pennsylvania	A concentrator at the secondary or postsecondary level is defined as a student who is enrolled in a PDE [14] Bureau-approved career and technical education program.	A concentrator at the secondary or postsecondary level is defined as a student who is enrolled in a PDE Bureau-approved career and technical education program.
Puerto Rico	Each 12th grade student who has been participating in a specific vocational course for two to three consecutive years (10th, 11th, and 12th) or an adult participating in any particular adult program directed to complete an occupational field offered by a vocational public school or a CBO[15].	Each student graduated from high school or its equivalent (GED) who has been participating in a specific occupational or technical course for one to two or more consecutive years towards an occupational certificate or two years or more towards an associate degree, or any particular adult

[14] PDE: Pennsylvania Department of Education
[15] CBO: Community-based organization

State	Definitions	
	Secondary	Postsecondary
		program certificate offered by a vocational public school, any of the four campuses of our technological institute, our tool and die school or CBO.
Rhode Island	A high school student who enrolled in and completed at least two sequential, semester-long career and technical education courses in either a state recognized career and technical education program or a sequence of recognized courses.	A member of a cohort group defined as first time, full time matriculated career and technical education students enrolled in the school year commencing three years prior to the reporting year. Adult: A student who enrolled in a non-credit vocational training course or series of courses leading to a certificate.
South Carolina	A student who has been assigned a CIP (Classification of Instructional Programs) code designating a specific CTE program. CIP codes identify students who are pursuing four units of credit in course work leading to a career goal.	A student who has been assigned a CIP code designating a specific CTE program. Students in the Associate in Arts and Associate in Science degree programs were not included within this category since these programs are general education preparation for transfer to a higher education institution.
South Dakota	A student who earned two Carnegie units of credit within a program and is at least a junior in high school.	A student who is enrolled in a program of study and has completed 16 credits (one-year program) and 32 credits (two-year program).
Tennessee	A vocational concentrator has been defined in Tennessee as a student with three units (credits) in a focused, sequential vocational program of study (concentration) and one unit in a related vocational area or an additional credit in the sequence.	Vocational concentrators are students who are entering the second half of their program.
Texas	A student who demonstrates intent to achieve proficiency equivalent to at least two and one-half credits in a coherent sequence of courses for career and technology preparation and meets all academic requirements.	A student who has declared a major course of study in a technical field and intends to receive a certificate or degree in that field.
Utah	A student who completes three semesters (1.5 credits) of training in the same Applied Technology Education (ATE) program area during grades 9-12. An ATE Program area consists of all courses beginning with the same first two digits of the CIP Code.	A full-time student (initially registering as full-time) with a declared major in an ATE[16] program leading to an ATE certificate or an Associate of Applied Science degree or approved ATE AS Degrees.
Vermont	A student who has either been given instruction in all of a program's competencies and workplace skills or has attended one technical education program (other than pre-vocational) for at least 80 minutes per day for two years (or equivalent).	A student whose performance will be measured and reported under Vermont's core indicators and reporting requirements. Vocational concentrators will refer to any students who have declared a major in and/or have enrolled in a two-year vocational-technical education program or certificate program offered through a postsecondary institution and who are taking courses that meet the requirements of that program.
Virgin	A student who has enrolled in the vocational	A student who has enrolled in the vocational

[16] ATE: The Utah System of Higher Education works with the State Office of Education to provide Applied Technology Education (ATE) for students who want to pursue vocational education, leading to higher paying career opportunities after high school.

State	Definitions	
	Secondary	Postsecondary
Islands	education program and is taking more than two courses in sequence with plans to continue toward completion in a specific career pathway.	education program and is taking more than two courses in sequence with plans to continue toward completion in a specific career pathway.
Virginia	A career and technical education concentrator is a student who completes a coherent sequence of courses in a specific program area as identified in the Administrative Planning Guide.	A student who has a declared major in a technical education program at the postsecondary level/community college
Washington	A student who has enrolled in more than one vocational course within a single program area but has not yet completed the instructional program.	A vocational concentrator is a K-12 definition and does not apply to the postsecondary system.
West Virginia	A student who has completed at least four units of credit in a vocational concentration.	A student who enrolls and declares as an academic major a program leading to a certificate (one year) or an associate degree in a career-technical program.
Wisconsin	A student who took 24 credits in an academic year or enrolled for the first time in a less than 30 (short term) program and had taken no classes in the prior 4 years (not including tech-prep or youth options courses).	A postsecondary vocational concentrator is a student who has been accepted into a program for the first-time and is enrolled full-time (took 24 or more credits) in his or her program (or programs if the student has been accepted into two programs; i.e., is a double major). First time means that a student has not been enrolled in a program for the past ten years (student records are not maintained at the state level for more than 10 years). A cohort of these students is created each year and followed for three years for outcomes; students remain in their cohort even if they take less than 24 credits during the second or third year that their cohort is followed.
Wyoming	A student who has taken three or more semester courses in a vocational program, including those who may be currently enrolled in their third course.	A student who has taken six or more semester courses in a vocational program, including those who may be currently enrolled in their sixth course.

Attachment C

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

INDIVIDUAL STATE DATA PROFILES: PY 2002-2003

Notes for Interpreting the Individual State Data Profiles

Each state's data need to be reviewed in the context of that state's definition of a concentrator. In view of the different state definitions of "concentrator" and the differences in sizes of student populations across states, some of the data provided by states in disaggregated form could be personally identifiable. Therefore, as a cautionary measure, the department has masked data in certain cells to ensure that students could not be personally identified. Specifically, where a state reported actual performance data above 95.00 percent or below 10.00 percent, the cell was coded as >95.00 percent and <10.00 percent, respectively. We will continue to examine whether this appropriately makes data available to the public as required by Section 113(c)(3) of Perkins III while ensuring that the available data are not personally identifiable.

In finalizing their data submissions to this department, the states attested to the accuracy and completeness of the data. The term "2002-2003 levels" refers to the adjusted performance levels agreed upon by the department and a particular state. The data are self-explanatory for the purpose of Section 113(c)(1) of Perkins III, which is to report the progress of the states in achieving their adjusted levels of performance for core indicators and any additional state indicators. The abbreviated headings and definitions used by some states, however, may not always clarify distinctions or similarities in the specific data collected for different sub-indicators. Anyone wishing further information about a particular state's data may obtain information from the Accountability and Performance Branch by calling Dr. John Haigh at (202) 245-7700.

ALABAMA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	National/State Standards & Local Assessment	High School Graduation	National/State Standards and state-approved local assessment systems	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of grade 12 concentrators who took the high school graduation exam and passed all parts.	Percent of grade 12 concentrators with a recorded skill proficiency rating whose proficiency is equal to or greater than the state average of 72.94%.	Percent of grade 12 concentrators receiving diplomas (excluding special education diplomas).	Percent of grade 12 concentrators who receive a career profile that graduate with a diploma or equivalent.	Percent of grade 12 program completers surveyed who were placed in postsecon-dary/advanced training, employment, and/or the military within 12 months (excluding unemployed by choice and unknown).	Percent of nontraditional participants in nontraditional programs.	Percent of nontraditional completers of nontraditional programs.
2002-2003 Targets	77.28%	45.95%	64.86%	82.73%	77.92%	14.63%	<10%
2002-2003 Results	93.43%	>95%	84.84%	84.84%	94.48%	23.40%	10.60%
Gender - Results							
Male	93.40%	>95%	82.21%	82.21%	>95%	16.00%	<10%
Female	93.45%	>95%	87.49%	87.49%	92.90%	36.03%	21.55%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	<10%	N/P
Ethnicity - Results							
American Indian	88.54%	>95%	82.25%	82.25%	>95%	24.46%	10.00%
Asian	>95%	>95%	90.43%	90.43%	>95%	29.57%	26.47%
Black	89.42%	>95%	78.61%	78.61%	91.61%	25.19%	10.52%
Hispanic	88.24%	>95%	78.95%	78.95%	>95%	21.70%	10.34%
White	>95%	>95%	87.80%	87.80%	>95%	22.50%	10.55%
Other	90.91%	>95%	90.91%	90.91%	>95%	21.74%	N/P
Special Population - Results							
Individuals With Disabilities	58.71%	>95%	20.20%	20.20%	94.67%	15.92%	<10%
Economically Disadvantaged	88.04%	>95%	73.73%	73.73%	90.78%	23.16%	<10%
Single Parents	89.69%	>95%	80.37%	80.37%	88.64%	20.29%	<10%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	78.25%	>95%	71.61%	71.61%	91.34%	22.21%	<10%
Limited English Proficient	82.35%	>95%	70.00%	70.00%	>95%	12.75%	10.53%
Nontraditional	94.53%	>95%	87.39%	87.39%	94.69%	>95%	>95%
Tech-Prep	92.58%	>95%	85.95%	85.95%	93.30%	13.22%	<10%

Notes:
This chart reports results for students that the state has identified as "concentrators." Please see Attachment B for states' definitions.
Definitions for special populations are provided in Attachment D.
Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.
N/E - indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator.
N/P - indicates that either data were not collected by the state or there was no program in the state.

ALABAMA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational-Technical GPA	State/Local Administrative Data	Surveys/Placement Records	Administrative Record Exchange	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of career/technical students attaining a GPA of 2.0 or higher in academic coursework.	Percent of career/technical students attaining a GPA of 2.0 or higher in technical coursework.	Percent entering new freshmen career/ technical education students who completed 15 or more credit hours of technical course work during their first year, who completed graduation requirements within four years.	Percent of completers whose employment/education status is known and who are employed.	Percent of previous-year completers employed in both the 1st and 3rd full quarters following completion.	Percent of students enrolled in career/technical programs identified as nontraditional for either gender for which the primary area of employment preparation is nontraditional for their gender.	Percent of completers of career/technical programs identified as nontraditional for either gender for which the primary area of employment preparation is nontraditional for their gender.
2002-2003 Targets	64.03%	79.44%	37.06%	83.24%	90.00%	11.07%	10.26%
2002-2003 Results	58.45%	77.00%	48.28%	83.03%	89.12%	<10%	<10%
Gender - Results							
Male	54.60%	79.02%	43.63%	79.21%	88.23%	<10%	<10%
Female	60.37%	75.42%	53.05%	85.68%	89.75%	10.50%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	63.32%	77.61%	42.31%	80.00%	90.91%	11.53%	<10%
Asian	75.88%	76.27%	31.58%	>95%	70.59%	<10%	15.38%
Black	50.94%	69.10%	43.04%	81.07%	87.03%	<10%	<10%
Hispanic	68.24%	80.81%	42.86%	84.91%	57.50%	13.11%	15.15%
White	66.68%	81.40%	51.43%	82.36%	90.69%	10.33%	<10%
Other	64.50%	84.31%	49.45%	82.14%	38.89%	14.13%	21.74%
Special Population - Results							
Individuals With Disabilities	61.76%	73.60%	50.00%	75.56%	93.55%	<10%	15.38%
Economically Disadvantaged	59.21%	73.31%	47.41%	86.27%	87.46%	<10%	<10%
Single Parents	58.82%	>95%	N/P	79.46%	N/P	15.70%	21.74%
Displaced Homemakers	79.59%	73.68%	44.12%	42.86%	N/P	12.62%	17.39%
Other Educational Barriers	52.78%	72.79%	46.36%	86.18%	N/P	<10%	<10%
Limited English Proficient	76.00%	75.00%	50.00%	76.47%	N/P	<10%	N/P
Nontraditional	57.34%	76.07%	46.70%	78.73%	88.92%	25.05%	30.52%
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
This chart reports results for students that the state has identified as "concentrators." Please see Attachment B for states' definitions.
Definitions for special populations are provided in Attachment D.
Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.
N/E - indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator.
N/P - indicates that either data were not collected by the state or there was no program in the state.

ALASKA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational/Technical Course Completion	State/Local Data	N/P	Surveys/Placement Records and Administrative Record Exchanges/	Matching Records	State/Local Data
Measurement Definitions	Percent of concentrators of vocational education who have earned 4 units of credit in language arts and 2 units of credit in mathematics and who have left secondary education in the reporting year.	Percent of concentrators who have met established career/technical skill standards, as evidenced by earning credit for courses that address those standards, and have left secondary education in the reporting year.	Percent of concentrators who have attained a high school diploma.	N/P	Percent of completers who leave secondary school in the reporting year, were at least enrolled in their third year of high school, and who were placed in postsecondary education or advanced training, employment, and/or military service within 6-12 months.	Percent of participants from the underrepresented gender group in a nontraditional secondary program in the reporting year.	Percent of participants in underrepresented gender groups who complete a nontraditional program in the reporting year.
2002-2003 Targets	67.33%	68.63%	72.96%	N/P	90.00%	31.73%	15.77%
2002-2003 Results	82.24%	71.21%	86.01%	N/P	78.66%	31.83%	26.01%
Gender - Results							
Male	80.42%	69.98%	84.20%	N/P	76.33%	34.48%	17.61%
Female	84.77%	72.92%	88.54%	N/P	78.87%	27.97%	41.27%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	76.37%	65.61%	76.54%	N/P	70.88%	29.82%	19.54%
Asian	81.20%	69.66%	82.05%	N/P	81.67%	33.39%	32.91%
Black	66.15%	71.54%	79.23%	N/P	80.36%	34.89%	36.17%
Hispanic	75.86%	75.00%	82.76%	N/P	82.80%	35.88%	37.21%
White	85.78%	72.89%	90.28%	N/P	81.22%	31.94%	28.88%
Other	70.45%	65.91%	68.18%	N/P	62.77%	37.33%	15.38%
Special Population - Results							
Individuals With Disabilities	71.08%	69.88%	79.52%	N/P	57.32%	35.19%	21.03%
Economically Disadvantaged	76.31%	60.82%	78.59%	N/P	53.51%	41.70%	21.79%
Single Parents	>95%	88.89%	>95%	N/P	67.74%	37.50%	22.73%
Displaced Homemakers	>95%	60.00%	>95%	N/P	N/P	>95%	N/P
Other Educational Barriers	11.80%	43.79%	12.73%	N/P	65.19%	35.32%	20.81%
Limited English Proficient	75.43%	70.56%	77.86%	N/P	75.97%	30.57%	14.11%
Nontraditional	81.28%	67.16%	85.14%	N/P	82.17%	31.83%	26.01%
Tech-Prep	>95%	91.46%	>95%	N/P	81.42%	44.08%	52.00%

Notes:
This chart reports results for students that the state has identified as "concentrators." Please see Attachment B for states' definitions.
Definitions for special populations are provided in Attachment D.
Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.
N/E - indicates that the state reported no enrollment for that disaggregated category or for that sub-indicator.
N/P - indicates that either data were not collected by the state or there was no program in the state.

ALASKA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational/Technical Course	State/Local Data	Administrative Record Exchange	Administrative Record Exchange	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators who have documented completion of reading, writing, and mathematics requirements (including requirements where the reading, writing and mathematics are embedded in the course) and have stopped program participation in the reporting year.	Percent of concentrators who have met the program-defined and industry validated career/technical skill standards and assessment benchmarks set at the local level and have stopped program participation in the reporting year.	Percent of concentrators who have received a credential, certificate, or associate degree in the reporting year.	Percent of completers from the previous reporting year who were placed in further postsecondary education or advanced training, employment and/or military service within 6 months of leaving postsecondary school.	Percent of completers from the previous reporting year who were placed in postsecondary education or advanced training, employment, and/or military service within the first 6 months following exit and who are employed, in the military or in postsecondary education within the following 6 months.	Percent of participants from the underrepresented gender group in a nontraditional postsecondary program in the reporting year.	Percent of participants from the underrepresented gender group who completed nontraditional postsecondary programs in the reporting year.
2002-2003 Targets	11.34%	90.68%	<10%	79.00%	64.50%	32.91%	22.22%
2002-2003 Results	48.17%	26.01%	23.84%	78.56%	71.06%	36.94%	23.64%
Gender - Results							
Male	48.26%	30.05%	28.40%	78.11%	70.89%	53.82%	26.38%
Female	48.11%	22.92%	20.36%	77.96%	70.29%	23.07%	20.97%
Unknown Gender	N/P	N/P	N/P	83.66%	76.03%	N/P	N/P
Ethnicity - Results							
American Indian	45.88%	27.88%	25.00%	83.24%	75.64%	34.65%	15.09%
Asian	46.48%	25.09%	21.03%	76.68%	70.98%	35.71%	14.89%
Black	37.86%	22.33%	18.14%	78.10%	70.48%	41.10%	29.03%
Hispanic	44.93%	24.78%	16.96%	73.65%	63.47%	36.83%	24.24%
White	50.24%	26.13%	25.10%	77.44%	70.21%	37.43%	26.07%
Other	43.18%	23.33%	18.18%	80.45%	72.09%	38.38%	28.85%
Special Population - Results							
Individuals With Disabilities	N/P	66.67%	66.67%	N/P	N/P	N/P	>95%
Economically Disadvantaged	40.63%	20.78%	19.61%	74.80%	65.04%	28.33%	26.67%
Single Parents	42.16%	25.40%	24.34%	73.42%	63.92%	22.19%	<10%
Displaced Homemakers	>95%	>95%	>95%	N/P	N/P	33.33%	75.00%
Other Educational Barriers	64.29%	69.23%	69.23%	N/P	N/P	<10%	N/P
Limited English Proficient	68.75%	63.16%	63.16%	N/P	N/P	<10%	<10%
Nontraditional	87.50%	84.38%	84.38%	N/P	N/P	36.94%	23.64%
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
This chart reports results for students that the state has identified as "concentrators." Please see Attachment B for states' definitions.
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ARIZONA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical Course Completion	State/Local Administered Data	N/P	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of program concentrators who leave secondary education in the reporting year that meet or exceed all the reading, writing, and math state standards as assessed by the Arizona Instrument to Measure Standards (AIMS) test.	Percent of program concentrators who leave secondary education in the reporting year that pass a state-adopted proficiency assessment or, in the absence of such an assessment, have documented attainment of at least 80% of the occupational Level III programs.	Percent of program concentrators who receive a secondary school diploma in the reporting year and left school.	N/P	Percent of program completers who graduated in the previous year and were placed in postsecondary education, advanced training, military service, or employment in the reporting year.	Percent of nontraditional male and nontraditional female students enrolled in nontraditional Level III vocational technical education courses in the reporting year.	Percent of nontraditional program concentrators who leave secondary education in the reporting year who pass a state-adopted proficiency assessment or, in the absence of such an assessment, have documented attainment of at least 80% of the occupational Level III programs.
2002-2003 Targets	91.00%	55.00%	91.00%	N/P	41.56%	31.13%	26.93%
2002-2003 Results	>95%	57.09%	>95%	N/P	70.36%	27.72%	25.98%
Gender - Results							
Male	>95%	54.33%	>95%	N/P	69.48%	23.78%	22.51%
Female	>95%	60.09%	>95%	N/P	71.24%	33.09%	29.56%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	>95%	54.88%	>95%	N/P	55.40%	26.45%	25.21%
Asian	>95%	58.07%	>95%	N/P	77.41%	36.78%	32.88%
Black	>95%	51.64%	>95%	N/P	68.38%	27.46%	24.23%
Hispanic	>95%	58.82%	>95%	N/P	71.52%	24.32%	21.86%
White	>95%	56.91%	>95%	N/P	71.65%	29.48%	28.10%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	>95%	59.58%	>95%	N/P	60.76%	19.06%	16.39%
Economically Disadvantaged	>95%	74.92%	>95%	N/P	59.44%	24.63%	17.99%
Single Parents	>95%	70.37%	>95%	N/P	70.37%	27.21%	33.33%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	>95%	56.48%	>95%	N/P	66.89%	27.27%	20.68%
Limited English Proficient	>95%	59.40%	>95%	N/P	69.19%	24.80%	26.23%
Nontraditional	>95%	56.08%	>95%	N/P	72.35%	N/P	N/P
Tech-Prep	>95%	63.46%	>95%	N/P	69.56%	20.32%	27.33%

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ARIZONA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA and Program Completion	Overall GPA and Program Completion	State/Local Administrative Data	Surveys/Placement Records	Administrative Record Exchange	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational program adult learners who (1) achieve the state defined threshold level of course taking, (2) attain a "C" or better in all state designated academic courses, and (3) have stopped program participation in the reporting year.	Percent of vocational program adult learners who (1) achieve the state-defined threshold level of course taking, (2) have met program-defined and industry-validated occupational skills standards in all occupational courses with a "C" or better, and (3) have left the postsecondary program in the repoting year.	Percent of vocational program adult learners who (1) achieve the state defined threshold level, (2) receive a postsecondary degree, certificate, or credential, and (3) have left the postsecondary program in the reporting year.	Percent of vocational program adult learners who (1) completed a program in the reporting year, and (2) were placed in further postsecondary education, employment, and/or military service within three months after stopping participation in the program.	Percent of vocational program adult learners who (1) completed a program in the reporting year, and (2) were placed in further postsecondary education, employment, and/or military service within three months after stopping participation in the program.	Percent of males in female dominated occupations and number of females in male dominated occupations participating in nontraditional programs in the reporting year.	Percent of males in female dominated occupations and number of females in male dominated occupations completing nontraditional programs in the reporting year.
2002-2003 Targets	68.00%	72.00%	19.00%	61.66%	61.16%	21.51%	12.50%
2002-2003 Results	88.21%	91.66%	27.98%	24.84%	79.36%	21.93%	20.52%
Gender - Results							
Male	86.57%	91.25%	24.83%	24.42%	79.72%	19.51%	30.30%
Female	89.74%	92.04%	31.07%	24.92%	79.24%	24.23%	13.88%
Unknown Gender	85.71%	91.84%	10.20%	50.00%	71.43%	<10%	<10%
Ethnicity - Results							
American Indian	81.54%	85.79%	19.79%	16.89%	72.00%	19.20%	19.60%
Asian	91.70%	94.86%	27.27%	29.21%	76.92%	24.18%	20.13%
Black	89.59%	91.51%	29.59%	36.30%	69.39%	24.70%	19.66%
Hispanic	84.83%	86.92%	26.25%	30.28%	85.27%	21.56%	21.57%
White	89.66%	93.96%	29.53%	22.69%	80.10%	21.24%	19.84%
Other	90.88%	90.00%	27.37%	29.21%	73.08%	27.51%	23.64%
Special Population - Results							
Individuals With Disabilities	85.23%	90.91%	26.14%	19.23%	60.00%	25.38%	22.95%
Economically Disadvantaged	87.09%	90.06%	32.87%	33.75%	83.25%	22.82%	18.02%
Single Parents	80.95%	88.10%	33.33%	42.86%	66.67%	32.00%	31.25%
Displaced Homemakers	50.00%	>95%	N/P	N/P	N/P	18.75%	N/P
Other Educational Barriers	86.70%	83.67%	22.84%	63.93%	71.79%	31.97%	37.65%
Limited English Proficient	81.10%	79.27%	29.88%	22.22%	87.50%	24.27%	17.54%
Nontraditional	89.05%	92.93%	27.39%	35.21%	94.15%	>95%	>95%
Tech-Prep	91.18%	88.63%	14.71%	78.95%	86.67%	22.29%	33.33%

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ARKANSAS

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National Academic Assessment	National/State Standards & Assessment	State/Local Administrative Data	N/P	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of tested concentrators who left secondary education who scored above the 50th percentile on SAT 9 (reading, math, and language arts).	Percent of tested concentrators who scored above 50% on the AR Student Competency Testing Program.	Percent of concentrators who graduated.	N/P	Percent of completer graduates who were employed, enrolled in further education, or in the military six months after graduation.	Percent of nontraditional gender participants in programs leading to nontraditional employment/ training.	Percent of nontraditional gender completers of programs leading to nontraditional employment/training.
2002-2003 Targets	38.33%	64.49%	83.99%	N/P	90.00%	32.06%	19.81%
2002-2003 Results	43.38%	78.45%	91.55%	N/P	93.63%	32.01%	26.40%
Gender - Results							
Male	42.26%	73.64%	90.33%	N/P	>95%	41.26%	36.94%
Female	44.57%	83.46%	92.91%	N/P	91.82%	21.10%	13.01%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	39.58%	88.89%	90.16%	N/P	90.00%	35.47%	27.27%
Asian	53.47%	69.23%	93.75%	N/P	>95%	35.23%	33.33%
Black	22.93%	67.82%	88.47%	N/P	88.31%	33.19%	27.96%
Hispanic	26.95%	65.02%	91.50%	N/P	>95%	28.09%	29.03%
White	49.65%	82.12%	92.41%	N/P	>95%	31.81%	25.83%
Other	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Special Population - Results							
Individuals With Disabilities	29.86%	50.47%	89.23%	N/P	86.14%	30.10%	14.18%
Economically Disadvantaged	32.04%	70.55%	90.26%	N/P	88.03%	30.81%	22.55%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	29.20%	69.57%	84.87%	N/P	94.83%	27.89%	17.02%
Limited English Proficient	24.65%	58.46%	93.37%	N/P	>95%	26.49%	25.76%
Nontraditional	43.48%	79.52%	89.89%	N/P	>95%	32.01%	26.40%
Tech-Prep	45.35%	82.04%	94.61%	N/P	94.64%	30.90%	27.55%

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ARKANSAS

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational-Technical GPA	State/Local Administrative Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of students with a GPA of 2.0+ in academic work.	Percent of students with a GPA of 2.5+ in vocational work.	Percent of potential completers who completed.	Percent of completers who were placed in employment.	Percent of placements in employment who were retained.	Percent of nontraditional enrollees in nontraditional programs.	Percent of nontraditional completers of nontraditional programs.
2002-2003 Targets	80.66%	75.54%	81.14%	76.94%	90.00%	16.00%	19.00%
2002-2003 Results	75.53%	72.40%	79.76%	94.44%	>95%	18.94%	14.33%
Gender - Results							
Male	75.29%	70.63%	79.25%	>95%	94.84%	30.84%	18.72%
Female	75.67%	73.62%	80.10%	92.77%	>95%	11.33%	10.36%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	76.32%	88.76%	82.61%	80.56%	>95%	23.42%	21.82%
Asian	78.66%	74.17%	72.97%	89.66%	>95%	18.75%	<10%
Black	62.14%	61.71%	78.75%	91.97%	93.82%	14.72%	<10%
Hispanic	75.22%	84.81%	81.61%	>95%	>95%	21.24%	13.58%
White	79.56%	80.68%	80.43%	>95%	>95%	19.89%	15.94%
Other	82.05%	91.41%	60.00%	>95%	>95%	28.37%	22.22%
Special Population - Results							
Individuals With Disabilities	71.53%	75.24%	75.93%	87.84%	>95%	18.75%	20.29%
Economically Disadvantaged	76.43%	72.56%	79.30%	93.63%	>95%	15.67%	11.37%
Single Parents	73.11%	70.12%	82.99%	92.44%	>95%	14.88%	11.86%
Displaced Homemakers	72.80%	75.52%	86.30%	81.55%	>95%	14.20%	10.28%
Other Educational Barriers	78.87%	74.64%	86.89%	94.02%	94.99%	13.09%	<10%
Limited English Proficient	71.35%	82.35%	91.23%	92.59%	88.89%	16.08%	<10%
Nontraditional	59.29%	76.29%	79.93%	93.09%	>95%	18.94%	14.33%
Tech-Prep	82.69%	74.00%	66.67%	94.25%	>95%	21.39%	12.79%

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CALIFORNIA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Program Completion	State/Local Data	N/P	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of CTE students who are seniors and took the state assessment and scored proficient on the test.	Percent of secondary vocational program completers.	Percent of 12th grade vocational program completers earning a high school diploma.	N/P	Percent of 12th grade vocational program completers placed in military, advanced education/training, or employment.	Percent of secondary school male and female students participating in programs determined to be nontraditional to their gender.	Percent of secondary school males and females who complete programs determined to be nontraditional to their gender.
2002-2003 Targets	92.35%	17.03%	92.35%	N/P	71.14%	17.63%	24.63%
2002-2003 Results	84.94%	48.60%	84.94%	N/P	67.88%	48.81%	51.24%
Gender - Results							
Male	84.35%	47.98%	84.35%	N/P	69.06%	51.68%	49.71%
Female	85.60%	49.36%	85.60%	N/P	66.41%	45.24%	53.42%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	86.91%	47.60%	86.91%	N/P	78.99%	48.70%	48.00%
Asian	88.73%	47.33%	88.73%	N/P	68.29%	45.25%	49.13%
Black	81.41%	44.40%	81.41%	N/P	57.25%	45.91%	46.61%
Hispanic	82.10%	50.72%	82.10%	N/P	68.32%	51.53%	54.10%
White	88.11%	47.52%	88.11%	N/P	69.48%	47.58%	49.15%
Other	74.65%	49.35%	74.65%	N/P	65.28%	47.84%	53.39%
Special Population - Results							
Individuals With Disabilities	81.36%	39.38%	81.36%	N/P	41.09%	48.48%	38.98%
Economically Disadvantaged	85.44%	33.08%	85.44%	N/P	66.39%	51.67%	42.74%
Single Parents	79.02%	40.50%	79.02%	N/P	24.06%	56.27%	54.81%
Displaced Homemakers	75.32%	17.32%	75.32%	N/P	N/P	13.91%	14.58%
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	87.80%	36.04%	87.80%	N/P	48.89%	55.22%	35.40%
Nontraditional	83.18%	52.78%	83.18%	N/P	62.62%	N/P	N/P
Tech-Prep	82.57%	50.67%	82.57%	N/P	N/P	17.76%	N/P

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CALIFORNIA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Academic GPA	State/Local Data	Administrative Record Exchange	Administrative Record Exchange	State/Local Data	State/Local Data
Measurement Definitions	Percent of students enrolled in SAM A-C courses who have earned a GPA of 2.0 or above in those SAM A-C courses only.	Percent of students enrolled in Sequence Alignment Modeling (SAM) A-C courses who have earned a GPA of 2.0 or above in those SAM A-C courses only.	Percent of concentrators earning a certificate or degree or transferring to a 4-year university.	Percent of concentrators found in UI covered employment in any quarter in the year following the cohort year or a 4-year university.	Percent of concentrators found in UI covered employment for three of the four quarters in the year following the cohort year and not at a 4-year university.	Percent of student participants determined to be of the nontraditional gender enrolled in SAM A-D courses identified with a nontraditional Taxonomy of Program code.	Percent of nontraditional concentrators in nontraditional programs earning a certificate or degree or transferring to a 4-year university.
2002-2003 Targets	77.76%	77.76%	59.82%	83.19%	82.70%	27.98%	26.95%
2002-2003 Results	84.01%	84.01%	76.36%	84.08%	84.29%	36.98%	24.42%
Gender - Results							
Male	82.56%	82.56%	72.78%	85.82%	85.19%	30.09%	28.28%
Female	85.40%	85.40%	79.31%	82.69%	83.57%	44.60%	21.82%
Unknown Gender	82.60%	82.60%	62.23%	84.04%	82.71%	<10%	<10%
Ethnicity - Results							
American Indian	79.58%	79.58%	73.78%	82.28%	82.81%	36.06%	22.76%
Asian	85.82%	85.82%	81.54%	81.63%	82.39%	41.52%	26.04%
Black	76.37%	76.37%	73.55%	81.41%	82.14%	40.72%	25.35%
Hispanic	80.11%	80.11%	71.68%	86.16%	85.60%	36.07%	23.62%
White	86.95%	86.95%	77.68%	84.48%	84.79%	36.02%	24.03%
Other	84.87%	84.87%	74.18%	83.66%	82.68%	33.77%	25.23%
Special Population - Results							
Individuals With Disabilities	79.45%	79.45%	83.01%	70.29%	76.45%	46.50%	27.69%
Economically Disadvantaged	79.51%	79.51%	76.58%	81.22%	80.03%	43.66%	25.06%
Single Parents	80.39%	80.39%	75.41%	82.14%	81.32%	37.02%	22.13%
Displaced Homemakers	82.56%	82.56%	74.59%	75.83%	77.93%	38.57%	21.46%
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	21.46%
Limited English Proficient	86.56%	86.56%	80.27%	75.28%	80.07%	46.43%	26.45%
Nontraditional	82.60%	82.60%	78.49%	83.50%	82.92%	>95%	>95%
Tech-Prep	80.78%	80.78%	74.21%	84.19%	82.15%	44.19%	24.17%

Notes:
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CALIFORNIA

Adult

Indicators	Academic Attainment	Skill Attainment	Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	Program Completion	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of adult vocational program completers.	Percent of adult vocational program completers.	Percent of adult vocational program completers.	Percent of adult vocational program completers.	Percent of adult vocational program completers placed in military, advanced education/training, or employment.	Percent of adult males and females participating in nontraditional programs determined to be nontraditional to their gender.	Percent of adult males and females who complete programs determined to be nontraditional to their gender.
2002-2003 Targets	81.26%	81.26%	81.26%	60.18%	N/P	17.63%	24.63%
2002-2003 Results	47.05%	47.05%	47.05%	41.28%	N/P	59.73%	48.14%
Gender - Results							
Male	43.18%	43.18%	43.18%	46.82%	N/P	60.19%	43.58%
Female	49.83%	49.83%	49.83%	38.20%	N/P	59.40%	51.46%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	43.55%	43.55%	43.55%	33.86%	N/P	54.69%	45.39%
Asian	49.04%	49.04%	49.04%	29.10%	N/P	59.46%	49.88%
Black	46.20%	46.20%	46.20%	46.31%	N/P	57.82%	47.23%
Hispanic	45.61%	45.61%	45.61%	40.73%	N/P	59.79%	47.30%
White	48.62%	48.62%	48.62%	49.66%	N/P	59.95%	49.83%
Other	46.08%	46.08%	46.08%	32.58%	N/P	63.84%	43.08%
Special Population - Results							
Individuals With Disabilities	40.34%	40.34%	40.34%	64.15%	N/P	81.71%	42.10%
Economically Disadvantaged	45.46%	45.46%	45.46%	31.53%	N/P	73.47%	43.35%
Single Parents	46.38%	46.38%	46.38%	55.07%	N/P	71.40%	45.65%
Displaced Homemakers	42.35%	42.35%	42.35%	28.17%	N/P	37.26%	21.32%
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	44.27%	44.27%	44.27%	25.03%	N/P	78.74%	42.78%
Nontraditional	49.54%	49.54%	49.54%	19.86%	N/P	N/P	N/P
Tech-Prep	54.92%	54.92%	54.92%	N/P	N/P	20.08%	N/P

Notes:
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COLORADO

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	Program Completion	High School	N/P	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of 12th grade career/technical education program completers who graduated.	Percent of 12th grade career/technical education program participants who completed.	Percent of 12th grade Career/Technical education program completers who graduated.	N/P	Percent of available respondent 12th grade program completers placed in postsecondary education, advanced training, military service, or employment.	Percent of CTE participants who are males and females participating in programs leading to occupations that are nontraditional for their gender.	Percent of CTE completers who are males and females completing programs leading to occupations that are nontraditional for their gender.
2002-2003 Targets	77.41%	49.68%	77.41%	N/P	>95%	27.70%	23.94%
2002-2003 Results	86.62%	61.58%	86.62%	N/P	>95%	42.08%	35.47%
Gender - Results							
Male	85.02%	61.69%	85.02%	N/P	>95%	62.17%	47.95%
Female	88.31%	61.45%	88.31%	N/P	>95%	19.84%	21.40%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	78.95%	58.08%	78.95%	N/P	94.68%	37.80%	33.81%
Asian	90.78%	64.83%	90.78%	N/P	>95%	42.21%	40.11%
Black	83.77%	53.21%	83.77%	N/P	>95%	40.13%	33.93%
Hispanic	85.78%	60.14%	85.78%	N/P	>95%	40.20%	33.64%
White	86.73%	61.99%	86.73%	N/P	>95%	42.78%	35.76%
Other	92.25%	85.43%	92.25%	N/P	90.48%	35.29%	34.04%
Special Population - Results							
Individuals With Disabilities	79.83%	66.19%	79.83%	N/P	88.87%	32.80%	21.59%
Economically Disadvantaged	91.89%	62.42%	91.89%	N/P	>95%	41.11%	34.72%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	73.16%	61.95%	73.16%	N/P	93.39%	42.74%	34.31%
Limited English Proficient	73.30%	67.67%	73.30%	N/P	>95%	38.32%	32.57%
Nontraditional	88.44%	53.42%	88.44%	N/P	>95%	>95%	>95%
Tech-Prep	69.65%	63.89%	69.65%	N/P	91.77%	40.22%	35.27%

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COLORADO

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of students completing approved postsecondary career/technical education programs.	Percent of students completing approved postsecondary career/technical education programs.	Percent of students completing approved postsecondary career/technical education programs.	Percent of postsecondary completer survey respondents.	Percent of postsecondary completer survey respondents.	Percent of postsecondary career/technical education participants who are males and females participating in programs leading to occupations which are nontraditional for their gender.	Percent of postsecondary career/technical education completers who are males and females completing programs leading to occupations which are nontraditional for their gender.
2002-2003 Targets	37.31%	37.31%	37.31%	93.15%	71.50%	18.58%	17.88%
2002-2003 Results	44.11%	44.11%	44.11%	94.98%	38.79%	18.94%	17.13%
Gender - Results							
Male	42.26%	42.26%	42.26%	>95%	28.32%	12.70%	11.71%
Female	45.83%	45.83%	45.83%	92.24%	52.86%	24.77%	21.81%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	46.30%	46.30%	46.30%	93.44%	12.50%	16.67%	14.00%
Asian	41.68%	41.68%	41.68%	93.20%	41.73%	20.75%	17.94%
Black	38.59%	38.59%	38.59%	85.29%	15.49%	23.17%	21.13%
Hispanic	35.88%	35.88%	35.88%	94.58%	34.51%	20.15%	16.08%
White	46.19%	46.19%	46.19%	>95%	41.36%	17.97%	16.87%
Other	50.32%	50.32%	50.32%	93.99%	58.97%	21.29%	18.62%
Special Population - Results							
Individuals With Disabilities	39.66%	39.66%	39.66%	83.67%	29.20%	21.21%	26.09%
Economically Disadvantaged	34.53%	34.53%	34.53%	91.07%	58.54%	22.48%	23.24%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	26.57%	26.57%	26.57%	92.05%	45.60%	18.79%	17.07%
Limited English Proficient	35.32%	35.32%	35.32%	90.38%	30.30%	21.35%	19.39%
Nontraditional	39.90%	39.90%	39.90%	92.20%	47.71%	>95%	>95%
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

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CONNECTICUT

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Assessment	National/State Standards & Assessment	State/Local Data	N/P	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational and technical education participants passing all four academic tests.	Percent of vocational and technical education student concentrators meeting assessment goal.	Percent of 12th grade vocational and technical education concentrators/ completers.	N/P	Percent of completer respondents.	Percent of nontraditional participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	Percent of nontraditional completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment.
2002-2003 Targets	12.40%	48.08%	55.35%	N/P	93.36%	32.48%	32.48%
2002-2003 Results	21.01%	52.41%	93.71%	N/P	93.81%	44.20%	39.80%
Gender - Results							
Male	19.33%	56.20%	93.64%	N/P	94.07%	66.93%	40.44%
Female	23.21%	49.32%	93.80%	N/P	93.47%	34.13%	33.37%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	11.76%	45.65%	51.37%	N/P	85.71%	<10%	<10%
Asian	31.38%	34.95%	94.89%	N/P	>95%	<10%	<10%
Black	<10%	50.68%	89.46%	N/P	>95%	16.13%	<10%
Hispanic	<10%	54.39%	91.39%	N/P	>95%	12.77%	<10%
White	26.61%	54.09%	>95%	N/P	91.99%	67.98%	26.70%
Other	<10%	43.09%	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	<10%	N/P	94.15%	N/P	69.42%	N/P	N/P
Economically Disadvantaged	<10%	N/P	90.97%	N/P	89.49%	N/P	N/P
Single Parents	N/P	N/P	>95%	N/P	83.14%	N/P	N/P
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/P	N/P	>95%	N/P	75.96%	N/P	N/P
Limited English Proficient	<10%	N/P	>95%	N/P	82.89%	N/P	N/P
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	N/P	57.18%	N/P	N/P	N/P	N/P	N/P

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CONNECTICUT

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	Surveys/Placement Records	Administrative Record Exchange	State/Local Data	State/Local Data
Measurement Definitions	Percent of first-time, full time degree-seeking vocational and technical education participants.	Percent of first-time, full-time degree-seeking vocational and technical education participants who entered the program in 1996.	Percent of graduates employed within 6 months of graduation, number of graduates in baccalaureate programs within 6 months of graduation, and number of graduates in the military within 6 months of graduation.	Number of graduates employed within 6 months of graduation; number of graduates in baccalaureate programs within 6 months of graduation; number of graduates in the military within 6 months of graduation.	Percent of vocational education postsecondary program graduates employed within 6 months of graduation and were retained after 18 months.	Percent of nontraditional participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	Percent of nontraditional completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment.
2002-2003 Targets	12.92%	12.92%	12.92%	92.25%	56.53%	16.94%	16.50%
2002-2003 Results	52.41%	15.28%	15.28%	>95%	76.19%	27.57%	30.69%
Gender - Results							
Male	56.20%	13.47%	13.47%	93.75%	71.43%	14.19%	17.19%
Female	49.32%	17.27%	17.27%	>95%	78.57%	41.95%	42.28%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	45.65%	10.00%	10.00%	N/P	N/P	N/P	N/P
Asian	36.07%	17.32%	17.32%	>95%	N/P	N/P	N/P
Black	50.68%	11.56%	11.56%	>95%	>95%	N/P	N/P
Hispanic	54.39%	11.86%	11.86%	>95%	>95%	N/P	N/P
White	54.09%	15.48%	15.48%	>95%	69.23%	N/P	N/P
Other	43.09%	23.81%	23.81%	>95%	66.67%	N/P	N/P
Special Population - Results							
Individuals With Disabilities	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Economically Disadvantaged	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	57.18%	N/P	N/P	N/P	N/P	N/P	N/P

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DELAWARE

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National Academic Assessment	National/State Standards & Assessment	State/Local Administrative Data	N/P	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of assessed vocational students meeting or exceeding the standard in reading, mathematics, and writing.	Percent of vocational students completing a state-approved career pathway.	Percent of vocational program completers receiving a diploma.	N/P	Percent of vocational completer/graduates placed in postsecondary education, employment, or the military.	Percent of underrepresented gender students among participants in nontraditional programs.	Percent of underrepresented gender students among completers of nontraditional programs.
2002-2003 Targets	18.51%	90.00%	90.00%	N/P	90.00%	14.45%	13.74%
2002-2003 Results	22.66%	90.38%	86.62%	N/P	92.27%	32.53%	20.51%
Gender - Results							
Male	25.43%	91.28%	86.70%	N/P	92.62%	47.70%	24.12%
Female	19.44%	89.35%	86.52%	N/P	92.04%	18.08%	16.37%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/P	83.33%	83.33%	N/P	>95%	27.17%	N/P
Asian	48.48%	82.69%	80.77%	N/P	>95%	41.67%	26.92%
Black	<10%	87.99%	83.44%	N/P	87.22%	33.62%	19.46%
Hispanic	10.20%	85.93%	80.00%	N/P	83.33%	30.59%	18.52%
White	28.06%	91.82%	88.46%	N/P	93.34%	31.88%	20.96%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	<10%	77.97%	59.89%	N/P	74.55%	36.82%	19.21%
Economically Disadvantaged	10.92%	88.48%	84.34%	N/P	81.44%	33.34%	20.68%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/P	84.62%	79.49%	N/P	93.33%	38.86%	30.77%
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	21.32%	90.39%	88.05%	N/P	91.88%	31.99%	21.02%

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DELAWARE

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational Course Completion	State/Local Administrative Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of community college students from cohort passing all academic courses needed for a completion award and apprentices completing academic content needed for certification.	Percent of community college students from cohort passing all vocational courses needed for a completion award and apprentices completing vocational content needed for certification.	Percent of community college students from cohort and apprentices graduating in current year.	Percent of community college students and apprentices who graduated two years previously who were identified as employed or enrolled in further education or military service, by survey or administrative records, up to 12 months after graduation.	Percent of apprentices receiving journey worker's certification three years previous to the current calendar year who were not unemployed, according to administrative records, in the previous calendar year.	Percent of underrepresented gender apprentices participating in nontraditional apprentice programs, plus the percent of under-represented gender community college students participating in nontraditional community college programs.	Percent of underrepresented gender students receiving certificates of completion for nontraditional apprentice-related training, plus the percent of underrepresented students receiving completion awards for nontraditional community college programs.
2002-2003 Targets	24.96%	24.96%	24.96%	89.82%	90.00%	<10%	<10%
2002-2003 Results	55.49%	55.49%	55.49%	88.29%	79.13%	17.22%	10.97%
Gender - Results							
Male	63.37%	63.37%	63.37%	88.49%	83.10%	16.90%	<10%
Female	45.01%	45.01%	45.01%	88.14%	72.35%	17.46%	12.21%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	60.00%	60.00%	60.00%	40.00%	>95%	18.00%	<10%
Asian	27.78%	27.78%	27.78%	86.49%	75.00%	15.19%	16.67%
Black	38.41%	38.41%	38.41%	88.07%	77.27%	18.81%	14.94%
Hispanic	51.43%	51.43%	51.43%	88.57%	>95%	27.27%	23.08%
White	59.56%	59.56%	59.56%	88.04%	78.96%	16.72%	<10%
Other	70.00%	70.00%	70.00%	84.62%	>95%	<10%	<10%
Special Population - Results							
Individuals With Disabilities	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Economically Disadvantaged	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	33.33%	33.33%	33.33%	84.62%	N/P	37.50%	37.50%
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
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DISTRICT OF COLUMBIA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National Academic Assessment	Vocational-Technical GPA	State/Local Administrative Data	National/State Standards and Assessment	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational concentrators scoring basic or above in reading and math on Stanford 9 Achievement Tests.	Percent of vocational concentrators receiving at least a 2.0 GPA in their program of study.	Percent of vocational concentrators who completed and received a high school diploma.	Percent of CTE concentrators who left school after completing their program that received either a high school diploma or a certificate of completion.	Percent of vocational completer/graduates who were placed in postsecondary education or advanced training, employment, or military service within 6 months.	Percent of concentrators in nontraditional vocational programs who were members of underrepresented gender groups.	Percent of completers of nontraditional vocational programs who were members of underrepresented gender groups.
2002-2003 Targets	40.59%	60.05%	94.31%	>95%	86.33%	12.49%	12.51%
2002-2003 Results	40.02%	59.51%	94.32%	>95%	85.74%	11.44%	11.27%
Gender - Results							
Male	39.84%	56.97%	93.47%	>95%	86.37%	11.35%	11.26%
Female	40.17%	62.04%	94.89%	>95%	85.21%	11.50%	11.27%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	25.00%	25.00%	>95%	>95%	>95%	N/P	N/P
Asian	41.44%	60.61%	>95%	>95%	92.31%	12.00%	<10%
Black	40.05%	59.32%	94.38%	>95%	85.31%	11.38%	11.20%
Hispanic	38.15%	59.30%	90.24%	>95%	85.38%	11.56%	11.63%
White	43.48%	64.43%	>95%	>95%	88.78%	14.00%	12.12%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	35.69%	28.75%	85.39%	92.13%	74.16%	11.28%	10.61%
Economically Disadvantaged	40.33%	62.49%	94.33%	>95%	85.59%	11.12%	11.44%
Single Parents	42.11%	60.24%	93.62%	>95%	82.98%	11.34%	12.00%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	39.08%	57.23%	90.91%	94.65%	83.16%	11.22%	12.50%
Nontraditional	46.06%	61.43%	94.64%	94.24%	85.60%	>95%	>95%
Tech-Prep	40.02%	59.51%	94.32%	>95%	85.74%	11.44%	11.27%

Notes:
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DISTRICT OF COLUMBIA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Vocational-Technical GPA	State/Local Administrative Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational concentrators attaining an overall GPA of 2.8 or greater.	Percent of vocational concentrators attaining a GPA of 3.0 or greater in vocational education courses.	Percent of vocational concentrators who completed and graduated.	Percent of vocational completer/graduates who reported status as placed in further education, employment, or the military.	Percent of vocational completer/graduates who reported status as placed on the three months survey and were reported in the same status after one year.	Percent of concentrators in nontraditional vocational programs who were members of underrepresented gender groups.	Percent of CTE concentrators who completed nontraditional majors that were of the underrepresented gender groups.
2002-2003 Targets	44.70%	38.48%	72.58%	>95%	>95%	26.75%	12.83%
2002-2003 Results	45.41%	39.20%	75.06%	>95%	>95%	26.93%	13.93%
Gender - Results							
Male	47.83%	32.41%	59.27%	>95%	>95%	37.09%	16.49%
Female	44.47%	41.85%	81.20%	>95%	>95%	22.98%	13.25%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/P	25.00%	25.00%	50.00%	50.00%	N/P	N/P
Asian	91.30%	71.01%	76.81%	87.88%	87.88%	13.04%	<10%
Black	43.47%	38.39%	75.65%	>95%	>95%	27.86%	12.67%
Hispanic	54.32%	34.57%	80.25%	77.36%	77.36%	22.22%	45.28%
White	38.10%	40.48%	52.38%	73.08%	76.92%	28.57%	34.62%
Other	61.54%	15.38%	38.46%	N/P	N/P	N/P	>95%
Special Population - Results							
Individuals With Disabilities	53.66%	34.15%	85.37%	85.25%	85.25%	53.66%	<10%
Economically Disadvantaged	67.32%	47.71%	73.20%	>95%	>95%	42.48%	27.72%
Single Parents	65.96%	51.06%	72.34%	90.63%	93.75%	20.21%	28.13%
Displaced Homemakers	40.32%	20.97%	45.16%	80.00%	80.00%	<10%	20.00%
Other Educational Barriers	47.62%	33.33%	38.10%	83.33%	83.33%	<10%	N/P
Limited English Proficient	30.00%	20.00%	20.00%	50.00%	50.00%	10.00%	50.00%
Nontraditional	35.79%	32.84%	39.85%	85.57%	87.63%	>95%	>95%
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
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FLORIDA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Approved Standards and Local Assessment Systems	State Approved Standards and Local Assessment Systems	High School Graduation	N/P	Surveys/Placement Records and Administrative Record Exchanges	National/State Standards & Local Assessment	State/Local Administrative Data
Measurement Definitions	Percent of secondary vocational job preparatory students who achieved an Operator Certification Program who attained a high school diploma or its recognized state equivalent.	Percent of secondary graduates who were vocational job preparatory students who achieved an Operator Certification Program.	Percent of secondary vocational job preparatory students who achieved an Operator Certification Program who attained a high school diploma or its recognized state equivalent.	N/P	Percent of completers exiting with a valid social security number who were located working, continuing their education, or in the military.	Percent of nontraditional students enrolled in nontraditional programs.	Percent of nontraditional students who completed at least one Operator Certificationa Program in a nontraditional program.
2002-2003 Targets	90.00%	32.21%	90.00%	N/P	78.90%	27.96%	28.10%
2002-2003 Results	88.45%	45.33%	88.45%	N/P	82.04%	30.94%	31.71%
Gender - Results							
Male	88.71%	43.74%	88.71%	N/P	80.67%	49.77%	60.21%
Female	88.23%	46.83%	88.23%	N/P	83.28%	12.84%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	80.43%	N/P	N/P
Ethnicity - Results							
American Indian	93.64%	45.25%	93.64%	N/P	80.33%	33.07%	37.55%
Asian	91.94%	40.10%	91.94%	N/P	83.85%	39.95%	41.31%
Black	82.37%	49.43%	82.37%	N/P	76.12%	29.42%	31.04%
Hispanic	84.20%	41.73%	84.20%	N/P	82.14%	29.18%	29.75%
White	92.05%	45.32%	92.05%	N/P	84.11%	31.75%	32.12%
Other	89.95%	37.71%	89.95%	N/P	80.63%	34.97%	35.46%
Special Population - Results							
Individuals With Disabilities	85.34%	37.29%	85.34%	N/P	69.02%	26.12%	30.15%
Economically Disadvantaged	81.50%	47.88%	81.50%	N/P	76.85%	29.09%	29.66%
Single Parents	67.31%	62.65%	67.31%	N/P	70.02%	11.70%	<10%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	79.24%	56.97%	79.24%	N/P	77.54%	29.04%	29.31%
Limited English Proficient	54.96%	38.02%	54.96%	N/P	77.42%	33.81%	36.30%
Nontraditional	27.78%	31.72%	27.78%	N/P	83.02%	N/P	N/P
Tech-Prep	91.05%	64.36%	91.05%	N/P	84.27%	31.80%	32.20%

Notes:
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FLORIDA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Vocational-Technical Program Completion	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of students who have declared a career degree program of study or a college credit certificate program of study, have completed at least 11 college credits, and attained a GPA of 2.5 or higher.	Percent of students who have declared a career degree program of study or a college credit certificate program of study, have completed at least 11 college credits.	Percent of students who have declared a career degree program of study or a college credit certificate program of study, have completed at least 11 college credits, and attained a career degree or college credit certificate.	Percent of completers exiting with a valid social security number who were located working, continuing their education, or in the military.	Percent of completers found still working, employed, or in the military.	Percent of nontraditional enrollees in nontraditional career degree or college credit certificate programs.	Percent of nontraditional completers of nontraditional career degree or college credit certificate programs.
2002-2003 Targets	77.71%	68.27%	27.38%	85.59%	90.33%	29.24%	23.41%
2002-2003 Results	80.88%	72.04%	24.36%	86.05%	82.46%	24.66%	24.24%
Gender - Results							
Male	79.17%	67.86%	28.36%	88.00%	84.50%	19.08%	20.93%
Female	81.89%	74.81%	21.96%	84.63%	80.88%	27.67%	25.92%
Unknown Gender	79.17%	34.78%	83.33%	66.67%	>95%	N/P	N/P
Ethnicity - Results							
American Indian	80.14%	68.66%	25.44%	78.57%	85.45%	23.43%	27.66%
Asian	82.14%	76.18%	25.49%	82.95%	82.05%	31.42%	33.43%
Black	67.38%	72.57%	17.90%	86.37%	87.04%	23.17%	21.78%
Hispanic	78.81%	79.09%	20.16%	90.38%	88.45%	23.86%	25.76%
White	85.46%	70.22%	27.38%	85.94%	81.05%	25.02%	24.04%
Other	77.94%	65.21%	22.63%	71.43%	65.34%	24.89%	22.95%
Special Population - Results							
Individuals With Disabilities	72.98%	76.70%	23.93%	77.65%	75.83%	28.31%	25.00%
Economically Disadvantaged	77.50%	68.96%	20.23%	86.88%	80.19%	23.87%	21.05%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	80.85%	78.81%	16.23%	84.54%	86.30%	25.42%	33.02%
Nontraditional	81.95%	74.48%	15.83%	82.32%	79.69%	N/P	N/P
Tech-Prep	77.12%	73.05%	31.52%	86.01%	N/P	23.17%	30.96%

Notes:
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FLORIDA

Adult

Indicators	Academic Attainment	Skill Attainment	Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National/State Academic Assessment	National/State Standards & Local Assessment	Administrative Record Exchanges	State/Local Administrative Data	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of students enrolled in vocational certificate (PSAV) programs who have achieved at least one Operator Certification Program who have achieved the prescribed Basic Skills levels.	Percent of enrollees who achieved at least one Operator Certification Program in a vocational certificate (PSAV) program.	Percent of exiting Operator Certification Program completers with valid social security numbers who were located and working, continuing their education, or in the military.	Percent of enrollees who achieved at least one Operator Certification Program in a vocational certificate (PSAV) program and who achieved a Vocational Certificate (PSAV).	Percent of previous year placed completers who were located and still working, continuing their education, or in the military.	Percent of students enrolled in nontraditional programs that are identified as nontraditional for their gender.	Percent of students who completed at least Operator Certification Program in a nontraditional program identified as nontraditional for their gender.
2002-2003 Targets	36.66%	49.31%	29.54%	79.29%	86.77%	12.45%	11.92%
2002-2003 Results	39.71%	53.63%	50.47%	76.42%	88.86%	11.01%	10.30%
Gender - Results							
Male	37.46%	52.23%	55.48%	77.03%	89.69%	<10%	<10%
Female	41.84%	55.04%	46.31%	75.64%	88.26%	12.43%	10.61%
Unknown Gender	N/P	41.67%	24.00%	>95%	28.09%	N/P	N/P
Ethnicity - Results							
American Indian	50.22%	55.31%	57.14%	70.99%	90.77%	14.94%	11.59%
Asian	43.79%	55.54%	47.94%	76.60%	89.85%	13.20%	12.31%
Black	35.64%	50.60%	47.51%	73.74%	89.81%	12.18%	10.50%
Hispanic	27.56%	55.92%	32.64%	76.91%	89.15%	10.31%	<10%
White	47.66%	54.30%	59.49%	77.50%	88.80%	10.60%	10.35%
Other	44.49%	47.25%	46.14%	73.80%	69.66%	10.90%	<10%
Special Population - Results							
Individuals With Disabilities	28.88%	49.80%	42.24%	70.27%	80.34%	12.13%	11.11%
Economically Disadvantaged	42.19%	55.02%	47.44%	76.14%	85.79%	12.06%	12.34%
Single Parents	46.06%	58.43%	50.83%	71.36%	88.57%	<10%	<10%
Displaced Homemakers	47.53%	60.81%	50.12%	67.14%	89.89%	<10%	<10%
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	19.72%	57.37%	27.13%	76.04%	88.42%	11.88%	11.01%
Nontraditional	41.18%	30.90%	43.77%	83.67%	90.69%	10.09%	<10%
Tech-Prep	56.20%	69.96%	50.52%	79.89%	85.89%	10.35%	<10%

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GEORGIA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational-Technical Course Completion	High School Graduation	N/P	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of self-identified technology/career prep and dual diploma students passing the Georgia High School Graduation Test in 1-5 attempts.	Percent of vocational enrollees earning 4 or more credits in technology/career prep courses.	Percent of vocational concentrators receiving or qualifying to receive a TCP or dual diploma.	N/P	Percent of technology/career prep dual diploma graduates placed in postsecondary education, military service, or employment 3 months after graduation.	Percent of underrepresented genders enrolled in 6 targeted programs leading to nontraditional employment (duplicated head-count, grades 9-12).	Percent of underrepresented genders who receive a technology/career prep or dual diploma in 6 targeted programs leading to nontraditional employment (unduplicated head-count, grades 9-12).
2002-2003 Targets	68.53%	66.53%	78.49%	N/P	69.50%	28.59%	16.86%
2002-2003 Results	82.22%	73.43%	71.38%	N/P	82.66%	29.10%	40.27%
Gender - Results							
Male	83.20%	73.53%	71.69%	N/P	81.48%	17.70%	47.25%
Female	81.23%	73.33%	71.08%	N/P	83.88%	43.04%	36.55%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	89.47%	67.95%	69.81%	N/P	76.47%	36.30%	35.09%
Asian	67.78%	55.52%	57.46%	N/P	68.04%	26.82%	43.32%
Black	72.18%	74.78%	70.25%	N/P	79.95%	32.18%	32.06%
Hispanic	71.55%	67.17%	77.40%	N/P	67.23%	26.03%	26.85%
White	90.59%	73.95%	72.45%	N/P	85.22%	27.24%	47.94%
Other	85.90%	60.65%	64.58%	N/P	80.00%	29.27%	37.86%
Special Population - Results							
Individuals With Disabilities	43.11%	73.89%	57.91%	N/P	88.99%	28.34%	10.62%
Economically Disadvantaged	70.37%	67.86%	74.64%	N/P	91.06%	29.02%	28.70%
Single Parents	72.34%	85.53%	79.69%	N/P	94.17%	39.22%	47.76%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	69.33%	86.94%	77.23%	N/P	92.15%	28.74%	18.28%
Limited English Proficient	44.97%	53.26%	79.20%	N/P	80.79%	27.65%	13.45%
Nontraditional	80.91%	82.42%	75.66%	N/P	>95%	29.10%	25.80%
Tech-Prep	83.13%	84.67%	71.72%	N/E	>95%	33.18%	81.64%

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GEORGIA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational-Technical Course Completion	State/Local Administrative Data	Surveys/Placement Records	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of students achieving only successful grades in academic courses (grades of A, B, C, or S in non-developmental studies courses).	Percent of students achieving only successful grades in vocational courses (grades of A, B, C, or S in non-developmental studies courses).	Percent of graduates out of total student leavers.	Percent of available graduates placed in field, a related field, out of field, military service, or continuing their postsecondary education.	Percent of students who showed up as employed in UI data one quarter after graduation who also showed up as employed in UI data three quarters after graduation.	Percent of students of underrepresented genders out of total enrollees in nontraditional programs.	Percent of students of underrepresented genders out of total completers of nontraditional programs.
2002-2003 Targets	87.63%	88.34%	39.25%	>95%	90.00%	11.46%	<10%
2002-2003 Results	84.94%	84.25%	42.66%	>95%	87.69%	14.34%	12.11%
Gender - Results							
Male	82.18%	84.78%	41.74%	>95%	87.53%	14.41%	10.25%
Female	86.50%	83.86%	43.36%	>95%	87.80%	14.29%	13.41%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	86.09%	82.88%	44.39%	>95%	82.35%	14.95%	15.49%
Asian	87.58%	85.80%	49.00%	>95%	94.38%	17.05%	12.40%
Black	84.65%	82.84%	40.01%	>95%	87.08%	13.88%	13.92%
Hispanic	83.01%	84.82%	38.61%	>95%	92.00%	17.95%	10.26%
White	85.27%	85.32%	44.88%	>95%	87.84%	14.27%	10.77%
Other	81.51%	82.71%	34.00%	>95%	86.41%	20.89%	14.60%
Special Population - Results							
Individuals With Disabilities	82.91%	76.34%	45.16%	>95%	86.82%	14.54%	12.01%
Economically Disadvantaged	84.20%	75.18%	41.46%	>95%	87.81%	12.96%	<10%
Single Parents	82.71%	73.56%	40.73%	>95%	89.11%	12.87%	10.54%
Displaced Homemakers	86.33%	79.57%	45.18%	>95%	89.60%	13.69%	10.62%
Other Educational Barriers	82.73%	74.26%	33.36%	>95%	89.26%	14.72%	11.54%
Limited English Proficient	84.26%	79.63%	42.36%	>95%	93.24%	15.40%	13.10%
Nontraditional	84.31%	84.84%	41.44%	>95%	84.72%	>95%	>95%
Tech-Prep	84.12%	80.62%	44.36%	>95%	86.40%	14.04%	12.15%

Notes:
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GUAM

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Program Completion	State/Local Data	National/State Standards & Assessment	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of vocational concentrators who have successfully completed (i.e., reached performance benchmarks) all vocational courses and have left secondary education in the reporting year.	Number of vocational concentrators who have attained a high school diploma or its recognized state equivalent and have left secondary education in the reporting year.	Number of vocational concentrators who have attained a high school diploma and a certificate of completion.	Number of vocational concentrators who 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, and/or military service.	Percent of vocational concentrators who 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, and/or military service.	Percent of students in underrepresented gender groups who participated in a non-traditional secondary program in the reporting year.	Percent of students in under-represented gender groups who completed a non-traditional secondary program in the reporting year.
2002-2003 Targets	25.00%	77.00%	53.00%	52.00%	52.00%	30.00%	31.00%
2002-2003 Results	36.65%	53.63%	19.43%	<10%	78.95%	24.56%	10.91%
Gender - Results							
Male	29.44%	49.20%	18.92%	<10%	80.00%	36.40%	17.36%
Female	46.41%	59.63%	20.11%	12.79%	78.57%	10.49%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Asian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Black	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Hispanic	N/E	N/E	N/E	N/E	N/E	N/E	N/E
White	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other	36.65%	53.63%	19.43%	<10%	78.95%	24.56%	10.91%
Special Population - Results							
Individuals With Disabilities	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Economically Disadvantaged	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
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GUAM

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Program Completion	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators who have successfully completed all academic courses and have stop program participation in the reporting year.	Percent of concentrators who have completed the programs as defined by the requirements for students declared major as published in the GCC catalog.	The percent of students awarded a degree or credential as defined by the requirements for the students declared major as published in the GCC catalog.	Percent of students who completed a postsecondary program in the reporting year, and who were placed in further postsecondary education or advanced training, employment, and/or military service.	Percent of students who completed a postsecondary program in the reporting year, and were placed in employment in the reporting year and were retained in employment.	Percent of students in underrepresented gender groups who participated in a nontraditional postsecondary program in the reporting year.	Percent of students in underrepresented gender groups who completed a nontraditional postsecondary program in the reporting year.
2002-2003 Targets	25.00%	>95%	90.00%	61.00%	<10%	11.00%	11.00%
2002-2003 Results	15.37%	57.18%	18.64%	32.99%	16.49%	30.01%	<10%
Gender - Results							
Male	14.33%	57.31%	18.71%	29.73%	10.81%	36.04%	<10%
Female	16.02%	57.09%	18.60%	35.00%	20.00%	27.07%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Asian	15.08%	57.78%	18.46%	32.29%	16.67%	29.47%	<10%
Black	N/P	60.00%	10.00%	N/P	N/P	12.40%	<10%
Hispanic	50.00%	50.00%	16.67%	N/P	N/P	61.19%	<10%
White	18.18%	39.39%	27.27%	>95%	N/P	37.86%	<10%
Other	28.57%	71.43%	14.29%	N/P	N/P	51.76%	<10%
Special Population - Results							
Individuals With Disabilities	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Economically Disadvantaged	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
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HAWAII

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	N/P	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of 12th grade students who completed the requirements for selected state certified vocational education programs of study and received a cumulative grade point average of "2.0" or better in all languages arts, math, and science courses required for graduation.	Percent of 12th grade students who completed the requirements for selected state certified vocational education programs of study and received a cumulative grade point average of "2.0" or better in all vocational education courses in their state certificate.	Percent of 12th grade student who completed the requirements for selected state certified vocational education programs of study and have been awarded a high school diploma. A program of study includes 2 Carnegie units in a single vocational program area.	N/P	Percent of completers who responded to the placement survey and who entered into postsecondary education, employment, or military within 6 months of graduation.	Percent of students in the underrepresented gender group who have enrolled in nontraditional vocational education course(s) identified with a "V" in the Hawaii State Department of Education's authorized course code number system.	Percent of 12th grade students in the underrepresented group who have completed the requirements in a nontraditional state certified vocational education program of study and have been awarded a high school diploma.
2002-2003 Targets	48.08%	94.08%	>95%	N/P	>95%	28.84%	23.00%
2002-2003 Results	75.54%	>95%	87.05%	N/P	>95%	30.50%	36.48%
Gender - Results							
Male	72.86%	>95%	86.43%	N/P	>95%	26.28%	31.18%
Female	82.28%	>95%	88.61%	N/P	91.67%	36.94%	50.79%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	>95%	>95%	>95%	N/P	>95%	32.14%	>95%
Asian	76.02%	>95%	89.14%	N/P	>95%	30.42%	35.42%
Black	N/P	>95%	>95%	N/P	>95%	31.65%	50.00%
Hispanic	75.00%	>95%	75.00%	N/P	N/P	26.81%	66.67%
White	72.41%	>95%	72.41%	N/P	>95%	30.67%	44.44%
Other	>95%	>95%	85.71%	N/P	75.00%	31.17%	29.41%
Special Population - Results							
Individuals With Disabilities	76.47%	>95%	88.24%	N/P	N/P	22.15%	33.33%
Economically Disadvantaged	73.26%	>95%	88.37%	N/P	80.00%	28.17%	28.57%
Single Parents	50.00%	>95%	>95%	N/P	N/P	26.75%	50.00%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	86.67%	93.33%	93.33%	N/P	>95%	26.97%	60.00%
Nontraditional	76.47%	>95%	>95%	N/P	25.00%	>95%	>95%
Tech-Prep	75.54%	>95%	87.05%	N/P	>95%	30.50%	36.48%

Notes:
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HAWAII

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	Administrative Record Exchange	Administrative Record Exchange	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators who have a cumulative GPA =>2.00 in academic courses and who have stopped program participation in the year reported.	Percent of concentrators who have a cumulative GPA =>2.00 in vocational courses and who have stopped program participation in the year reported.	Percent of concentrators who received a degree or certificate in a vocational program and who have stopped program participation in the year reported.	Percent of completers in the year reported who are employed within one UI quarter following program completion.	Percent of completers in the year reported who are employed within one UI quarter following program completion and who are employed in the following UI quarter.	Percent of participants in underrepresented gender groups who participated in nontraditional programs in the year reported.	Percent of completers in underrepresented gender groups in nontraditional programs in the year reported.
2002-2003 Targets	81.06%	91.53%	35.20%	70.02%	90.13%	15.77%	14.17%
2002-2003 Results	82.25%	91.11%	40.60%	78.33%	94.46%	14.49%	11.28%
Gender - Results							
Male	79.52%	90.62%	41.97%	77.73%	94.68%	18.30%	12.31%
Female	85.28%	91.63%	39.13%	78.89%	94.25%	11.27%	10.34%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	>95%	90.91%	27.27%	>95%	>95%	23.81%	33.33%
Asian	81.18%	90.60%	42.36%	79.32%	>95%	13.96%	11.38%
Black	76.67%	90.70%	44.19%	57.14%	85.71%	25.45%	22.22%
Hispanic	89.36%	92.54%	44.78%	55.00%	90.00%	19.42%	10.34%
White	89.72%	>95%	36.50%	73.94%	89.32%	14.44%	12.10%
Other	78.52%	87.92%	34.44%	84.47%	94.19%	15.59%	<10%
Special Population - Results							
Individuals With Disabilities	82.35%	88.04%	38.04%	46.88%	>95%	26.97%	21.88%
Economically Disadvantaged	81.07%	88.75%	42.05%	77.54%	93.95%	15.72%	13.35%
Single Parents	81.91%	92.27%	40.91%	81.55%	91.67%	10.75%	11.54%
Displaced Homemakers	89.09%	>95%	33.85%	76.47%	>95%	12.50%	11.43%
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	87.32%	86.11%	37.50%	50.00%	92.31%	13.02%	<10%
Nontraditional	84.85%	91.57%	36.78%	72.64%	>95%	>95%	>95%
Tech-Prep	82.25%	91.11%	40.60%	78.33%	94.46%	14.49%	11.28%

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IDAHO

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	National/State Standards & Local Assessment	State/Local Data	N/P	National/State Standards & Local Assessment	State/Local Data	State/Local Data
Measurement Definitions	Percent of professional-tech program concentrators who complete high school graduation requirements.	Percent of professional-tech program completers who demonstrate mastery.	Percent of total number of professional-tech program concentrators who graduate with a diploma.	N/P	Percent of professional-tech program completer respondents who achieve positive placement or transition.	Percent of professional-tech program students (females plus males) who enter programs that are nontraditional for their gender.	Percent of professional-tech students (females plus males) who complete programs that are nontraditional to their gender.
2002-2003 Targets	90.49%	81.49%	84.22%	N/P	88.74%	19.26%	10.66%
2002-2003 Results	>95%	89.66%	>95%	N/P	92.00%	18.12%	17.94%
Gender - Results							
Male	>95%	88.56%	>95%	N/P	90.35%	<10%	10.86%
Female	>95%	91.08%	>95%	N/P	94.14%	43.66%	28.17%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Asian	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Black	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Hispanic	N/P	N/P	N/P	N/P	N/P	N/P	N/P
White	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Other	>95%	89.66%	>95%	N/E	92.00%	18.12%	17.94%
Special Population - Results							
Individuals With Disabilities	92.81%	82.71%	93.25%	N/P	83.05%	N/P	N/P
Economically Disadvantaged	94.45%	87.01%	94.37%	N/P	90.32%	N/P	N/P
Single Parents	>95%	89.19%	>95%	N/P	84.62%	N/P	N/P
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	>95%	84.27%	>95%	N/P	92.26%	N/P	N/P
Nontraditional	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Tech-Prep	>95%	94.52%	>95%	N/P	91.84%	N/P	N/P

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IDAHO

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	Surveys/Placement Records	Administrative Record Exchange	State/Local Data	State/Local Data
Measurement Definitions	Percent of completers earning a 2.0 GPA in required general education courses.	Percent of completers earning a 2.5 GPA in professional-tech courses.	Percent of completers graduating within a period equal to 1.5 times the normal program length.	Percent of completers who achieve positive placement or transition.	Percent of individuals still employed after the third quarter following completion.	Percent of professional program students (males and females) who enter programs that are nontraditional to their gender.	Percent of professional-tech students (females plus males) who complete programs that are nontraditional to their gender.
2002-2003 Targets	76.98%	77.46%	72.07%	91.76%	80.84%	13.68%	12.36%
2002-2003 Results	92.66%	>95%	92.79%	94.76%	90.26%	13.20%	13.62%
Gender - Results							
Male	90.94%	94.59%	93.75%	>95%	88.91%	18.89%	18.63%
Female	94.56%	>95%	91.67%	93.27%	91.60%	<10%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Asian	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Black	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Hispanic	N/P	N/P	N/P	N/P	N/P	N/P	N/P
White	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Other	92.66%	>95%	92.79%	94.76%	90.26%	13.20%	13.62%
Special Population - Results							
Individuals With Disabilities	91.67%	90.99%	94.29%	85.60%	86.08%	N/P	N/P
Economically Disadvantaged	92.82%	94.56%	88.62%	92.85%	89.49%	N/P	N/P
Single Parents	>95%	90.63%	91.57%	90.83%	90.91%	N/P	N/P
Displaced Homemakers	92.86%	93.55%	>95%	91.07%	88.10%	N/P	N/P
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	94.59%	>95%	84.21%	84.38%	90.48%	N/P	N/P
Nontraditional	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Tech-Prep	>95%	>95%	92.05%	>95%	92.59%	N/P	N/P

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ILLINOIS

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	High School Graduation	High School Graduation	N/P	Administrative Record Exchange/Matching of Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of all CTE concentrators in a given graduation cohort who received a high school diploma.	Percent of all CTE concentrators in a given graduation cohort who received a high school diploma.	Percent of all CTE concentrators in a given graduation cohort who received a high school diploma.	N/P	Percent of all CTE concentrators in a given graduation cohort identified by SSNs who show up as employed in the UI wage records and/or enrolled in the state's higher education database in the year following graduation.	Percent of males enrolled in programs that lead to employment nontraditional for males plus the number of females enrolled in programs that lead to employment nontraditional for females.	Percent of males completing programs that lead to employment nontraditional for males plus the number of females completing programs that lead to employment nontraditional for females.
2002-2003 Targets	92.38%	92.38%	92.38%	N/P	80.06%	16.23%	13.26%
2002-2003 Results	>95%	>95%	>95%	N/P	77.46%	16.94%	13.91%
Gender - Results							
Male	>95%	>95%	>95%	N/P	76.04%	<10%	<10%
Female	>95%	>95%	>95%	N/P	79.14%	67.77%	46.79%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	89.61%	89.61%	89.61%	N/P	67.44%	14.81%	12.50%
Asian	>95%	>95%	>95%	N/P	81.17%	13.17%	10.19%
Black	92.75%	92.75%	92.75%	N/P	65.30%	23.45%	24.35%
Hispanic	92.46%	92.46%	92.46%	N/P	75.86%	18.84%	19.03%
White	>95%	>95%	>95%	N/P	80.59%	15.86%	11.03%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	93.71%	93.71%	93.71%	N/P	70.85%	10.62%	10.26%
Economically Disadvantaged	94.13%	94.13%	94.13%	N/P	69.34%	23.42%	24.65%
Single Parents	92.71%	92.71%	92.71%	N/P	70.51%	36.82%	32.22%
Displaced Homemakers	>95%	>95%	>95%	N/P	>95%	28.00%	19.44%
Other Educational Barriers	94.01%	94.01%	94.01%	N/P	73.12%	16.69%	16.55%
Limited English Proficient	91.75%	91.75%	91.75%	N/P	81.59%	11.54%	<10%
Nontraditional	>95%	>95%	>95%	N/P	77.14%	16.94%	13.91%
Tech-Prep	>95%	>95%	>95%	N/P	77.35%	15.54%	14.54%

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ILLINOIS

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	State/Local Data	Administrative Record Exchange	Administrative Record Exchange	State/Local Data	State/Local Data
Measurement Definitions	Percent of occupational program majors (PCS 1.2) in the cohort who completed a degree or occupational certificate or who are still enrolled in the institution or have transferred within 5 years or enrollment.	Percent of occupational program majors in the cohort who completed a degree or occupational certificate or who are still enrolled in the institution or have transferred within 5 years or enrollment.	Percent of occupational program majors in the cohort who completed a degree or occupational certificate within 5 years of enrollment.	Percent of all degree and occupational certificate completers in the same fiscal year identified by social security number who are identified as employed in the IL UI wage records in the 3rd quarter after program completion and/or were enrolled in the IL public higher education shared database in the academic year following program completion.	Percent of all degree and occupational certificate completers in a given fiscal year identified by social security number who are identified as employed in the 3rd and 4th quarters after program completion.	Percent of total female and male enrollment in specified occupational programs that lead to employment nontraditional for their gender.	Percent of total female and male program completions in specified occupational programs that lead to employment nontraditional for their gender.
2002-2003 Targets	65.58%	65.58%	51.13%	79.77%	95.00%	14.53%	12.82%
2002-2003 Results	66.03%	66.03%	55.34%	79.46%	>95%	13.45%	11.97%
Gender - Results							
Male	59.42%	59.42%	48.17%	73.04%	>95%	10.30%	11.39%
Female	70.24%	70.24%	59.91%	84.13%	>95%	17.75%	12.90%
Unknown Gender	33.33%	33.33%	33.33%	>95%	>95%	N/P	N/P
Ethnicity - Results							
American Indian	67.00%	67.00%	54.00%	59.15%	94.47%	14.89%	13.64%
Asian	69.90%	69.90%	55.70%	72.37%	94.00%	16.79%	10.83%
Black	62.73%	62.73%	50.66%	71.56%	92.55%	15.47%	15.61%
Hispanic	60.12%	60.12%	46.82%	78.16%	>95%	14.21%	12.17%
White	66.95%	66.95%	56.85%	84.11%	>95%	12.52%	10.97%
Other	64.84%	64.84%	54.69%	71.90%	>95%	17.02%	<10%
Special Population - Results							
Individuals With Disabilities	62.75%	62.75%	50.87%	81.03%	93.47%	13.89%	17.06%
Economically Disadvantaged	67.26%	67.26%	58.10%	77.07%	>95%	12.77%	<10%
Single Parents	N/P	N/P	N/P	80.17%	94.47%	10.41%	<10%
Displaced Homemakers	N/P	N/P	N/P	85.92%	89.09%	<10%	<10%
Other Educational Barriers	61.59%	61.59%	48.48%	83.02%	>95%	13.50%	10.74%
Limited English Proficient	63.90%	63.90%	44.09%	82.51%	>95%	12.37%	<10%
Nontraditional	64.51%	64.51%	52.99%	78.93%	94.28%	13.45%	11.97%
Tech-Prep	N/P	N/P	N/P	86.89%	>95%	11.60%	23.08%

Notes:
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INDIANA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Assessment	Local Standards & Assessment	State/Local Data	N/P	Administrative Record Exchanges/Matching of Administrative Records	State/Local Data	State/Local Data
Measurement Definitions	Number of vocational education students who passed the Indiana Statewide Testing for Educational Progress + Graduation Qualifying Exam and have left secondary education in the reporting year.	Number of students who passed a vocational education program skill test and have left secondary education in the reporting year.	Number of vocational education program completers who have attained a high school diploma or its recognized equivalent and have left secondary education in the reporting year.	N/P	Number of students who have completed a vocational education program and received a diploma or its equivalent in the reporting year and were placed in further education or advanced training, employment, and/or military service.	Number of students in underrepresented groups who participated in a nontraditional secondary vocational education program in the reporting year.	Number of students in underrepresented groups who completed a nontraditional secondary vocational education program in the reporting year.
2002-2003 Targets	78.90%	86.35%	86.36%	N/P	82.53%	<10%	<10%
2002-2003 Results	94.78%	90.46%	90.31%	N/P	84.43%	<10%	<10%
Gender - Results							
Male	94.49%	89.80%	89.63%	N/P	83.18%	<10%	<10%
Female	>95%	91.26%	91.13%	N/P	85.99%	11.34%	10.71%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	90.00%	85.00%	80.00%	N/P	88.89%	<10%	N/P
Asian	94.02%	86.32%	93.16%	N/P	79.37%	13.53%	16.95%
Black	88.39%	88.85%	82.69%	N/P	78.24%	<10%	<10%
Hispanic	86.49%	85.95%	78.92%	N/P	78.36%	<10%	<10%
White	>95%	90.91%	91.05%	N/P	85.08%	<10%	<10%
Other	91.53%	>95%	84.75%	N/P	79.25%	<10%	<10%
Special Population - Results							
Individuals With Disabilities	92.25%	92.25%	89.15%	N/P	71.95%	<10%	<10%
Economically Disadvantaged	92.89%	90.12%	86.56%	N/P	84.45%	<10%	<10%
Single Parents	87.00%	94.50%	81.00%	N/P	81.16%	<10%	<10%
Displaced Homemakers	50.00%	>95%	40.00%	N/P	>95%	N/P	N/P
Other Educational Barriers	88.98%	85.03%	83.61%	N/P	75.47%	<10%	<10%
Limited English Proficient	94.12%	76.47%	88.24%	N/P	61.11%	<10%	N/P
Nontraditional	>95%	87.85%	91.16%	N/P	85.25%	>95%	>95%
Tech-Prep	N/P	N/P	N/P	N/P	N/P	N/P	N/P

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INDIANA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	National/State Standards & Local Assessment	State/Local Data	Administrative Record Exchange	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of postsecondary students who complete occupationally specific programs and have a cumulative grade point average of at least 2.5 on a 4.0 grading system.	Number of students who complete occupationally specific programs and who have met program-defined and industry validated career and technical skill standards and have stopped program participation in the reporting year.	The number of full-time beginning first year students who enroll in occupationally specific programs as degree seeking students and attain a postsecondary degree or credential within three years.	Number of postsecondary students who complete occupationally specific programs and are placed in further education, or employment within IN, or national military service.	Number of students who completed a postsecondary program and were placed in further postsecondary education or advanced training, employment, and/or military service in the reporting year and were retained in one or more of these types of placement.	Number of postsecondary students enrolled in occupationally specific programs that are nontraditional for their gender.	Number of postsecondary students completing occupationally specific programs that are nontraditional for their gender.
2002-2003 Targets	87.99%	48.07%	26.60%	87.62%	90.31%	<10%	<10%
2002-2003 Results	89.56%	45.22%	45.22%	83.23%	85.21%	<10%	<10%
Gender - Results							
Male	86.66%	47.87%	47.87%	82.20%	83.53%	<10%	<10%
Female	91.82%	41.13%	41.13%	84.92%	87.27%	<10%	<10%
Unknown Gender	66.67%	22.22%	22.22%	>95%	>95%	<10%	<10%
Ethnicity - Results							
American Indian	>95%	66.67%	66.67%	84.62%	>95%	10.31%	<10%
Asian	83.33%	52.38%	52.38%	69.57%	60.00%	<10%	<10%
Black	72.08%	40.50%	40.50%	83.76%	85.53%	<10%	12.40%
Hispanic	83.13%	52.11%	52.11%	78.72%	80.77%	<10%	<10%
White	91.34%	56.56%	56.56%	83.39%	85.38%	<10%	<10%
Other	82.69%	25.94%	25.94%	90.48%	86.49%	<10%	<10%
Special Population - Results							
Individuals With Disabilities	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Economically Disadvantaged	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Nontraditional	93.43%	89.58%	44.52%	85.71%	84.38%	84.69%	>95%
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

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IOWA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National Academic Assessment	National/State Standards & Local Assessment	State/Local Data	N/P	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of targeted students rated proficient or higher.	Number of program completers rated proficient or higher.	Number of targeted students receiving a diploma or its equivalent.	N/P	Number of completers placed in continuing education, non-military employment, and military.	Number of students in underrepresented gender groups enrolled in programs for nontraditional occupations.	Number of students in underrepresented gender groups who completed a program for a nontraditional occupation.
2002-2003 Targets	63.72%	70.00%	>95%	N/P	>95%	18.86%	18.43%
2002-2003 Results	69.15%	79.09%	>95%	N/P	>95%	33.85%	24.38%
Gender - Results							
Male	68.09%	78.23%	>95%	N/P	>95%	42.59%	34.16%
Female	70.71%	80.44%	>95%	N/P	>95%	20.18%	15.87%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	61.45%	85.71%	>95%	N/P	>95%	35.36%	<10%
Asian	71.37%	90.48%	>95%	N/P	>95%	37.19%	25.64%
Black	53.14%	80.43%	>95%	N/P	>95%	36.42%	20.29%
Hispanic	54.72%	77.16%	>95%	N/P	>95%	33.23%	18.87%
White	69.75%	78.95%	>95%	N/P	>95%	33.75%	24.56%
Other	80.00%	70.83%	>95%	N/P	>95%	31.35%	24.44%
Special Population - Results							
Individuals With Disabilities	34.18%	77.59%	>95%	N/P	89.41%	33.01%	12.16%
Economically Disadvantaged	53.66%	73.68%	>95%	N/P	94.81%	33.44%	25.15%
Single Parents	44.39%	87.12%	>95%	N/P	86.92%	26.91%	26.64%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	40.37%	43.28%	>95%	N/P	90.45%	34.69%	17.82%
Limited English Proficient	40.66%	66.94%	>95%	N/P	89.83%	36.74%	15.97%
Nontraditional	65.13%	66.97%	>95%	N/P	>95%	33.85%	24.38%
Tech-Prep	70.10%	77.16%	>95%	N/P	>95%	27.07%	17.12%

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IOWA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	National/State Standards & Local Assessment	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of students receiving a degree, diploma, or certificate.	Number of program completers rated as occupationally proficient.	Number of students receiving a degree, diploma, or certificate.	Number of completers placed in continuing education, non-military employment, and military.	Number of completers employed both the second (year after graduation) and fourth (graduation year) UI quarters.	Number of students in underrepresented gender groups enrolled in programs for nontraditional occupations.	Number of students in underrepresented gender groups who completed a program for nontraditional occupations.
2002-2003 Targets	>95%	>95%	>95%	>95%	92.00%	17.95%	13.61%
2002-2003 Results	>95%	>95%	>95%	>95%	92.10%	18.56%	12.26%
Gender - Results							
Male	>95%	94.88%	>95%	>95%	88.19%	13.80%	13.13%
Female	>95%	>95%	>95%	>95%	>95%	24.69%	11.69%
Unknown Gender	>95%	N/P	>95%	N/P	74.07%	N/P	N/P
Ethnicity - Results							
American Indian	>95%	93.06%	>95%	>95%	84.91%	20.35%	<10%
Asian	>95%	>95%	>95%	>95%	80.65%	26.50%	19.44%
Black	>95%	>95%	>95%	77.45%	91.67%	19.85%	18.85%
Hispanic	>95%	85.98%	>95%	>95%	77.00%	18.63%	12.50%
White	>95%	>95%	>95%	>95%	93.05%	18.24%	11.87%
Other	>95%	93.63%	>95%	76.97%	82.50%	20.78%	<10%
Special Population - Results							
Individuals With Disabilities	>95%	89.83%	>95%	76.73%	80.36%	19.20%	15.15%
Economically Disadvantaged	>95%	>95%	>95%	>95%	93.60%	17.59%	11.55%
Single Parents	>95%	88.85%	>95%	91.51%	75.93%	19.71%	<10%
Displaced Homemakers	>95%	>95%	>95%	87.04%	72.97%	16.44%	<10%
Other Educational Barriers	N/E	>95%	N/E	22.22%	N/E	N/E	N/E
Limited English Proficient	>95%	>95%	>95%	>95%	82.05%	23.76%	15.63%
Nontraditional	12.26%	90.97%	12.26%	34.32%	N/P	18.56%	12.26%
Tech-Prep	51.79%	92.86%	51.79%	15.14%	N/P	<10%	<10%

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KANSAS

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Local Standards & Assessment	State/Local Data	N/P	National/State Standards & Assessment	State/Local Data	State/Local Assessment
Measurement Definitions	Total number of secondary students who reached a 2.0 GPA or better during the reporting year.	Number of students who reach the 80% threshold level of vocational education and who have met state-established, industry-validated career/technical skill standards and who have left secondary education in the reporting year.	Number of secondary vocational students who have attained a high school diploma and have left secondary education in the reporting year.	N/P	Number of students who completed secondary vocational programs and who received a high school diploma and left secondary education in the reporting year and who were placed in postsecondary education or advanced training, employment, or military service.	Number of students in underrepresented gender groups who participated in a nontraditional secondary program in a reporting year.	Number of students in underrepresented gender groups who completed a nontraditional program in a reporting year.
2002-2003 Targets	94.25%	81.50%	75.25%	N/P	90.45%	32.45%	24.59%
2002-2003 Results	94.27%	>95%	59.57%	N/P	87.18%	37.74%	46.50%
Gender - Results							
Male	92.96%	>95%	58.75%	N/P	87.86%	46.40%	36.85%
Female	>95%	>95%	60.44%	N/P	86.18%	24.39%	73.17%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	92.65%	>95%	66.02%	N/P	86.49%	49.18%	63.64%
Asian	>95%	>95%	46.82%	N/P	81.52%	46.58%	22.45%
Black	82.56%	>95%	39.75%	N/P	72.69%	52.42%	25.90%
Hispanic	90.16%	>95%	46.19%	N/P	73.76%	45.88%	34.33%
White	>95%	>95%	62.19%	N/P	88.62%	36.09%	49.50%
Other	88.24%	>95%	42.50%	N/P	N/P	21.95%	20.00%
Special Population - Results							
Individuals With Disabilities	91.93%	>95%	60.76%	N/P	84.16%	37.78%	37.84%
Economically Disadvantaged	92.29%	>95%	57.39%	N/P	84.23%	40.40%	43.31%
Single Parents	84.92%	>95%	63.93%	N/P	80.74%	37.70%	71.15%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	57.64%	>95%	52.98%	N/P	88.36%	34.81%	39.42%
Limited English Proficient	>95%	>95%	25.42%	N/P	64.29%	41.75%	15.38%
Nontraditional	>95%	>95%	46.50%	N/P	89.03%	N/P	N/P
Tech-Prep	>95%	>95%	58.13%	N/P	N/P	38.12%	33.02%

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KANSAS

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Vocational Course Completion	Program Completion	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of postsecondary students who attained a 2.0 GPA and who have met program-defined academic standards and who have stopped program participation in the reporting year.	Number of postsecondary vocational students who have met 80% level of vocational education and have completed a vocational program, who have met state-established, industry-validated career/technical skill standards, and who have stopped program participation in the reporting year.	Number of students enrolled in postsecondary vocational education programs and who received or were eligible to receive a postsecondary degree, certificate, or credential, or reached their predetermined goal, and who stopped program participation in the reporting year.	Number of students who completed a postsecondary vocational program in the reporting year and who were placed in further postsecondary education, advanced training, employment, or military service after stopping participation in the postsecondary program.	Number of students who completed a postsecondary vocational program in the reporting year and who were placed in further postsecondary education, advanced training, employment, or military service after stopping participation in the postsecondary program and who remain employed 6 months later.	Number of students in underrepresented gender groups who participated in a nontraditional postsecondary program in the reporting year.	Number of students in underrepresented gender groups who completed in a nontraditional postsecondary program in the reporting year.
2002-2003 Targets	>95%	90.35%	38.80%	77.42%	82.35%	24.79%	20.10%
2002-2003 Results	>95%	93.49%	37.14%	71.72%	71.72%	25.97%	17.71%
Gender - Results							
Male	>95%	94.14%	37.86%	72.31%	72.31%	34.84%	20.89%
Female	>95%	92.80%	36.40%	71.11%	71.11%	16.49%	14.27%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	>95%	92.50%	49.08%	81.67%	81.67%	29.82%	16.88%
Asian	>95%	92.36%	34.20%	68.69%	68.69%	33.97%	17.14%
Black	>95%	>95%	24.82%	58.75%	58.75%	29.77%	18.36%
Hispanic	>95%	94.44%	42.25%	75.66%	75.66%	25.50%	17.56%
White	>95%	93.20%	38.20%	72.73%	72.73%	25.30%	17.70%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	>95%	94.44%	63.67%	86.16%	86.16%	18.22%	15.51%
Economically Disadvantaged	>95%	>95%	47.21%	80.00%	80.00%	23.33%	15.75%
Single Parents	>95%	>95%	69.30%	80.47%	80.47%	19.38%	13.68%
Displaced Homemakers	>95%	80.00%	70.65%	80.77%	80.77%	17.22%	16.39%
Other Educational Barriers	>95%	>95%	56.36%	84.18%	84.18%	20.54%	12.06%
Limited English Proficient	>95%	>95%	30.36%	65.79%	65.79%	38.39%	28.57%
Nontraditional	>95%	93.81%	38.58%	71.17%	71.17%	25.56%	17.24%
Tech-Prep	>95%	>95%	62.04%	N/P	N/P	14.91%	13.03%

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KENTUCKY

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	Vocational-Technical Program Completion	High School Graduation	High School Graduation	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting vocational concentrators who graduated.	Percent of exiting vocational concentrators who completed their program of study.	Percent of exiting vocational concentrators who graduated.	Percent of exiting vocational concentrators who either graduated or received a secondary credential.	Percent of vocational concentrator/graduates who were placed in postsecondary education, employment, or military service.	Percent of nontraditional gender students among participants in programs leading to nontraditional employment or training.	Percent of nontraditional gender students among completers of programs leading to nontraditional employment or training.
2002-2003 Targets	12.00%	51.00%	69.99%	16.70%	78.51%	20.38%	21.96%
2002-2003 Results	16.00%	57.18%	87.13%	33.60%	67.04%	27.85%	28.20%
Gender - Results							
Male	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Female	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Unknown Gender	16.00%	57.18%	87.13%	33.60%	67.04%	27.85%	28.20%
Ethnicity - Results							
American Indian	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Asian	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Black	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Hispanic	N/P	N/P	N/P	N/P	N/P	N/P	N/P
White	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Other	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Special Population - Results							
Individuals With Disabilities	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Economically Disadvantaged	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Single Parents	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Displaced Homemakers	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Other Educational Barriers	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Limited English Proficient	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Nontraditional	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Tech-Prep	N/P	N/P	N/P	N/P	N/P	N/P	N/P

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KENTUCKY

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Overall GPA	Overall GPA	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational program completers with a 2.0 GPA or above.	Percent of vocational program completers with a 2.0 GPA or above.	Percent of vocational program completers with a 2.0 GPA or above.	Percent of completers who were placed in the military, employment, or continuing education.	Percent of placements retained in their original placement or transitioned to another positive placement.	Percent of nontraditional gender students among participants in programs leading to nontraditional employment or training.	Percent of nontraditional gender students among completers of programs leading to nontraditional employment or training.
2002-2003 Targets	55.09%	55.09%	55.09%	75.04%	38.20%	12.75%	11.25%
2002-2003 Results	55.56%	55.56%	55.56%	38.46%	25.29%	12.14%	52.00%
Gender - Results							
Male	53.01%	53.01%	53.01%	41.13%	20.43%	11.22%	60.82%
Female	57.65%	57.65%	57.65%	37.06%	29.79%	13.10%	47.03%
Unknown Gender	N/P	N/P	N/P	<10%	N/P	<10%	N/P
Ethnicity - Results							
American Indian	64.86%	64.86%	64.86%	41.67%	27.27%	N/P	N/P
Asian	64.91%	64.91%	64.91%	21.62%	12.50%	N/P	N/P
Black	51.83%	51.83%	51.83%	26.83%	12.37%	N/P	N/P
Hispanic	57.58%	57.58%	57.58%	31.58%	25.00%	N/P	N/P
White	56.05%	56.05%	56.05%	40.82%	25.33%	N/P	N/P
Other	50.00%	50.00%	50.00%	<10%	N/P	N/P	N/P
Special Population - Results							
Individuals With Disabilities	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Economically Disadvantaged	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Single Parents	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Displaced Homemakers	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Other Educational Barriers	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Limited English Proficient	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Nontraditional	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Tech-Prep	N/P	N/P	N/P	N/P	N/P	N/P	N/P

Notes:
This chart reports results for students that the state has identified as "concentrators." Please see Attachment B for states' definitions.
Definitions for special populations are provided in Attachment D.
Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.
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N/P - indicates that either data were not collected by the state or there was no program in the state.

LOUISIANA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Program Completion	Program Completion	N/P	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of concentrators completing vocational programs.	Percent of concentrators completing vocational programs.	Percent of concentrators completing vocational programs.	N/P	Percent of surveyed vocational completers who responded and were placed in further study, employment, or the military.	Percent of nontraditional enrollees in nontraditional programs.	Percent of nontraditional completers of nontraditional programs.
2002-2003 Targets	77.26%	45.92%	45.92%	N/P	79.68%	<10%	19.33%
2002-2003 Results	75.43%	40.42%	40.42%	N/P	81.46%	15.11%	12.72%
Gender - Results							
Male	75.73%	39.20%	39.20%	N/P	79.66%	15.80%	11.24%
Female	75.16%	41.53%	41.53%	N/P	83.02%	15.01%	13.00%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	78.68%	33.44%	33.44%	N/P	60.00%	<10%	<10%
Asian	83.37%	31.07%	31.07%	N/P	91.16%	12.99%	<10%
Black	58.37%	42.04%	42.04%	N/P	79.88%	14.71%	12.40%
Hispanic	71.79%	32.89%	32.89%	N/P	80.37%	13.21%	13.33%
White	87.34%	39.51%	39.51%	N/P	82.97%	15.50%	12.98%
Other	N/P	55.56%	55.56%	N/P	66.67%	<10%	16.67%
Special Population - Results							
Individuals With Disabilities	N/P	33.90%	33.90%	N/P	73.43%	11.17%	<10%
Economically Disadvantaged	N/P	38.45%	38.45%	N/P	75.75%	14.75%	12.75%
Single Parents	N/P	46.44%	46.44%	N/P	67.20%	14.64%	12.90%
Displaced Homemakers	N/P	47.22%	47.22%	N/P	66.67%	14.71%	N/P
Other Educational Barriers	N/P	41.75%	41.75%	N/P	74.45%	13.10%	13.46%
Limited English Proficient	N/P	29.07%	29.07%	N/P	84.34%	13.22%	<10%
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	N/P	42.08%	42.08%	N/P	84.77%	12.33%	<10%

Notes:
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LOUISIANA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	Surveys/Placement Records and Administrative Record Exchanges	Surveys/Placement Records and Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational concentrators completing their program and receiving a degree or credential.	Percent of vocational concentrators completing their program and receiving a degree or credential.	Percent of vocational concentrators completing their program and receiving a degree or credential.	Percent of vocational completers placed in further study, employment, or the military.	Percent of placed completers who were retained in placement status for at least 6 months.	Percent of nontraditional enrollees in nontraditional programs.	Percent of nontraditional completers of nontraditional programs.
2002-2003 Targets	13.95%	13.95%	13.95%	90.00%	50.17%	<10%	<10%
2002-2003 Results	16.19%	16.19%	16.19%	>95%	92.25%	16.98%	17.04%
Gender - Results							
Male	15.85%	15.85%	15.85%	93.63%	88.85%	37.53%	28.78%
Female	16.41%	16.41%	16.41%	>95%	93.48%	<10%	12.37%
Unknown Gender	<10%	<10%	<10%	N/P	N/P	<10%	N/P
Ethnicity - Results							
American Indian	<10%	<10%	<10%	41.67%	88.24%	18.02%	14.29%
Asian	15.22%	15.22%	15.22%	82.86%	85.00%	22.81%	20.00%
Black	13.76%	13.76%	13.76%	42.36%	91.95%	15.37%	16.75%
Hispanic	12.96%	12.96%	12.96%	91.94%	88.10%	18.83%	22.58%
White	19.35%	19.35%	19.35%	33.05%	92.08%	17.85%	16.51%
Other	<10%	<10%	<10%	93.75%	86.00%	26.34%	17.86%
Special Population - Results							
Individuals With Disabilities	26.39%	26.39%	26.39%	N/P	N/P	14.35%	24.07%
Economically Disadvantaged	14.53%	14.53%	14.53%	N/P	N/P	15.21%	19.13%
Single Parents	34.18%	34.18%	34.18%	N/P	N/P	<10%	19.12%
Displaced Homemakers	28.00%	28.00%	27.34%	N/P	N/P	12.50%	26.67%
Other Educational Barriers	<10%	<10%	<10%	N/P	N/P	24.25%	49.57%
Limited English Proficient	12.66%	12.66%	12.66%	N/P	N/P	12.99%	>95%
Nontraditional	14.70%	14.70%	14.70%	N/P	N/P	>95%	89.04%
Tech-Prep	<10%	<10%	<10%	N/P	N/P	<10%	N/P

Notes:
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LOUISIANA

Adult

Indicators	Academic Attainment	Skill Attainment	Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	Program Completion	Surveys/Placement Records and Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of concentrators completing a vocational program.	Percent of concentrators completing a vocational program.	Percent of concentrators completing a vocational program.	Percent of concentrators completing a vocational program.	Percent of placed completers retained in placement status for at least 6 months.	Percent of nontraditional enrollees in nontraditional programs.	Percent of nontraditional completers of nontraditional programs.
2002-2003 Targets	26.00%	26.00%	26.00%	78.04%	58.05%	<10%	11.53%
2002-2003 Results	37.64%	37.64%	37.64%	79.47%	87.61%	<10%	<10%
Gender - Results							
Male	31.85%	31.85%	31.85%	67.68%	88.29%	<10%	<10%
Female	43.18%	43.18%	43.18%	86.26%	87.31%	11.07%	<10%
Unknown Gender	<10%	<10%	<10%	N/P	N/P	<10%	N/P
Ethnicity - Results							
American Indian	35.85%	35.85%	35.85%	78.38%	79.17%	<10%	<10%
Asian	29.41%	29.41%	29.41%	57.14%	>95%	<10%	N/P
Black	40.69%	40.69%	40.69%	80.83%	86.14%	10.34%	<10%
Hispanic	26.19%	26.19%	26.19%	70.45%	86.96%	17.75%	11.76%
White	35.09%	35.09%	35.09%	80.86%	89.76%	10.80%	<10%
Other	<10%	<10%	<10%	91.67%	>95%	10.16%	N/P
Special Population - Results							
Individuals With Disabilities	28.03%	28.03%	28.03%	N/P	N/P	13.61%	<10%
Economically Disadvantaged	46.63%	46.63%	46.63%	N/P	N/P	<10%	<10%
Single Parents	42.36%	42.36%	42.36%	N/P	N/P	<10%	<10%
Displaced Homemakers	45.39%	45.39%	45.39%	N/P	N/P	10.81%	<10%
Other Educational Barriers	45.69%	45.69%	45.69%	N/P	N/P	<10%	<10%
Limited English Proficient	22.11%	22.11%	22.11%	N/P	N/P	<10%	<10%
Nontraditional	27.04%	27.04%	27.04%	N/P	N/P	>95%	>95%
Tech-Prep	12.68%	12.68%	12.68%	N/E	N/E	<10%	10.77%

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MAINE

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	Vocational/Technical Course Completion	High School Graduation	N/P	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of high school seniors enrolled in an approved secondary vocational program, at each region and center and statewide, who are reported as "Completed 50% or More" or "Completed" on end-of-year Enrollment Form-Vocational (EFV)-116 forms.	Number of high school seniors enrolled in an approved secondary vocational program, at each region and center and statewide, who are reported as "Completed 50% or More" or "Completed" on end-of-year Enorllment Form Vocational-116 forms.	Number of high school seniors enrolled in an approved secondary vocational program, at each region and center and statewide, who are reported as "Completed 50% or More" or "Completed" on end-of-year Enrollment Form-Vocational -116 forms.	N/P	Number of 12th grade secondary vocational program participants reported as both 50% or more completers and graduates on end-of-year Enrollment Form-Vocational-116 forms who enroll in postsecondary education, military service, or advanced training within one year, according to University of Maine System, Maine Technical College System, Maine Department of Labor, or U.S. Department of	Number of males and females enrolled in approved secondary vocational program that are nontraditional for their gender, at each center and region and statewide, who are reported on the Enrollment Form-Vocational-116 forms.	Number of males and females who are reported on the Enrollment Form-Vocatioinal-116 form as "Completed" or "Graduated" from approved secondary vocational programs that are nontraditional for their gender, at each center and region and statewide.
2002-2003 Targets	89.56%	90.43%	89.56%	N/P	59.50%	<10%	<10%
2002-2003 Results	91.92%	86.46%	91.92%	91.92%	68.56%	<10%	<10%
Gender - Results							
Male	91.80%	86.91%	91.80%	91.80%	N/P	<10%	<10%
Female	92.13%	85.59%	92.13%	92.13%	N/P	28.21%	33.94%
Unknown Gender	N/P	N/P	N/P	N/P	68.56%	N/P	N/P
Ethnicity - Results							
American Indian	71.79%	79.49%	71.79%	71.79%	N/P	<10%	10.00%
Asian	94.74%	78.95%	94.74%	94.74%	N/P	N/P	N/P
Black	94.59%	89.19%	94.59%	94.59%	N/P	<10%	N/P
Hispanic	91.67%	83.33%	91.67%	91.67%	N/P	12.00%	22.22%
White	92.08%	86.56%	92.08%	92.08%	N/P	<10%	10.03%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	92.52%	83.93%	92.52%	92.52%	N/P	<10%	<10%
Economically Disadvantaged	87.56%	85.65%	87.56%	87.56%	N/P	<10%	13.24%
Single Parents	94.59%	N/P	94.59%	94.59%	N/P	19.05%	15.38%
Displaced Homemakers	93.33%	N/P	93.33%	93.33%	N/P	<10%	16.67%
Other Educational Barriers	90.52%	N/P	90.52%	90.52%	N/P	<10%	<10%
Limited English Proficient	83.33%	N/P	83.33%	83.33%	N/P	<10%	<10%
Nontraditional	88.82%	77.63%	88.82%	88.82%	N/P	<10%	<10%
Tech-Prep	91.92%	86.46%	91.92%	91.92%	N/P	<10%	<10%

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MAINE

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	Vocational/Technical Course Completion	State/Local Data	N/P	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Students matriculated into postsecondary technical education programs offered by the MTCS, by program, college, and system-wide, who have successfully met the approved academic and technical skill requirements of their program and received and AAS degree, diploma, or certificate.	Students matriculated into postsecondary technical education programs offered by the MTCS, by program, college, and system-wide, who have successfully met the approved academic and technical skill requirements of their program and received and AAS degree, diploma, or certificate.	Students matriculated into postsecondary technical education programs offered by the MTCS, by program, college, and system-wide, who have successfully met the approved academic and technical skill requirements of their program and received and AAS degree, diploma, or certificate.	Maine Technical College System graduates, by program, at each college and system-wide, who become employed within one year of graduation and remain employed for a minimum of two Unemployment Insurance System ED-202 wage record quarters (or others OVAE-designated time period), based on social security number matches with UI ES-202 wage record data.	Maine Technical College System graduates, by program, at each college and system-wide, who become employed within one year of graduation and remain employed for a minimum of three Unemployment Insurance System ED-202 wage record quarters (or others OVAE-designated time period), based on social security number matches with UI ES-202 wage record data.	Number of males and females enrolled in an identified non-traditional program.	Number of males and females completing an identified non-traditional program.
2002-2003 Targets	26.44%	26.44%	26.44%	78.02%	78.02%	11.64%	17.82%
2002-2003 Results	23.83%	23.83%	23.83%	83.66%	83.66%	<10%	14.50%
Gender - Results							
Male	25.81%	25.81%	25.81%	N/P	N/P	<10%	<10%
Female	22.40%	22.40%	22.40%	N/P	N/P	<10%	22.62%
Unknown Gender	<10%	<10%	<10%	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	31.96%	31.96%	31.96%	N/P	N/P	N/P	N/P
Asian	16.39%	16.39%	16.39%	N/P	N/P	N/P	N/P
Black	<10%	<10%	<10%	N/P	N/P	N/P	N/P
Hispanic	12.12%	12.12%	12.12%	N/P	N/P	N/P	N/P
White	25.08%	25.08%	25.08%	N/P	N/P	N/P	N/P
Other	16.48%	16.48%	16.48%	N/P	N/P	N/P	N/P
Special Population - Results							
Individuals With Disabilities	56.13%	56.13%	56.13%	N/P	N/P	N/P	N/P
Economically Disadvantaged	23.91%	23.91%	23.91%	N/P	N/P	N/P	N/P
Single Parents	39.58%	39.58%	39.58%	N/P	N/P	N/P	N/P
Displaced Homemakers	19.47%	19.47%	19.47%	N/P	N/P	N/P	N/P
Other Educational Barriers	14.97%	14.97%	14.97%	N/P	N/P	N/P	N/P
Limited English Proficient	23.08%	23.08%	23.08%	N/P	N/P	N/P	N/P
Nontraditional	47.87%	47.87%	47.87%	N/P	N/P	N/P	N/P
Tech-Prep	58.40%	58.40%	58.40%	N/P	N/P	N/P	N/P

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MARYLAND

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Vocational-Technical GPA	High School Graduation	N/P	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of CTE concentrators who achieve an overall GPA of 2.0 or higher.	Percent of CTE concentrators who achieve a technical GPA of 2.0 or higher.	Percent of CTE concentrators who receive high school diplomas or certificates.	N/P	Percent of CTE graduates who enter postsecondary education, employment or the military, within two quarters after graduation.	Percent of underrepresented gender students among participants in nontraditional CTE programs.	Percent of underrepresented gender students among completers of nontraditional CTE programs.
2002-2003 Targets	68.34%	72.32%	>95%	N/P	77.61%	38.91%	22.11%
2002-2003 Results	75.87%	84.22%	>95%	N/P	76.44%	39.28%	25.39%
Gender - Results							
Male	70.74%	80.83%	>95%	N/P	74.49%	66.28%	30.80%
Female	81.20%	87.74%	>95%	N/P	78.24%	13.59%	19.45%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	69.23%	82.69%	>95%	N/P	75.76%	46.67%	10.00%
Asian	86.84%	93.16%	>95%	N/P	78.82%	47.12%	48.00%
Black	66.07%	78.61%	>95%	N/P	71.63%	40.76%	26.00%
Hispanic	71.55%	82.58%	>95%	N/P	73.73%	42.03%	20.25%
White	80.57%	86.71%	>95%	N/P	78.96%	37.46%	24.53%
Other	75.00%	75.00%	>95%	N/E	69.83%	N/E	N/E
Special Population - Results							
Individuals With Disabilities	62.06%	71.77%	>95%	N/P	74.06%	36.58%	20.86%
Economically Disadvantaged	67.12%	77.83%	>95%	N/P	74.25%	34.14%	26.12%
Single Parents	57.14%	71.43%	85.71%	N/P	>95%	38.46%	18.18%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	87.60%	83.72%	93.60%	N/P	66.67%	39.90%	38.46%
Nontraditional	77.59%	84.11%	>95%	N/P	73.38%	39.28%	88.97%
Tech-Prep	79.18%	85.66%	>95%	N/P	77.08%	37.74%	27.38%

Notes:
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MARYLAND

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Overall GPA	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of occupational degree or certificate recipients who achieve an overall GPA of 2.2 or higher.	Percent of occupational degree or certificate recipients who achieve an overall GPA of 2.2 or higher.	Percent of first-time, full-time students seeking an occupational degree or certificate who receive one within 3 years.	Percent of occupational degree or certificate recipients who enter further postsecondary education, employment, or the military within two quarters after graduation.	Percent of occupational degree or certificate recipients who enter employment within two quarters after graduation and remain employed four quarters after graduation.	Percent of underrepresented gender students among participants in nontraditional CTE programs.	Percent of underrepresented gender students among completers of nontraditional CTE programs.
2002-2003 Targets	94.75%	94.75%	15.50%	61.74%	90.56%	22.90%	19.91%
2002-2003 Results	>95%	>95%	<10%	73.98%	90.56%	22.50%	27.33%
Gender - Results							
Male	>95%	>95%	<10%	72.12%	89.08%	69.72%	75.92%
Female	>95%	>95%	<10%	75.00%	91.33%	<10%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	>95%	>95%	<10%	66.67%	>95%	23.70%	55.56%
Asian	>95%	>95%	<10%	69.95%	79.61%	32.31%	40.16%
Black	>95%	>95%	<10%	70.24%	88.87%	21.29%	29.34%
Hispanic	>95%	>95%	<10%	70.37%	83.08%	19.77%	52.94%
White	>95%	>95%	12.62%	76.82%	92.40%	23.03%	23.25%
Other	>95%	>95%	<10%	63.92%	84.16%	24.61%	36.78%
Special Population - Results							
Individuals With Disabilities	>95%	>95%	17.31%	60.47%	92.00%	24.65%	50.00%
Economically Disadvantaged	>95%	>95%	<10%	74.86%	89.75%	19.09%	21.96%
Single Parents	N/P	N/P	N/P	>95%	>95%	<10%	N/P
Displaced Homemakers	N/P	N/P	N/P	N/P	N/P	<10%	N/P
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	>95%	>95%	<10%	73.24%	90.48%	25.75%	49.12%
Nontraditional	>95%	>95%	13.59%	74.93%	85.65%	22.50%	82.14%
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
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Definitions for special populations are provided in Attachment D.
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MASSACHUSETTS

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	National/State Standards & Assessment	National/State Standards & Assessment	Surveys/Placement Records	State/Local Administered Data	State/Local Data
Measurement Definitions	The number of students who passed Massachusetts Comprehensive Assessment System (MCAS) for each subject area.	The number of students who complete a Chapter 74 (vocational-technical) program and receive a Chapter 74 certificate or who complete a non-Chapter 74 program.	The number of students who complete a Chapter 74 program and receive a Chapter 74 certificate or who complete a non-Chapter 74 program.	The number of career and technical education students who receive a high school diploma.	The number of career and technical education graduates who are in a job, the military, or postsecondary education 9 months after graduation.	The number of nontraditional students enrolled in programs nontraditional for their gender.	The number of nontraditional students who complete nontraditional programs.
2002-2003 Targets	29.68%	91.23%	91.23%	87.00%	>95%	<10%	<10%
2002-2003 Results	54.94%	93.63%	93.63%	93.63%	>95%	10.88%	<10%
Gender - Results							
Male	56.73%	92.82%	92.82%	92.82%	>95%	<10%	<10%
Female	52.26%	94.66%	94.66%	94.66%	>95%	12.46%	11.39%
Unknown Gender	N/P	>95%	>95%	>95%	>95%	>95%	<10%
Ethnicity - Results							
American Indian	46.94%	N/P	N/P	N/P	>95%	17.07%	<10%
Asian	51.82%	N/P	N/P	N/P	>95%	13.79%	<10%
Black	36.93%	N/P	N/P	N/P	93.74%	10.51%	10.63%
Hispanic	36.30%	N/P	N/P	N/P	94.66%	15.68%	14.76%
White	61.95%	N/P	N/P	N/P	>95%	<10%	<10%
Other	N/P	93.63%	93.63%	93.63%	>95%	N/P	12.00%
Special Population - Results							
Individuals With Disabilities	33.23%	92.13%	92.13%	92.13%	93.84%	N/P	N/P
Economically Disadvantaged	43.28%	92.25%	92.25%	92.25%	94.84%	N/P	N/P
Single Parents	N/P	93.72%	93.72%	93.72%	82.20%	N/P	N/P
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/P	91.65%	91.65%	91.65%	94.58%	N/P	N/P
Limited English Proficient	22.43%	91.69%	91.69%	91.69%	93.20%	N/P	N/P
Nontraditional	N/P	>95%	>95%	>95%	>95%	>95%	<10%
Tech-Prep	57.38%	94.84%	94.84%	94.84%	>95%	14.37%	12.50%

Notes:
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MASSACHUSETTS

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National/State Academic Assessment and Academic Course Completion	National/State Academic Assessment and Course Completion	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	The number of for-credit courses completed by all matriculated career and technical students.	The number of for-credit courses completed by all matriculated career and technical students.	The number of full-time, first-time matriculated students who completed a career and technical associate degree or certificate program within four years.	The number of career and technical education graduates who are in a job, the military, or further education 9 months after graduation.	The number of career and technical education graduates who are in a job, the military, or further education 9 months after graduation.	The number of nontraditional students enrolled in programs nontraditional for their gender.	The number of nontraditional students who complete nontraditional programs.
2002-2003 Targets	76.27%	76.27%	44.20%	90.31%	90.31%	10.13%	<10%
2002-2003 Results	78.79%	78.79%	54.07%	94.51%	94.51%	16.46%	12.84%
Gender - Results							
Male	75.67%	75.67%	50.31%	>95%	>95%	20.85%	19.33%
Female	80.93%	80.93%	58.25%	>95%	>95%	16.04%	11.58%
Unknown Gender	79.53%	79.53%	49.66%	80.80%	80.80%	<10%	<10%
Ethnicity - Results							
American Indian	74.29%	74.29%	53.33%	92.00%	92.00%	18.42%	18.75%
Asian	78.03%	78.03%	51.84%	>95%	>95%	15.90%	17.05%
Black	71.72%	71.72%	48.43%	>95%	>95%	21.19%	18.75%
Hispanic	71.94%	71.94%	40.68%	93.55%	93.55%	21.35%	15.92%
White	80.30%	80.30%	57.26%	>95%	>95%	16.55%	12.67%
Other	81.08%	81.08%	50.57%	93.09%	93.09%	<10%	<10%
Special Population - Results							
Individuals With Disabilities	78.89%	78.89%	51.67%	90.42%	90.42%	N/P	N/P
Economically Disadvantaged	79.14%	79.14%	50.18%	93.75%	94.08%	N/P	N/P
Single Parents	78.38%	78.38%	63.34%	93.33%	93.33%	N/P	N/P
Displaced Homemakers	75.90%	75.90%	66.67%	87.32%	87.32%	N/P	N/P
Other Educational Barriers	N/E	N/E	N/E	>95%	>95%	N/E	N/E
Limited English Proficient	79.12%	79.12%	46.81%	92.49%	92.49%	N/P	N/P
Nontraditional	75.20%	75.20%	47.12%	>95%	>95%	>95%	>95%
Tech-Prep	72.92%	72.92%	58.79%	>95%	>95%	15.93%	<10%

Notes:
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MICHIGAN

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical GPA	State/Local Data	N/P	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	The number of 10th through 12th grade CTE program concentrators who took all Michigan Educational Assessment Program tests and attained an endorsement status of at least a Level 3 (basic) on four of the tests.	Number of 11th and 12th grade CTE program concentrators who left school and obtained a GPA of 2.0 or better.	Number of CTE program concentrators who received a secondary school diploma or its recognized state equivalent.	N/P	The number of 12th grade program completers who graduated the previous year and are in postsecondary education or advanced training, employment, and/or military service.	The number of grade 9 and above female and male students enrolled in an occupational program determined to be nontraditional for their gender.	The number of grade 9 and above female and male students who completed an occupational program determined to be nontraditional for their gender.
2002-2003 Targets	61.01%	86.15%	>95%	N/P	>95%	31.35%	28.05%
2002-2003 Results	58.20%	86.61%	>95%	N/P	94.88%	32.65%	30.72%
Gender - Results							
Male	57.94%	84.27%	>95%	N/P	>95%	46.34%	43.65%
Female	58.52%	89.51%	>95%	N/P	94.73%	14.04%	13.53%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	51.88%	81.64%	>95%	N/P	91.75%	28.47%	38.10%
Asian	65.54%	91.52%	>95%	N/P	>95%	40.04%	38.25%
Black	32.49%	77.98%	>95%	N/P	94.16%	36.29%	34.83%
Hispanic	43.10%	81.45%	>95%	N/P	93.57%	32.72%	31.16%
White	61.43%	87.72%	>95%	N/P	>95%	31.82%	30.17%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	14.66%	78.60%	>95%	N/P	88.42%	27.84%	23.77%
Economically Disadvantaged	44.74%	83.73%	>95%	N/P	92.32%	33.38%	30.24%
Single Parents	32.84%	78.30%	>95%	N/P	86.29%	24.69%	24.17%
Displaced Homemakers	>95%	>95%	>95%	N/P	>95%	22.22%	20.00%
Other Educational Barriers	29.04%	74.59%	>95%	N/P	90.53%	31.55%	24.58%
Limited English Proficient	43.89%	88.37%	>95%	N/P	93.25%	36.58%	33.42%
Nontraditional	67.70%	84.37%	>95%	N/P	>95%	>95%	>95%
Tech-Prep	60.37%	86.85%	>95%	N/P	94.46%	36.00%	33.69%

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MICHIGAN

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical Course	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Number of successful course completions in academic courses by occupational students.	Number of successful course completions in occupational courses by occupation students.	Number of students that received an occupational award.	Number of occupational completers who received an award (and responded to the survey) the prior year and either transferred, were employed, or entered military.	Total number who responded as still being employed three months later.	Number of men enrolled in programs considered nontraditional for men + number of women enrolled in programs considered nontraditional for women (based on NLS and some program data).	Number of men who received an award in programs considered nontraditional for men + number of women who received an award in programs considered nontraditional for women (based on NLS, some program data, and input colleges projected number of students).
2002-2003 Targets	78.72%	85.10%	17.05%	91.01%	88.23%	18.49%	13.75%
2002-2003 Results	78.77%	83.14%	20.57%	94.97%	>95%	18.71%	15.66%
Gender - Results							
Male	N/P	N/P	N/P	N/P	N/P	18.39%	16.47%
Female	N/P	N/P	N/P	N/P	N/P	18.94%	15.20%
Unknown Gender	78.77%	83.14%	20.57%	94.97%	>95%	N/P	N/P
Ethnicity - Results							
American Indian	N/P	N/P	N/P	N/P	N/P	20.34%	N/P
Asian	N/P	N/P	N/P	N/P	N/P	22.70%	N/P
Black	N/P	N/P	N/P	N/P	N/P	22.92%	N/P
Hispanic	N/P	N/P	N/P	N/P	N/P	20.70%	N/P
White	N/P	N/P	N/P	N/P	N/P	17.16%	N/P
Other	N/P	N/P	21.49%	>95%	>95%	23.77%	15.66%
Special Population - Results							
Individuals With Disabilities	76.35%	74.64%	36.63%	94.06%	93.33%	19.86%	15.25%
Economically Disadvantaged	74.69%	77.95%	35.98%	94.96%	92.89%	19.91%	14.56%
Single Parents	77.35%	79.41%	30.17%	>95%	83.72%	24.09%	12.56%
Displaced Homemakers	85.03%	77.45%	45.45%	>95%	56.00%	11.91%	<10%
Other Educational Barriers	68.45%	71.42%	21.96%	>95%	>95%	17.47%	14.19%
Limited English Proficient	82.17%	80.32%	16.67%	86.54%	80.00%	25.34%	27.85%
Nontraditional	76.15%	76.09%	32.67%	88.19%	89.33%	>95%	94.91%
Tech-Prep	N/P	N/P	N/P	N/P	N/P	N/P	N/P

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MINNESOTA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical Course Completion	State/Local Data	N/P	State Surveys	State/Local Data	State/Local Data
Measurement Definitions	The number of CTE concentrators, grade 12, who have passed the basic requirement tests of math, reading, and writing.	The number of CTE concentrators who have completed high school requirements.	The number of CTE completers who have passed all requirements for graduation.	N/P	The number of CTE completers with positive Minnesota State Colleges and Universities (MnSCU) match and CTE completers responding to further education, military, or employment on self-report survey.	The number of participants from underrepresented gender groups who have enrolled in identified nontraditional CTE programs.	The number of completers from underrepresented gender groups who have completed identified nontraditional CTE programs.
2002-2003 Targets	90.63%	55.00%	90.63%	N/P	74.50%	22.00%	16.50%
2002-2003 Results	85.06%	78.51%	80.63%	N/P	>95%	33.20%	31.33%
Gender - Results							
Male	85.07%	79.59%	78.47%	N/P	>95%	40.17%	38.41%
Female	85.06%	77.31%	83.05%	N/P	>95%	19.70%	18.50%
Unknown Gender	N/P	N/P	N/P	N/P	>95%	N/P	N/P
Ethnicity - Results							
American Indian	73.14%	77.90%	60.60%	N/P	>95%	30.98%	24.47%
Asian	74.03%	78.94%	66.84%	N/P	>95%	40.04%	39.05%
Black	52.71%	76.69%	52.27%	N/P	>95%	39.72%	38.45%
Hispanic	67.22%	74.03%	60.64%	N/P	>95%	37.26%	38.79%
White	89.23%	78.81%	84.93%	N/P	>95%	31.51%	30.08%
Other	33.33%	55.56%	N/P	N/P	>95%	75.00%	N/P
Special Population - Results							
Individuals With Disabilities	54.27%	79.07%	66.35%	N/P	80.92%	28.97%	22.79%
Economically Disadvantaged	69.59%	77.78%	66.67%	N/P	94.03%	34.40%	32.25%
Single Parents	62.07%	94.41%	51.37%	N/P	66.67%	16.33%	<10%
Displaced Homemakers	50.00%	>95%	66.67%	N/P	N/P	>95%	>95%
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	49.06%	83.07%	61.78%	N/P	>95%	40.47%	41.14%
Nontraditional	86.58%	N/P	77.97%	N/P	>95%	87.54%	85.04%
Tech-Prep	85.06%	84.06%	80.63%	N/P	>95%	>95%	31.34%

Notes:
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MINNESOTA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	State Surveys	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Number of vocational concentrators who have met program defined standards (for certificates, diplomas, or AAS or AS degrees) and have completed their program in the reporting year.	Number of vocational concentrators who have met program defined standards (for certificates, diplomas, or AAS or AS degrees) and have completed their program in the reporting year.	Number of vocational concentrators who have met program defined standards (for certificates, diplomas, or AAS or AS degrees) and have completed their program in the reporting year.	Number of vocational completers reporting related placement, unrelated placement, continued education, or military placement in reporting year.	Number of vocational completers identified as employed within Unemployment Insurance wage detail records, 3rd Quarter and 4th Quarter after placement reporting period.	Number of vocational participants in underrepresented gender groups who participated in a nontraditional vocational program during reporting year.	Number of vocational concentrators in underrepresented gender groups who received a certificate, diploma, or AAS or AS degree in a nontraditional program area in the reporting year.
2002-2003 Targets	23.00%	23.00%	23.00%	85.00%	80.00%	20.80%	15.70%
2002-2003 Results	28.36%	28.36%	28.36%	>95%	91.15%	22.06%	17.65%
Gender - Results							
Male	28.46%	28.46%	28.46%	>95%	90.52%	33.73%	23.51%
Female	28.28%	28.28%	28.28%	>95%	91.80%	13.34%	12.80%
Unknown Gender	28.06%	28.06%	28.06%	>95%	82.98%	<10%	<10%
Ethnicity - Results							
American Indian	20.67%	20.67%	20.67%	>95%	91.67%	22.46%	15.52%
Asian	24.29%	24.29%	24.29%	90.61%	89.27%	27.78%	20.80%
Black	19.84%	19.84%	19.84%	94.62%	86.03%	33.63%	30.25%
Hispanic	26.96%	26.96%	26.96%	>95%	86.67%	22.25%	23.95%
White	28.56%	28.56%	28.56%	>95%	91.62%	21.00%	17.06%
Other	31.91%	31.91%	31.91%	>95%	89.77%	19.91%	16.67%
Special Population - Results							
Individuals With Disabilities	28.65%	28.65%	28.65%	94.38%	89.05%	22.45%	15.51%
Economically Disadvantaged	28.73%	28.73%	28.73%	>95%	90.98%	23.47%	19.66%
Single Parents	23.39%	23.39%	23.39%	>95%	88.80%	16.90%	13.95%
Displaced Homemakers	27.19%	27.19%	27.19%	93.63%	92.09%	15.66%	12.50%
Other Educational Barriers	24.39%	24.39%	24.39%	>95%	89.87%	21.74%	13.68%
Limited English Proficient	20.75%	20.75%	20.75%	>95%	89.69%	33.17%	25.75%
Nontraditional	17.32%	17.32%	17.32%	>95%	90.19%	22.07%	17.65%
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
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MISSISSIPPI

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	State Academic Assessment	State Academic Assessment	N/P	Surveys/Placement Records and Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of completers who passed the Functional Literacy Exam.	Percent of concentrators eligible to graduate who attain a given level on exams/test/profiles.	Percent of completers who passed the Functional Literacy Exam.	N/P	Percent of completer/graduates who were placed in employment, advanced education, or the military.	Percent of nontraditional participants in nontraditional programs.	Percent of nontraditional completers of nontraditional programs.
2002-2003 Targets	90.18%	49.38%	90.18%	N/P	62.15%	14.83%	15.08%
2002-2003 Results	89.22%	75.65%	>95%	N/P	93.48%	10.81%	10.07%
Gender - Results							
Male	86.21%	79.23%	>95%	N/P	93.64%	<10%	<10%
Female	91.76%	71.95%	>95%	N/P	93.32%	30.81%	28.35%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/P	>95%	>95%	N/P	>95%	N/P	N/P
Asian	88.24%	77.97%	>95%	N/P	>95%	16.67%	11.11%
Black	83.61%	66.49%	>95%	N/P	92.99%	10.69%	10.07%
Hispanic	>95%	86.05%	>95%	N/P	>95%	<10%	<10%
White	94.01%	85.10%	>95%	N/P	93.87%	10.95%	10.11%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	30.03%	38.45%	91.34%	N/P	89.08%	<10%	<10%
Economically Disadvantaged	85.10%	69.29%	>95%	N/P	93.02%	10.36%	<10%
Single Parents	90.63%	66.67%	>95%	N/P	90.45%	22.88%	16.67%
Displaced Homemakers	>95%	50.00%	87.50%	N/P	>95%	>95%	>95%
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	75.00%	66.67%	>95%	N/P	>95%	17.86%	33.33%
Nontraditional	92.02%	76.54%	>95%	N/P	92.50%	>95%	>95%
Tech-Prep	88.84%	71.38%	>95%	N/P	94.51%	10.46%	10.32%

Notes:
This chart reports results for students that the state has identified as "concentrators." Please see Attachment B for states' definitions.
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MISSISSIPPI

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data	Surveys/Placement Records and Administrative Record Exchanges	Surveys/Placement Records and Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of eligible completers who attain a given level on the ACT Work Keys assessment.	Percent of eligible concentrators who attain a given level on exams/test/profiles.	Percent of concentrators that graduate.	Percent of concentrator/graduates who were placed in employment, advanced education, or the military.	Percent of placements in employment, advanced education, or the military who remained there for a minimum of six months.	Percent of nontraditional participants in nontraditional programs.	Percent of nontraditional completers of nontraditional programs.
2002-2003 Targets	55.03%	49.61%	43.48%	61.65%	30.25%	11.17%	10.68%
2002-2003 Results	20.25%	56.57%	42.00%	88.01%	92.33%	15.30%	<10%
Gender - Results							
Male	20.83%	58.43%	41.61%	89.98%	N/P	18.76%	<10%
Female	19.81%	55.16%	42.31%	86.51%	N/P	12.39%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	92.33%	N/P	N/P
Ethnicity - Results							
American Indian	28.57%	61.90%	42.00%	80.95%	N/P	17.39%	14.29%
Asian	11.11%	83.33%	29.51%	83.33%	N/P	28.46%	14.29%
Black	22.70%	53.38%	44.53%	84.79%	N/P	12.42%	<10%
Hispanic	33.33%	75.00%	25.53%	>95%	N/P	16.85%	N/P
White	18.86%	58.56%	40.83%	90.57%	N/P	17.47%	<10%
Other	<10%	65.19%	32.93%	92.59%	92.33%	18.95%	<10%
Special Population - Results							
Individuals With Disabilities	25.93%	57.41%	40.00%	86.11%	N/P	14.03%	<10%
Economically Disadvantaged	17.59%	54.59%	39.96%	86.74%	N/P	13.97%	<10%
Single Parents	19.72%	56.94%	44.45%	83.90%	N/P	10.14%	10.02%
Displaced Homemakers	40.61%	57.58%	46.48%	87.88%	N/P	<10%	10.34%
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	16.67%	62.50%	28.24%	83.33%	N/P	12.00%	<10%
Nontraditional	17.91%	52.61%	39.91%	85.26%	N/P	77.80%	72.99%
Tech-Prep	<10%	73.87%	31.97%	84.98%	N/P	19.61%	<10%

Notes:
This chart reports results for students that the state has identified as "concentrators." Please see Attachment B for states' definitions.
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MISSOURI

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Local Assessment	State/Local Data	State-Approved Local Standards & Assessment	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators scoring in the top 3 levels of achievement on the MO Assessment Program.	Percent of concentrators mastering 80% of the state-approved and/or locally adopted identified competencies.	Percent of completers.	Percent of completers that receive a national, state, or local credential.	Percent of completers placed in postsecondary education or advanced training, military or employment.	Percent of underrepresented secondary vocational students participating in nontraditional vocational programs.	Percent of underrepresented secondary vocational participants completing nontraditional vocational programs.
2002-2003 Targets	49.19%	87.75%	81.09%	23.00%	90.21%	31.10%	19.95%
2002-2003 Results	44.37%	85.37%	94.51%	34.44%	93.85%	27.63%	24.82%
Gender - Results							
Male	43.05%	83.92%	93.34%	31.54%	94.47%	28.79%	26.89%
Female	46.37%	87.58%	>95%	38.23%	93.02%	25.86%	21.75%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	38.05%	82.72%	88.89%	40.00%	94.23%	26.85%	28.95%
Asian	52.82%	84.16%	92.24%	24.30%	91.18%	41.90%	45.05%
Black	25.55%	75.35%	>95%	19.58%	90.99%	30.22%	32.37%
Hispanic	36.11%	78.99%	91.71%	34.04%	89.74%	29.24%	25.85%
White	46.71%	86.97%	94.40%	36.83%	94.40%	27.03%	23.67%
Other	47.92%	83.05%	92.11%	14.29%	>95%	30.23%	13.04%
Special Population - Results							
Individuals With Disabilities	16.47%	78.54%	93.12%	30.71%	89.47%	18.68%	15.79%
Economically Disadvantaged	30.69%	79.46%	92.85%	36.02%	89.40%	26.40%	24.07%
Single Parents	35.41%	74.80%	86.23%	22.54%	86.88%	38.05%	25.32%
Displaced Homemakers	10.53%	86.67%	>95%	37.50%	81.25%	18.18%	14.29%
Other Educational Barriers	24.80%	77.04%	93.12%	35.09%	89.47%	25.19%	21.24%
Limited English Proficient	32.69%	82.04%	94.51%	25.58%	86.00%	35.25%	33.33%
Nontraditional	51.39%	83.82%	94.84%	30.61%	92.79%	N/P	N/P
Tech-Prep	45.66%	85.03%	>95%	45.88%	>95%	24.73%	22.29%

Notes:
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MISSOURI

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National/State Academic Assessment	National/State Standards & Local Assessment	State/Local Data	Surveys/Placement Records	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators scoring at or above the 50th percentile on a nationally normed or averaged academic assessment (Consistent with CBHE academic reporting requirements for all postsecondary institutions in the state).	Percent of concentrators mastering 80% of the state-approved and/or locally adopted identified competencies.	Percent of completers.	Percent of completers placed in postsecondary education or advanced training, military or employment.	Percent of concentrators retained in employment one year after placement.	Percent of underrepresented postsecondary students participating in nontraditional vocational programs.	Percent of underrepresented postsecondary students completing nontraditional vocational programs.
2002-2003 Targets	73.17%	94.02%	88.09%	86.49%	86.00%	33.09%	17.70%
2002-2003 Results	75.67%	92.54%	85.28%	86.35%	92.52%	30.21%	16.96%
Gender - Results							
Male	73.80%	90.80%	82.24%	87.29%	92.13%	27.12%	28.20%
Female	76.75%	93.49%	87.17%	85.82%	92.72%	32.68%	10.21%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	66.13%	84.62%	86.05%	81.82%	81.82%	32.20%	15.63%
Asian	58.97%	>95%	91.67%	68.12%	92.11%	36.79%	19.64%
Black	55.61%	91.89%	79.63%	80.28%	89.25%	30.40%	15.15%
Hispanic	62.35%	>95%	85.00%	87.69%	90.91%	35.50%	21.15%
White	79.00%	89.51%	85.86%	87.43%	93.01%	29.32%	16.91%
Other	49.18%	92.65%	79.67%	72.16%	86.05%	40.36%	23.81%
Special Population - Results							
Individuals With Disabilities	72.73%	88.50%	81.48%	79.19%	87.50%	25.58%	16.36%
Economically Disadvantaged	75.12%	92.73%	85.17%	88.00%	92.35%	23.10%	15.85%
Single Parents	63.33%	84.14%	74.04%	75.70%	90.48%	12.89%	12.18%
Displaced Homemakers	63.95%	75.21%	79.13%	71.93%	>95%	20.00%	15.96%
Other Educational Barriers	63.05%	89.73%	90.95%	90.87%	94.97%	23.85%	16.55%
Limited English Proficient	21.88%	91.11%	64.44%	66.67%	>95%	41.78%	40.35%
Nontraditional	66.93%	91.18%	80.33%	81.46%	92.09%	N/P	N/P
Tech-Prep	77.33%	89.39%	87.12%	>95%	N/P	17.16%	15.98%

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MONTANA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State/Local Data	State/Local Data	State/Local Data	N/P	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational concentrators who attained a high school diploma in Montana.	Percent of vocational concentrators who attained a high school diploma in Montana.	Percent of vocational concentrators who attained a high school diploma in Montana.	N/P	Percent of vocational concentrators in Montana who were placed in postsecondary education or advanced training, employment, and/or military service within 6 months of graduation.	Percent of participants of the underrepresented gender in programs defined as nontraditional.	Percent of nontraditional vocational concentrators who attained a high school diploma in Montana.
2002-2003 Targets	93.71%	93.71%	93.71%	N/P	84.55%	15.79%	14.53%
2002-2003 Results	>95%	>95%	>95%	N/P	>95%	22.16%	12.34%
Gender - Results							
Male	>95%	>95%	>95%	N/P	>95%	N/P	N/P
Female	>95%	>95%	>95%	N/P	>95%	N/P	N/P
Unknown Gender	N/P	N/P	N/P	N/P	N/P	22.16%	12.34%
Ethnicity - Results							
American Indian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Asian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Black	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Hispanic	N/E	N/E	N/E	N/E	N/E	N/E	N/E
White	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other	>95%	>95%	>95%	N/E	>95%	22.16%	12.34%
Special Population - Results							
Individuals With Disabilities	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Economically Disadvantaged	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	>95%	>95%	>95%	N/P	>95%	N/P	N/P

Notes:
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MONTANA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	State/Local Data	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators attaining a 2.0 cumulative GPA.	Percent of concentrators completing postsecondary degree or certificate within 3 years.	Percent of concentrators completing postsecondary degree or certificate within 3 years.	Percent of completers placed in employment, the military or further postsecondary education.	Percent of completers placed in employment that were retained in the following quarter.	Percent of enrolled students of the underrepresented gender in programs defined as nontraditional.	Percent of enrolled students of the underrepresented gender in programs defined as nontraditional who complete a postsecondary degree or certificate within 3 years.
2002-2003 Targets	77.76%	39.16%	39.16%	67.81%	88.08%	14.71%	12.40%
2002-2003 Results	83.32%	31.23%	31.23%	79.86%	91.03%	14.24%	12.87%
Gender - Results							
Male	80.11%	29.22%	29.22%	80.87%	89.73%	18.86%	17.28%
Female	85.73%	32.94%	32.94%	79.19%	91.82%	11.20%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	73.47%	25.18%	25.18%	73.39%	93.85%	18.98%	16.30%
Asian	86.49%	37.50%	37.50%	75.00%	>95%	11.11%	N/P
Black	72.73%	35.71%	35.71%	20.00%	N/P	33.33%	N/P
Hispanic	76.19%	13.89%	13.89%	63.64%	>95%	15.25%	25.00%
White	85.94%	37.25%	37.25%	81.20%	90.69%	13.44%	12.41%
Other	78.52%	11.83%	11.83%	81.25%	89.06%	13.48%	12.82%
Special Population - Results							
Individuals With Disabilities	83.98%	32.64%	32.64%	77.98%	86.49%	16.52%	13.64%
Economically Disadvantaged	82.31%	35.43%	35.43%	80.41%	91.17%	13.73%	12.04%
Single Parents	80.99%	28.40%	28.40%	84.40%	>95%	11.54%	13.16%
Displaced Homemakers	87.50%	33.95%	33.95%	75.00%	93.02%	<10%	<10%
Other Educational Barriers	79.90%	31.43%	31.43%	82.78%	91.45%	11.09%	11.26%
Limited English Proficient	77.97%	34.04%	34.04%	50.00%	88.89%	13.33%	15.38%
Nontraditional	82.02%	30.82%	30.82%	77.55%	86.08%	>95%	>95%
Tech-Prep	>95%	55.32%	55.32%	90.16%	93.94%	13.43%	<10%

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NEBRASKA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment and Academic GPA	Local Standards & Assessment and Vocational/Technical GPA	State/Local Data	N/P	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of students concentrating in vocational education and who meet academic standards.	Percent of students concentrating in vocational education who attained program defined and validated vocational-technical skills.	Percent of seniors concentrating in vocational education who graduated from high school.	N/P	Percent of students included in the denominator who, within one year of graduation, are enrolled in documented postsecondary programs, advanced training, in the military or are employed.	Percent of nontraditional students who concentrated in programs leading to occupations that are determined to be nontraditional.	Percent of nontraditional students who complete programs leading to occupations that are determined to be nontraditional.
2002-2003 Targets	65.00%	71.90%	90.63%	N/P	90.71%	14.00%	15.00%
2002-2003 Results	71.38%	81.71%	93.46%	N/P	91.91%	24.80%	27.15%
Gender - Results							
Male	68.81%	80.06%	93.28%	N/P	91.31%	21.78%	24.88%
Female	75.03%	84.16%	95.00%	N/P	92.77%	30.58%	32.51%
Unknown Gender	69.08%	76.80%	67.86%	N/P	75.00%	<10%	<10%
Ethnicity - Results							
American Indian	55.33%	67.02%	85.09%	N/P	79.57%	41.14%	26.22%
Asian	46.09%	65.00%	89.57%	N/P	88.11%	14.56%	10.61%
Black	29.08%	69.05%	89.93%	N/P	86.67%	14.04%	18.46%
Hispanic	42.79%	58.57%	71.65%	N/P	73.20%	19.46%	17.06%
White	73.38%	82.70%	94.52%	N/P	93.30%	27.04%	30.05%
Other	33.66%	58.62%	44.00%	N/P	>95%	N/P	N/P
Special Population - Results							
Individuals With Disabilities	46.15%	55.97%	77.15%	N/P	75.44%	22.94%	25.33%
Economically Disadvantaged	63.15%	73.27%	81.88%	N/P	79.82%	23.59%	26.53%
Single Parents	54.52%	65.53%	67.68%	N/P	68.60%	24.22%	22.02%
Displaced Homemakers	17.11%	21.67%	58.33%	N/P	45.45%	<10%	<10%
Other Educational Barriers	43.91%	63.91%	60.19%	N/P	57.10%	13.47%	12.99%
Limited English Proficient	34.18%	51.97%	53.14%	N/P	48.31%	<10%	<10%
Nontraditional	58.52%	66.56%	78.14%	N/P	85.89%	52.01%	53.92%
Tech-Prep	74.19%	85.07%	87.66%	N/P	86.94%	27.61%	30.32%

Notes:
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NEBRASKA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	National/State Standards & Local Assessment and Local Standards & Assessment	State/Local Data	Surveys/Placement Records & Administrative Record Exchanges	Surveys/Placement Records & Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of students who have concentrated in a program leading to a certificate or associate degree will meet program defined that academic standards.	Percent of students concentrating in a program leading to a certificate or associate degree who attained program defined and industry validated vocational-technical skills.	Percent of students, who attain an associate degree, credential, or certificate.	Percent of students who attained an associate degree or certificate who were employed, entered the military, or advanced training one year after graduation.	Percent of postsecondary students placed for employment who remain employed for one year.	Percent of nontraditional students in programs leading to occupations that are determined to be nontraditional.	Percent of nontraditional students who complete programs leading to occupations that are determined to be nontraditional.
2002-2003 Targets	79.00%	91.30%	41.00%	90.72%	94.70%	22.75%	23.25%
2002-2003 Results	92.57%	91.63%	29.40%	91.31%	94.49%	15.37%	21.59%
Gender - Results							
Male	91.91%	90.79%	30.47%	91.61%	94.25%	<10%	11.09%
Female	93.24%	92.47%	28.44%	90.88%	94.64%	22.27%	29.26%
Unknown Gender	<10%	<10%	16.67%	N/P	N/P	<10%	<10%
Ethnicity - Results							
American Indian	80.28%	50.70%	26.76%	>95%	>95%	20.00%	12.50%
Asian	92.08%	92.83%	23.77%	94.29%	83.33%	17.12%	15.38%
Black	91.80%	91.18%	20.28%	>95%	87.50%	25.91%	37.50%
Hispanic	87.58%	86.97%	22.12%	>95%	>95%	23.12%	20.59%
White	93.02%	91.99%	30.43%	94.36%	93.47%	14.74%	22.76%
Other	83.92%	83.53%	21.96%	87.28%	>95%	46.85%	34.04%
Special Population - Results							
Individuals With Disabilities	91.47%	88.01%	28.80%	85.19%	93.75%	22.40%	32.50%
Economically Disadvantaged	90.44%	90.22%	28.78%	94.21%	91.76%	15.37%	17.75%
Single Parents	88.89%	90.75%	29.06%	88.00%	>95%	17.11%	19.44%
Displaced Homemakers	82.50%	82.50%	37.50%	>95%	>95%	31.82%	33.33%
Other Educational Barriers	87.82%	86.29%	21.12%	>95%	>95%	11.05%	10.20%
Limited English Proficient	>95%	>95%	12.50%	>95%	N/P	37.50%	N/P
Nontraditional	91.93%	86.49%	24.51%	88.89%	89.66%	>95%	28.38%
Tech-Prep	90.57%	91.05%	30.24%	>95%	88.89%	14.03%	<10%

Notes:
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NEVADA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical Course Completion	State/Local Data	Vocational/Technical Education Course	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of 12th grade occupational students who are included in the official enrollment counts of terminal courses who have passed all portions of the Nevada High School Proficiency Examination by August 31 following the completion of the reporting school year.	Percent of occupational program completers who receive a grade of "A" or "B" in the final semester of their terminal course(s).	Percent of 12th grade occupational students who are included in the official enrollment counts of terminal courses who receive a standard high school diploma or an adjusted diploma by August 31 following the completion of the current reporting school year.	Percent of high school graduates of terminal courses that received a standard, advanced, or adjusted diploma that demonstrate at least 80% of the competencies of certificate skills.	Percent of 12th grade occupational program completers who are placed in one of the eligible placement categories within 6 months of the completion of the school year.	Percent of students in underrepresented gender groups who were included in the official enrollment counts of courses identified as leading to nontraditional employment.	Percent of students in underrepresented gender groups who receive a "D" or higher in terminal courses that have been identified as leading to nontraditional employment for that gender.
2002-2003 Targets	89.00%	78.32%	83.00%	80.50%	93.75%	14.57%	18.10%
2002-2003 Results	89.35%	79.63%	88.40%	79.91%	>95%	19.98%	20.00%
Gender - Results							
Male	88.49%	77.30%	88.06%	78.10%	>95%	17.23%	14.96%
Female	90.50%	83.17%	88.86%	82.33%	>95%	20.21%	20.97%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	89.66%	75.32%	86.21%	85.19%	>95%	28.89%	46.15%
Asian	92.70%	82.23%	89.05%	82.09%	>95%	22.34%	25.37%
Black	75.61%	72.46%	80.49%	69.12%	>95%	20.80%	27.14%
Hispanic	86.02%	76.04%	86.02%	73.81%	>95%	15.95%	16.96%
White	91.95%	81.05%	90.27%	82.48%	>95%	20.50%	18.97%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	81.58%	73.34%	87.17%	72.76%	>95%	14.82%	17.03%
Economically Disadvantaged	88.57%	82.29%	92.86%	86.08%	>95%	19.28%	21.40%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	48.69%	78.18%	64.14%	82.33%	>95%	19.69%	19.55%
Limited English Proficient	78.38%	79.37%	77.03%	87.69%	>95%	11.47%	14.63%
Nontraditional	93.98%	86.76%	92.48%	85.66%	>95%	>95%	>95%
Tech-Prep	89.72%	79.61%	90.42%	80.75%	>95%	18.18%	19.65%

Notes:
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NEVADA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Vocational/Technical GPA	State/Local Data	State/Local Data	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of students in the occupational cohort who have an overall grade point average at or above 3.0.	Percent of students in the occupational cohort who have a grade point average at or above 3.0 in their occupational courses.	Percent of students in the occupational cohort who attain a Certificate of Achievement or an Associate of Applied Science Degree by the end of the fourth year following the cohort establishment.	Percent of occupational certificate and degree recipients who are placed in one of the eligible placement categories within 6 months of the completion of the school year.	Percent of occupational certificate and degree recipients who indicate that they are in one of the eligible placement categories after at least one year of completing the first postsecondary placement survey.	Percent of students in underrepresented gender groups enrolled in nontraditional programs during the fall semester of the reporting year.	Percent of students in underrepresented groups who attain a Certificate of Achievement or an Associate of Applied Science Degree in nontraditional areas during the fall, spring, or summer semesters of the reporting year.
2002-2003 Targets	61.70%	71.37%	10.85%	>95%	81.00%	34.93%	17.85%
2002-2003 Results	60.75%	73.29%	17.75%	>95%	92.57%	40.56%	17.73%
Gender - Results							
Male	59.09%	68.18%	15.38%	>95%	92.89%	20.04%	24.63%
Female	62.20%	77.74%	19.82%	>95%	92.41%	62.94%	13.09%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	<10%	N/P
Ethnicity - Results							
American Indian	62.50%	75.00%	12.50%	>95%	84.21%	45.68%	42.11%
Asian	65.75%	84.93%	24.66%	>95%	94.87%	37.92%	13.67%
Black	33.33%	50.00%	16.67%	>95%	94.85%	38.38%	13.27%
Hispanic	50.67%	61.33%	<10%	>95%	94.33%	38.64%	19.59%
White	63.22%	75.48%	17.44%	>95%	91.85%	41.66%	18.41%
Other	73.47%	77.55%	24.49%	>95%	93.60%	39.18%	15.65%
Special Population - Results							
Individuals With Disabilities	16.67%	33.33%	16.67%	>95%	92.00%	37.30%	<10%
Economically Disadvantaged	51.60%	67.55%	16.49%	>95%	94.55%	54.35%	16.15%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	48.51%	68.32%	21.78%	>95%	93.57%	58.28%	17.50%
Limited English Proficient	76.92%	84.62%	35.90%	>95%	88.89%	50.66%	11.36%
Nontraditional	59.53%	71.71%	16.70%	>95%	88.00%	>95%	>95%
Tech-Prep	44.44%	54.55%	22.22%	>95%	93.33%	37.50%	33.33%

Notes:
This chart reports results for students that the state has identified as "concentrators." Please see Attachment B for states' definitions.
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NEW HAMPSHIRE

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Local Standards & Assessment	State/Local Data	Vocational/Technical Education Program Completion	Surveys	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational concentrators who assess as proficient or advanced on the NH Educational Improvement and Assessment Program (NHEIAP) 10th grade exam.	Percent of vocational concentrators who attain 90% or more of an LEA-established, industry validated set of vocational competencies and have left their program within the reporting period.	Percent of vocational concentrators who are high school seniors who receive a secondary diploma or a GED within the reporting period.	Number of 12th grade concentrators who have attained a high school diploma or its equivalent and have completed career and technical education program requirements in the reporting year.	Percent of vocational concentrators who completed secondary vocational education programs and left secondary education in the reporting period and who were either enrolled in further education and/or employment (including military service) within six months of receiving a high school diploma or its equivalent.	Percent of vocational participants who enrolled in a program nontraditional for their gender during the reporting period.	Percent of vocational concentrators enrolled in the final year of vocational programs nontraditional for their gender who complete the program during the reporting period.
2002-2003 Targets	<10%	67.90%	90.09%	86.95%	90.23%	26.13%	22.04%
2002-2003 Results	15.01%	80.50%	93.15%	87.33%	>95%	24.14%	20.23%
Gender - Results							
Male	14.10%	77.14%	92.29%	86.23%	>95%	24.63%	21.74%
Female	16.24%	85.07%	94.34%	88.84%	>95%	23.43%	18.15%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	12.35%	68.00%	>95%	>95%	92.31%	29.07%	26.09%
Asian	21.67%	80.95%	>95%	>95%	>95%	30.14%	22.22%
Black	13.89%	54.55%	91.67%	83.33%	90.91%	20.75%	22.22%
Hispanic	10.81%	72.41%	89.66%	>95%	86.67%	21.38%	14.81%
White	15.03%	80.86%	93.15%	87.11%	>95%	24.11%	20.21%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	<10%	72.45%	94.17%	90.36%	>95%	21.95%	18.38%
Economically Disadvantaged	<10%	74.67%	90.00%	87.50%	93.10%	24.70%	25.00%
Single Parents	N/P	>95%	>95%	>95%	>95%	17.86%	N/P
Displaced Homemakers	N/E	N/E	N/E	N/E	>95%	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/P	62.50%	>95%	87.50%	>95%	10.81%	N/P
Nontraditional	19.59%	82.79%	93.45%	85.93%	>95%	>95%	>95%
Tech-Prep	15.37%	80.47%	92.60%	86.13%	>95%	19.10%	18.23%

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NEW HAMPSHIRE

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational concentrators who matriculated in 1995 and graduated on or before July 2000.	Percent of vocational concentrators who matriculated in 1995 and graduated on or before July 2000.	Percent of vocational concentrators who matriculated in 1995 and graduated on or before July 2000.	Percent of students who complete a Perkins-eligible postsecondary program in the reporting period and who were placed in further postsecondary education, advanced training, employment, and/or the military within six months of ending participation in the program.	Percent of students who complete a Perkins-eligible postsecondary program in the reporting period and who were placed in further post-secondary education, advanced training, employment, and/or the military within twelve months of ending participation in the program.	Percent of vocational participants enrolled in programs that are nontraditional for their gender during the reporting period.	Percent of vocational concentrators enrolled in a program nontraditional for their gender who complete the program during the reporting year.
2002-2003 Targets	55.74%	55.74%	55.74%	91.72%	66.90%	28.72%	18.32%
2002-2003 Results	61.80%	61.80%	61.80%	91.95%	92.72%	21.12%	18.60%
Gender - Results							
Male	58.86%	58.86%	58.86%	91.81%	91.28%	25.55%	23.98%
Female	64.40%	64.40%	64.40%	92.03%	93.87%	17.21%	14.30%
Unknown Gender	N/P	N/P	N/P	>95%	N/P	N/P	N/P
Ethnicity - Results							
American Indian	75.00%	75.00%	75.00%	>95%	N/P	25.00%	33.33%
Asian	46.67%	46.67%	46.67%	75.00%	N/P	23.81%	14.29%
Black	44.00%	44.00%	44.00%	>95%	N/P	33.90%	27.27%
Hispanic	50.00%	50.00%	50.00%	50.00%	N/P	32.39%	25.00%
White	63.44%	63.44%	63.44%	91.77%	92.19%	21.14%	18.68%
Other	55.14%	55.14%	55.14%	93.23%	>95%	19.80%	17.71%
Special Population - Results							
Individuals With Disabilities	56.25%	56.25%	56.25%	85.45%	N/P	25.61%	11.93%
Economically Disadvantaged	57.41%	57.41%	57.41%	90.15%	92.44%	21.77%	17.14%
Single Parents	58.95%	58.95%	58.95%	85.42%	N/P	20.78%	13.79%
Displaced Homemakers	73.91%	73.91%	73.91%	>95%	N/P	22.22%	16.00%
Other Educational Barriers	71.43%	71.43%	71.43%	80.00%	N/E	N/E	77.78%
Limited English Proficient	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Nontraditional	62.30%	62.30%	62.30%	71.56%	N/P	>95%	>95%
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

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NEW JERSEY

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	High School Graduation	National/State Standards & Assessment	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting vocational concentrators who passed the statewide High School Proficiency Assessment.	Percent who passed of those exiting vocational concentrators who sat for a state or national licensure, certification, or competency exam.	Percent of exiting vocational concentrators who attained a secondary diploma or its recognized state equivalent.	Percent of exiting vocational concentrators who attained a proficiency credential in conjunction with a secondary diploma or its recognized state equivalent.	Percent of vocational concentrator graduates who were placed in postsecondary education or advanced training, employment, or military service.	Percent of underrepresented gender students among participants in nontraditional programs.	Percent of underrepresented gender students among completers of nontraditional programs.
2002-2003 Targets	85.32%	82.95%	82.52%	70.50%	62.50%	<10%	<10%
2002-2003 Results	91.81%	85.40%	>95%	86.03%	78.05%	11.58%	10.85%
Gender - Results							
Male	92.35%	90.37%	>95%	85.33%	76.93%	<10%	<10%
Female	91.23%	80.70%	>95%	86.82%	79.03%	18.81%	18.13%
Unknown Gender	>95%	>95%	>95%	N/P	86.72%	<10%	N/P
Ethnicity - Results							
American Indian	93.20%	75.24%	>95%	42.86%	71.43%	<10%	<10%
Asian	90.28%	75.57%	>95%	80.25%	64.63%	33.15%	29.70%
Black	84.17%	85.27%	>95%	82.81%	74.17%	13.20%	11.97%
Hispanic	84.20%	78.18%	>95%	81.71%	72.06%	12.97%	13.70%
White	>95%	91.33%	>95%	88.58%	81.40%	<10%	<10%
Other	93.81%	31.56%	>95%	75.00%	93.55%	20.00%	41.67%
Special Population - Results							
Individuals With Disabilities	91.13%	89.35%	90.38%	89.40%	75.14%	<10%	<10%
Economically Disadvantaged	91.11%	80.44%	>95%	84.19%	72.89%	13.00%	12.31%
Single Parents	86.59%	87.13%	>95%	80.00%	70.83%	16.42%	11.11%
Displaced Homemakers	58.33%	88.89%	>95%	>95%	62.50%	<10%	10.00%
Other Educational Barriers	74.64%	69.57%	94.55%	82.72%	75.29%	<10%	<10%
Limited English Proficient	50.59%	49.47%	>95%	90.00%	74.76%	<10%	<10%
Nontraditional	93.54%	82.58%	92.38%	87.58%	76.58%	11.58%	10.85%
Tech-Prep	90.77%	93.71%	>95%	92.54%	75.26%	16.34%	15.78%

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NEW JERSEY

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	National/State Standards & Assessment	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational concentrators (full-time students enrolled in associate degree or certificate programs) who attained an overall GPA of 3.0 or higher.	Percent who passed of those exiting vocational concentrators who sat for a state or national licensure, certification, or competency exam.	Percent of exiting vocational concentrators who received an associate degree or certificate or who transferred to a higher credential program.	Percent of vocational concentrator degree or certificate recipients who were placed in employment, military service, or further education.	Percent who were retained of those vocational concentrator degree or certificate recipients who were placed in employment, military service, or further education.	Percent of underrepresented gender students among participants in nontraditional programs.	Percent of underrepresented gender students among completers of nontraditional programs.
2002-2003 Targets	26.88%	72.94%	10.98%	69.50%	75.00%	<10%	<10%
2002-2003 Results	30.73%	90.19%	12.35%	79.25%	92.83%	<10%	<10%
Gender - Results							
Male	27.03%	93.80%	<10%	76.83%	92.92%	<10%	<10%
Female	34.12%	83.96%	14.60%	81.71%	92.74%	<10%	<10%
Unknown Gender	N/P	76.40%	N/P	>95%	>95%	<10%	<10%
Ethnicity - Results							
American Indian	26.53%	17.23%	12.24%	79.17%	84.21%	11.35%	12.50%
Asian	34.14%	77.44%	10.65%	83.76%	92.73%	15.74%	16.36%
Black	23.72%	68.53%	<10%	76.90%	>95%	<10%	<10%
Hispanic	25.60%	83.36%	<10%	73.03%	90.60%	10.46%	<10%
White	33.24%	87.50%	16.36%	81.55%	92.63%	<10%	<10%
Other	33.12%	>95%	12.47%	80.66%	94.57%	<10%	<10%
Special Population - Results							
Individuals With Disabilities	N/P	75.00%	N/P	78.57%	93.18%	<10%	10.00%
Economically Disadvantaged	N/P	80.61%	N/P	64.84%	>95%	<10%	<10%
Single Parents	N/P	74.65%	N/P	81.07%	94.16%	<10%	N/P
Displaced Homemakers	N/P	73.17%	N/P	79.82%	>95%	<10%	N/P
Other Educational Barriers	N/P	<10%	N/P	79.31%	82.61%	13.84%	14.29%
Limited English Proficient	N/P	<10%	N/P	78.57%	>95%	14.59%	<10%
Nontraditional	N/P	<10%	N/P	80.11%	93.62%	<10%	<10%
Tech-Prep	N/P	80.00%	N/P	79.05%	>95%	11.93%	N/P

Notes:
This chart reports results for students that the state has identified as "concentrators." Please see Attachment B for states' definitions.
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NEW MEXICO

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical GPA	State/Local Data	National/State Standards & Assessment	Administrative Record Exchanges/Matching of Administrative Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of 10th grade vocational education students who passed the NM High School Competency Examination.	Percent of the cohort who passed the identified program/course with a grade of "C" or better.	Percent of 12th grade vocational education students who earned a high school diploma.	Percent of 12th grade vocational education students who received a Proficiency Credential in conjunction with a high school diploma or Certificate of Course Work Completion.	Percent of vocational education students who received a high school diploma or Certificate of Course Work Completion and are placed in a job, continue their education, or entered the military.	Percent of nontraditional vocational education participants enrolled in a nontraditional program.	Percent of nontraditional vocational education participants who completed a nontraditional program as identified by NM SDE.
2002-2003 Targets	65.00%	81.25%	76.25%	13.50%	36.00%	40.00%	48.00%
2002-2003 Results	68.22%	78.83%	94.96%	<10%	75.00%	84.10%	49.20%
Gender - Results							
Male	63.86%	77.80%	93.91%	<10%	N/P	85.38%	49.76%
Female	73.15%	80.00%	>95%	<10%	N/P	82.26%	48.36%
Unknown Gender	48.84%	N/P	N/P	N/P	75.00%	N/P	N/P
Ethnicity - Results							
American Indian	52.54%	57.63%	92.11%	38.29%	N/P	65.57%	35.20%
Asian	86.54%	88.84%	94.12%	<10%	N/P	93.75%	53.33%
Black	61.00%	75.55%	92.78%	<10%	N/P	89.01%	65.43%
Hispanic	60.22%	78.54%	94.64%	<10%	N/P	85.92%	46.09%
White	81.87%	84.14%	>95%	<10%	N/P	85.33%	54.15%
Other	64.86%	80.91%	89.47%	<10%	N/P	86.00%	72.09%
Special Population - Results							
Individuals With Disabilities	53.75%	75.14%	90.77%	<10%	N/P	83.78%	49.61%
Economically Disadvantaged	56.47%	N/E	N/E	N/E	N/E	N/E	N/E
Single Parents	N/E	55.07%	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	49.28%	65.73%	92.63%	11.34%	N/P	84.96%	42.68%
Nontraditional	N/P	82.66%	>95%	<10%	N/P	84.10%	49.20%
Tech-Prep	N/P	69.00%	73.83%	<10%	N/P	90.15%	27.33%

Notes:
This chart reports results for students that the state has identified as "concentrators." Please see Attachment B for states' definitions.
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NEW MEXICO

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	Surveys/Placement Records	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational concentrators who took at least one academic course during the census semester and successfully completed it (a grade of "C" or better).	Percent of vocational concentrators who took at least one vocational course during the census semester and successfully completed it (a grade of "C" or better).	Percent of vocational concentrators who obtained a degree or credential within 3 years.	Percent of vocational education graduates placed in a job, advanced training, or entered the military.	Percent of vocational education graduates retained in a job, in advanced training or the military.	Percent of nontraditional students participating in nontraditional programs.	Percent of students in underrepresented gender groups who completed a nontraditional program in the reporting year.
2002-2003 Targets	72.00%	82.00%	24.00%	63.50%	82.00%	17.00%	13.00%
2002-2003 Results	75.14%	81.58%	32.55%	58.53%	90.56%	23.53%	20.76%
Gender - Results							
Male	72.03%	80.00%	32.36%	56.87%	94.22%	24.74%	18.78%
Female	78.37%	83.25%	32.76%	59.47%	88.68%	22.69%	22.12%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	65.09%	75.43%	29.96%	N/P	N/P	25.67%	21.40%
Asian	77.55%	85.01%	20.00%	N/P	N/P	33.33%	25.00%
Black	77.27%	73.29%	33.33%	N/P	N/P	32.00%	14.81%
Hispanic	78.64%	81.98%	35.20%	N/P	N/P	23.39%	21.07%
White	79.51%	83.06%	22.41%	N/P	N/P	25.20%	20.80%
Other	81.18%	83.69%	51.17%	N/P	N/P	21.11%	21.50%
Special Population - Results							
Individuals With Disabilities	77.75%	76.31%	32.05%	N/P	N/P	25.83%	20.88%
Economically Disadvantaged	80.39%	82.27%	36.39%	N/P	N/P	22.13%	18.82%
Single Parents	92.95%	76.08%	55.88%	N/P	N/P	25.20%	25.64%
Displaced Homemakers	94.44%	66.07%	33.33%	N/P	N/P	20.00%	N/P
Other Educational Barriers	73.45%	78.40%	32.80%	N/P	N/P	25.03%	18.61%
Limited English Proficient	72.41%	78.93%	27.45%	N/P	N/P	21.54%	15.83%
Nontraditional	87.19%	80.73%	27.41%	N/P	N/P	40.43%	35.35%
Tech-Prep	81.69%	81.34%	<10%	N/P	N/P	25.61%	18.27%

Notes:
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NEW YORK

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational-Technical GPA	High School Graduation	High School Graduation	Surveys/Placement Records.	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of CTE completers who passed both the English Language Arts and Math A exams.	Percent of CTE completers who achieved a GPA of 3.0 or higher in CTE courses.	Percent of CTE completers who attained a high school diploma.	Percent of CTE completers who attained a high school diploma.	Percent of CTE completer/graduates successfully placed.	Percent of nontraditional gender participants in nontraditional CTE programs.	Percent of nontraditional gender completers of nontraditional CTE programs.
2002-2003 Targets	48.62%	76.98%	>95%	>95%	93.65%	26.77%	20.77%
2002-2003 Results	88.44%	87.52%	>95%	>95%	>95%	29.22%	22.86%
Gender - Results							
Male	87.28%	85.98%	>95%	>95%	>95%	45.99%	37.88%
Female	89.84%	89.38%	>95%	>95%	>95%	22.84%	19.48%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	85.71%	84.69%	>95%	>95%	90.51%	N/P	18.48%
Asian	94.68%	90.59%	>95%	>95%	>95%	N/P	36.90%
Black	88.09%	88.28%	>95%	>95%	>95%	N/P	30.15%
Hispanic	89.63%	87.41%	>95%	>95%	94.80%	N/P	34.31%
White	87.81%	87.12%	>95%	>95%	>95%	N/P	17.95%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	76.04%	78.37%	91.47%	91.47%	91.46%	N/P	N/P
Economically Disadvantaged	83.30%	81.29%	82.27%	82.27%	>95%	N/P	N/P
Single Parents	62.62%	74.77%	84.74%	84.74%	91.67%	N/P	N/P
Displaced Homemakers	42.11%	47.37%	84.21%	84.21%	94.44%	N/P	N/P
Other Educational Barriers	76.45%	76.20%	85.61%	85.61%	92.36%	N/P	N/P
Limited English Proficient	77.40%	77.88%	70.53%	70.53%	>95%	N/P	N/P
Nontraditional	88.97%	86.38%	>95%	>95%	93.13%	29.22%	22.33%
Tech-Prep	85.57%	67.20%	90.84%	90.84%	>95%	21.41%	30.46%

Notes:
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NEW YORK

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion.	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of first-time, full-time, credit-bearing, CTE program participants, among an entry cohort for the fall of a given year, who receive a credential by June 30 of the reporting year.	Percent of first-time, full-time, credit-bearing, CTE program participants, among an entry cohort for the fall of a given year, who receive a credential by June 30 of the reporting year.	Percent of first-time, full-time, credit-bearing, CTE program participants, among an entry cohort for the fall of a given year, who receive a credential by June 30 of the reporting year.	Percent of CTE credential recipients who enter advanced training, the military, or employment within 6 months.	Percent of CTE credential recipients who enter advanced training, the military, or employment within 6 months and are still employed within 12 months.	Percent of nontraditional gender participants in nontraditional CTE programs.	Percent of nontraditional gender completers of nontraditional CTE programs.
2002-2003 Targets	51.15%	51.15%	51.15%	>95%	46.03%	33.68%	18.02%
2002-2003 Results	53.28%	53.28%	53.28%	>95%	72.34%	32.50%	34.79%
Gender - Results							
Male	49.51%	49.51%	49.51%	>95%	66.47%	19.03%	15.64%
Female	57.15%	57.15%	57.15%	>95%	75.93%	36.76%	40.67%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	49.38%	49.38%	49.38%	>95%	75.61%	N/P	N/P
Asian	57.44%	57.44%	57.44%	92.55%	78.57%	N/P	N/P
Black	39.20%	39.20%	39.20%	94.99%	71.05%	N/P	N/P
Hispanic	37.07%	37.07%	37.07%	92.85%	67.25%	N/P	N/P
White	58.66%	58.66%	58.66%	>95%	73.34%	N/P	N/P
Other	63.45%	63.45%	63.45%	>95%	65.03%	32.50%	34.79%
Special Population - Results							
Individuals With Disabilities	49.52%	49.52%	49.52%	94.09%	62.59%	N/P	N/P
Economically Disadvantaged	50.66%	50.67%	50.67%	>95%	66.04%	N/P	N/P
Single Parents	44.55%	44.55%	44.55%	>95%	81.34%	N/P	N/P
Displaced Homemakers	69.35%	69.35%	69.35%	91.32%	79.71%	N/P	N/P
Other Educational Barriers	44.24%	44.24%	44.24%	94.41%	71.19%	N/P	N/P
Limited English Proficient	42.70%	42.70%	42.70%	91.85%	76.83%	N/P	N/P
Nontraditional	35.85%	35.85%	35.85%	>95%	79.12%	32.50%	34.79%
Tech-Prep	72.39%	72.39%	72.39%	>95%	N/P	31.36%	26.56%

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NORTH CAROLINA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National Academic Assessment	National/State Standards & Local Assessment	State/Local Administrative Data	N/P	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of vocational and technical education completers who score at or above the national average on each of the four Assessing Students Success in Entry and Transfer (ASSET) tests: reading, writing, numerical skills, and elementary algebra.	Percent of vocational and technical education course takers who score at Level III or above on an end-of-course Vocational Competency Achievement Tracking System (VoCATS) test.	Percent of graduating vocational and technical education completers who also meet requirements for Tech Prep or College/Tech Prep.	N/P	Percent of graduating vocational and technical education completers who are employed, enrolled in further education, or both, in the year following graduation.	Percent of underrepresented gender students among participants in nontraditional vocational and technical education programs.	Percent of underrepresented gender students among completers of nontraditional vocational and technical education programs.
2002-2003 Targets	50.00%	57.12%	76.20%	N/P	94.80%	25.97%	15.40%
2002-2003 Results	56.36%	61.00%	82.27%	N/P	>95%	25.16%	12.92%
Gender - Results							
Male	56.15%	58.93%	79.02%	N/P	>95%	29.92%	12.29%
Female	56.60%	62.82%	85.87%	N/P	94.79%	17.68%	13.52%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	46.31%	46.32%	88.42%	N/P	90.59%	21.36%	<10%
Asian	57.27%	59.66%	89.63%	N/P	>95%	35.33%	22.67%
Black	43.77%	45.84%	82.49%	N/P	93.90%	26.41%	13.31%
Hispanic	50.11%	49.13%	82.51%	N/P	91.84%	26.67%	15.59%
White	60.95%	69.38%	81.75%	N/P	>95%	24.32%	12.56%
Other	70.09%	65.12%	89.21%	N/P	>95%	28.66%	17.65%
Special Population - Results							
Individuals With Disabilities	27.22%	34.47%	54.62%	N/P	92.27%	20.48%	11.27%
Economically Disadvantaged	46.92%	49.62%	77.79%	N/P	91.91%	23.91%	11.47%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	35.28%	40.41%	66.39%	N/P	92.11%	23.50%	12.25%
Limited English Proficient	43.82%	37.60%	74.46%	N/P	90.76%	26.94%	12.07%
Nontraditional	60.54%	64.71%	83.97%	N/P	>95%	>95%	>95%
Tech-Prep	61.97%	55.88%	>95%	N/P	>95%	22.39%	10.71%

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NORTH CAROLINA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational-Technical	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting vocational completers who met program-defined academic standards with a GPA of 2.5 or higher.	Percent of exiting vocational completers who met program-defined vocational standards with a GPA of 2.5 or higher.	Percent of students reaching threshold level of vocational education who are not yet eligible to complete and those students who received or were eligible to receive a postsecondary degree, diploma, or certificate who received a postsecondary degree, diploma, or certificate and left the postsecondary program in the reporting year.	Percent of exiting vocational completers who were employed during the third quarter of the calendar year.	Percent of exiting vocational completers who were employed during the third quarter of the calendar year and were retained in employment during the fourth quarter.	Percent of students in underrepresented gender groups among participants in a vocational and technical education program that leads to nontraditional training and employment.	Percent of students in underrepresented gender groups among completers.
2002-2003 Targets	65.33%	72.78%	64.28%	80.30%	92.09%	22.64%	16.48%
2002-2003 Results	65.73%	72.78%	64.41%	80.01%	93.12%	23.94%	16.51%
Gender - Results							
Male	53.22%	72.16%	62.75%	75.15%	85.71%	48.00%	30.91%
Female	73.96%	73.19%	65.50%	83.21%	>95%	<10%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	59.61%	72.16%	73.57%	87.77%	90.55%	18.60%	10.68%
Asian	46.38%	56.17%	57.79%	61.43%	93.02%	29.25%	21.40%
Black	50.52%	63.92%	65.71%	77.30%	>95%	21.66%	14.60%
Hispanic	63.21%	66.43%	67.47%	80.08%	>95%	29.50%	22.18%
White	73.14%	77.26%	63.58%	82.05%	91.82%	24.60%	16.94%
Other	71.68%	78.03%	68.40%	48.39%	81.33%	35.28%	32.91%
Special Population - Results							
Individuals With Disabilities	66.54%	65.75%	55.39%	74.07%	>95%	24.38%	20.49%
Economically Disadvantaged	73.86%	75.20%	66.58%	83.75%	>95%	22.74%	12.72%
Single Parents	74.98%	76.16%	66.33%	85.39%	>95%	20.30%	16.02%
Displaced Homemakers	82.40%	61.51%	71.11%	83.12%	>95%	20.35%	12.77%
Other Educational Barriers	82.21%	81.44%	71.59%	82.87%	>95%	<10%	14.26%
Limited English Proficient	64.35%	60.00%	48.78%	66.99%	>95%	27.91%	20.75%
Nontraditional	69.52%	67.52%	55.64%	79.08%	94.50%	>95%	>95%
Tech-Prep	83.08%	81.59%	71.55%	86.01%	>95%	39.32%	23.96%

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NORTH DAKOTA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National Academic Assessment	National/State Standards & Local Assessment	State/Local Data	State/Local Data	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of ND secondary vocational "concentrators" who have a composite ACT score of 17 or above.	Percent of ND secondary vocational "concentrators" who have earned at least a "C" average or above in a vocational program.	Percent of ND secondary vocational "concentrators" who attained a diploma.	Percent of ND secondary vocational "concentrators" who attained a diploma.	Percent of ND secondary vocational "completers" who were placed in postsecondary, employment or military.	Percent of ND secondary vocational "participants" in underrepresented gender group in a nontraditional program.	Percent of ND secondary vocational "completers" in underrepresented gender group in a nontraditional program.
2002-2003 Targets	86.50%	93.24%	92.20%	92.20%	94.75%	15.29%	15.66%
2002-2003 Results	82.31%	>95%	>95%	>95%	92.72%	22.03%	22.19%
Gender - Results							
Male	80.80%	93.72%	>95%	>95%	92.49%	19.07%	19.70%
Female	83.93%	>95%	>95%	>95%	92.99%	26.19%	25.67%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	56.41%	86.80%	>95%	>95%	77.25%	27.49%	28.75%
Asian	72.73%	>95%	>95%	>95%	86.21%	26.92%	28.00%
Black	88.24%	86.79%	92.45%	92.45%	73.47%	25.00%	27.03%
Hispanic	74.07%	92.11%	>95%	>95%	89.19%	16.67%	17.24%
White	83.09%	>95%	>95%	>95%	93.55%	21.75%	21.86%
Other	>95%	>95%	88.89%	88.89%	>95%	40.00%	25.00%
Special Population - Results							
Individuals With Disabilities	48.46%	83.10%	93.57%	93.57%	84.99%	17.74%	17.80%
Economically Disadvantaged	67.97%	92.04%	94.25%	94.25%	88.42%	22.44%	22.56%
Single Parents	76.00%	>95%	>95%	>95%	92.00%	30.16%	31.15%
Displaced Homemakers	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Other Educational Barriers	54.55%	84.73%	94.55%	94.55%	92.69%	20.99%	20.96%
Limited English Proficient	68.18%	87.50%	91.67%	91.67%	65.15%	19.67%	21.43%
Nontraditional	80.37%	94.57%	>95%	>95%	90.29%	>95%	>95%
Tech-Prep	80.69%	>95%	>95%	>95%	>95%	14.25%	14.08%

Notes:
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NORTH DAKOTA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of ND Postsecondary Vocational "Concentrators" who have a cumulative grade point average of a "C" or above.	Percent of ND postsecondary vocational "concentrators" enrolled in a vocational program, which had a grade point average of a "C" or above.	Percent of ND postsecondary vocational "concentrators" who attained a certificate, diploma, or degree.	Percent of ND postsecondary vocational "completers" who were placed in advanced education, employment or military.	Percent of ND postsecondary vocational "completers" who remained in advanced education, employment or military.	Percent of ND postsecondary vocational "participants" in underrepresented gender group in a nontraditional program.	Percent of ND postsecondary vocational "completers" in underrepresented gender group in a nontraditional program.
2002-2003 Targets	>95%	86.59%	61.00%	81.00%	72.00%	<10%	<10%
2002-2003 Results	93.00%	91.87%	56.35%	85.79%	85.79%	20.49%	14.78%
Gender - Results							
Male	93.29%	91.71%	64.50%	88.93%	88.93%	<10%	<10%
Female	92.64%	92.06%	46.33%	80.42%	80.42%	34.93%	36.20%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	86.58%	88.10%	37.18%	70.34%	70.34%	21.13%	29.52%
Asian	85.71%	85.71%	50.00%	85.71%	85.71%	30.00%	20.00%
Black	76.47%	64.71%	64.71%	72.73%	72.73%	30.77%	14.29%
Hispanic	90.91%	>95%	20.00%	>95%	>95%	N/P	N/P
White	94.67%	92.86%	61.13%	88.01%	88.01%	20.11%	12.53%
Other	90.24%	>95%	N/P	78.57%	78.57%	N/P	36.36%
Special Population - Results							
Individuals With Disabilities	85.59%	82.20%	50.85%	85.00%	85.00%	27.27%	25.58%
Economically Disadvantaged	90.57%	90.06%	47.90%	87.39%	87.02%	22.34%	14.70%
Single Parents	88.83%	87.38%	36.76%	74.67%	74.67%	23.29%	32.14%
Displaced Homemakers	83.87%	86.29%	21.14%	84.62%	84.62%	18.99%	25.00%
Other Educational Barriers	86.88%	88.13%	36.31%	87.72%	87.72%	<10%	<10%
Limited English Proficient	>95%	>95%	50.00%	>95%	>95%	N/P	N/P
Nontraditional	88.20%	88.85%	45.36%	75.91%	75.91%	>95%	>95%
Tech-Prep	90.63%	89.84%	36.58%	83.45%	83.45%	36.87%	35.78%

Notes:
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OHIO

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards &Assessment	State/Local Data	N/P	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators who left school passing all parts of or being exempt from taking the 9th grade proficiency test upon program completion.	Percent of concentrators who left school that met/exceeded the Ohio Career Technical Competency Assessment (OHCTCA) (total score) benchmark.	Percent of concentrators who graduate from high school.	N/P	Percent of known completers who were employed, pursuing further education, in the military, and/or in the voluntary labor force.	Percent of nontraditional participants in nontraditional programs.	Percent of nontraditional program completers in nontraditional programs.
2002-2003 Targets	>95%	52.00%	92.00%	N/P	92.47%	24.00%	22.00%
2002-2003 Results	>95%	57.29%	94.88%	N/P	92.38%	26.20%	22.11%
Gender - Results							
Male	>95%	55.92%	94.57%	N/P	93.08%	16.11%	16.64%
Female	>95%	60.05%	>95%	N/P	91.52%	42.24%	29.88%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	93.94%	60.00%	93.94%	N/P	82.61%	22.22%	<10%
Asian	>95%	37.04%	>95%	N/P	>95%	37.13%	25.37%
Black	93.70%	37.71%	>95%	N/P	89.25%	37.96%	30.10%
Hispanic	>95%	51.06%	89.39%	N/P	93.67%	28.25%	24.79%
White	>95%	59.06%	94.89%	N/P	92.70%	24.39%	21.14%
Other	94.12%	68.75%	>95%	N/P	89.91%	31.14%	26.37%
Special Population - Results							
Individuals With Disabilities	90.81%	37.39%	94.65%	N/P	85.82%	19.19%	16.70%
Economically Disadvantaged	93.50%	48.53%	93.70%	N/P	86.24%	26.85%	21.08%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	89.33%	46.60%	94.08%	N/P	89.64%	19.21%	20.71%
Limited English Proficient	91.67%	45.00%	91.76%	N/P	94.23%	47.40%	36.07%
Nontraditional	>95%	54.62%	>95%	N/P	93.16%	>95%	>95%
Tech-Prep	>95%	57.78%	>95%	N/P	94.40%	20.40%	18.71%

Notes:
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OHIO

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational/Technical Course	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of the concentrators, the number of students who completed 28 quarter or 19 semester credit hours of non-technical/ academic course work (courses that are not from subject codes identified as technical).	Percent of the concentrators, the number of students who completed 30 quarter or 20 semester credit hours of technical course work (courses that are from subject codes identified as technical).	Percent of completers of associate degrees in technical majors who are no longer enrolled in the next fiscal year.	Percent of the concentrators who are either (1) employed in the first quarter of the next year (January through March) or (2) enrolled in higher education during Autumn of the next year.	Percent of the numerator in 3P1, how many were employed in the second quarter (April through June) of the next year or enrolled in higher education during winter or spring of the next year.	Percent of nontraditional participants in nontraditional programs.	Percent of nontraditional program completers in nontraditional programs.
2002-2003 Targets	55.00%	88.00%	63.00%	54.00%	90.00%	28.00%	23.50%
2002-2003 Results	60.17%	87.99%	77.19%	41.49%	80.59%	23.20%	24.78%
Gender - Results							
Male	55.87%	89.82%	75.39%	41.62%	79.09%	41.89%	47.62%
Female	64.02%	86.36%	78.45%	41.40%	81.61%	<10%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	58.62%	90.60%	73.91%	50.00%	84.38%	24.79%	30.77%
Asian	71.72%	85.19%	74.37%	42.25%	79.75%	26.81%	26.17%
Black	70.65%	78.73%	71.24%	46.96%	80.35%	23.87%	28.01%
Hispanic	65.16%	85.14%	74.19%	42.29%	77.03%	23.66%	35.71%
White	57.60%	89.94%	77.83%	41.24%	80.55%	22.80%	24.02%
Other	68.67%	82.77%	77.03%	32.61%	85.00%	27.22%	29.04%
Special Population - Results							
Individuals With Disabilities	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Economically Disadvantaged	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	50.77%	94.37%	68.46%	48.41%	84.75%	23.24%	19.82%

Notes:
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OHIO

Adult

Indicators	Academic Attainment	Skill Attainment	Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational/Technical Course	State/Local Data	State/Local Data	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of the concentrators who left the program and who met/exceeded the appropriate levels for the WorkKeys tests.	Percent of the concentrators who left the program and who met/exceeded the Ohio Career Technical Competency Assessment (OCTCA) (total score) benchmark or who received an industry credential.	Percent of concentrators who left the program and completed an adult workforce career development program or completed sufficient occupational competencies to obtain employment.	Percent of concentrators completing a workforce career development program or sufficient occupational competencies who were employed, pursuing further education, in the military, and/or in the voluntary labor force (9 months after program completion).	Percent of known completers who were employed, pursuing further education, in the military and/or in the voluntary labor force (12 months after program completion).	Percent of nontraditional participants in nontraditional programs.	Percent of nontraditional program completers in nontraditional programs.
2002-2003 Targets	30.00%	79.00%	63.00%	94.15%	90.00%	23.00%	16.00%
2002-2003 Results	76.31%	83.46%	78.06%	91.12%	91.12%	<10%	<10%
Gender - Results							
Male	75.21%	81.67%	79.60%	90.34%	90.34%	20.13%	<10%
Female	76.92%	85.80%	77.17%	91.67%	91.67%	<10%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	65.12%	71.43%	78.33%	>95%	>95%	12.50%	10.26%
Asian	59.52%	50.00%	83.02%	87.50%	87.50%	<10%	<10%
Black	63.66%	65.08%	68.32%	84.22%	84.22%	11.12%	10.10%
Hispanic	70.00%	61.90%	79.07%	87.34%	87.34%	10.88%	<10%
White	79.28%	86.40%	79.96%	92.16%	92.16%	<10%	<10%
Other	51.52%	80.00%	83.95%	92.11%	92.11%	<10%	<10%
Special Population - Results							
Individuals With Disabilities	76.97%	66.67%	71.04%	82.14%	82.14%	11.72%	10.66%
Economically Disadvantaged	76.60%	81.91%	72.79%	91.38%	91.38%	<10%	<10%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	61.11%	33.33%	69.23%	88.00%	88.00%	24.64%	27.27%
Nontraditional	<10%	81.48%	69.08%	<10%	<10%	>95%	>95%
Tech-Prep	N/P	N/P	N/P	N/P	N/P	N/P	N/P

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OKLAHOMA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	National/State Standards & Assessment	High School Graduation	N/P	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting 12th grade occupational enrollees who met high school graduation standards.	Percent of 11th and 12th grade occupational students who have passed a competency test.	Percent of exiting 12th grade occupational enrollees who met high school graduation standards.	N/P	Percent of occupational program completers placed in continuing education or advanced training, employment, and/or the military withinsix months after completion.	Percent of nontraditional secondary male students and nontraditional secondary female students among enrollees in nontraditional programs.	Percent of nontraditional secondary male students and nontraditional secondary female students among completers of nontraditional programs.
2002-2003 Targets	90.00%	65.69%	90.00%	N/P	90.00%	28.05%	25.66%
2002-2003 Results	94.49%	63.39%	94.49%	N/P	94.89%	33.64%	30.68%
Gender - Results							
Male	93.85%	63.02%	93.85%	N/P	>95%	43.82%	39.78%
Female	>95%	63.87%	>95%	N/P	94.32%	26.16%	22.31%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	94.42%	63.31%	94.42%	N/P	93.99%	33.34%	31.30%
Asian	>95%	64.17%	>95%	N/P	>95%	45.71%	43.33%
Black	>95%	54.57%	>95%	N/P	94.38%	37.05%	32.30%
Hispanic	93.60%	54.77%	93.60%	N/P	94.72%	34.02%	29.01%
White	94.39%	65.41%	94.39%	N/P	>95%	33.03%	30.26%
Other	N/E	63.39%	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	93.22%	62.43%	93.22%	N/P	88.44%	29.61%	26.38%
Economically Disadvantaged	91.60%	52.69%	91.60%	N/P	89.46%	31.36%	24.19%
Single Parents	88.31%	54.32%	88.31%	N/P	87.23%	30.42%	37.02%
Displaced Homemakers	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	93.53%	57.64%	93.53%	N/P	91.70%	29.24%	25.60%
Nontraditional	94.61%	61.80%	94.61%	N/P	94.82%	N/P	N/P
Tech-Prep	94.97%	79.97%	94.97%	N/P	>95%	16.51%	18.43%

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OKLAHOMA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of first-year enrollees who earned AAS degrees or other degrees within six years.	Percent of first-year enrollees who earned AAS degrees or other degrees within six years.	Percent of first-year enrollees who earned AAS degrees or other degrees within six years.	Percent of AAS graduates employed in OK.	Percent of AAS graduates retained in employment or higher education.	Percent of nontraditional enrollees in nontraditional AAS programs.	Percent of nontraditional graduates of nontraditional AAS programs.
2002-2003 Targets	23.82%	23.82%	23.82%	80.97%	86.43%	16.32%	12.25%
2002-2003 Results	26.68%	26.68%	26.68%	89.13%	91.53%	13.06%	10.27%
Gender - Results							
Male	24.84%	24.84%	24.84%	84.00%	87.09%	<10%	<10%
Female	28.07%	28.07%	28.07%	92.12%	94.13%	21.63%	14.52%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	27.90%	27.90%	27.90%	93.58%	>95%	11.19%	<10%
Asian	26.88%	26.88%	26.88%	83.33%	87.50%	18.30%	<10%
Black	12.89%	12.89%	12.89%	85.38%	91.54%	13.29%	13.58%
Hispanic	24.14%	24.14%	24.14%	81.94%	84.72%	13.46%	14.63%
White	28.35%	28.35%	28.35%	89.47%	91.48%	13.18%	10.09%
Other	29.17%	29.17%	29.17%	68.75%	75.00%	12.26%	13.33%
Special Population - Results							
Individuals With Disabilities	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Economically Disadvantaged	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

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OKLAHOMA

Adult

Indicators	Academic Attainment	Skill Attainment	Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National/State Standards & Assessment	National/State Standards & Assessment	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of adult occupational program enrollees who completed an occupational program and left adult education in the reporting year.	Percent of adult occupational program enrollees who completed an occupational program and left adult education in the reporting year.	Percent of adult occupational program enrollees who completed an occupational program and left adult education in the reporting year.	Percent of adult occupational program enrollees who completed.	Percent of adult occupational program completers who were placed within six months and retained in placement for six months.	Percent of nontraditional adult male students and nontraditional adult female students among enrollees in nontraditional programs.	Percent of nontraditional adult male students and nontraditional adult female students among completers of nontraditional programs.
2002-2003 Targets	78.69%	78.69%	78.69%	90.00%	81.40%	15.04%	13.75%
2002-2003 Results	81.49%	81.49%	81.49%	92.35%	72.71%	14.51%	13.58%
Gender - Results							
Male	81.30%	81.30%	81.30%	94.76%	65.98%	13.95%	12.72%
Female	81.66%	81.66%	81.66%	90.12%	79.52%	15.07%	14.45%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	80.59%	80.59%	80.59%	90.79%	77.10%	15.55%	13.90%
Asian	78.13%	78.13%	78.13%	92.55%	71.26%	12.99%	13.10%
Black	76.14%	76.14%	76.14%	89.33%	68.11%	12.55%	11.30%
Hispanic	79.75%	79.75%	79.75%	91.20%	52.53%	12.30%	<10%
White	82.41%	82.41%	82.41%	93.01%	73.74%	14.69%	14.01%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	83.33%	83.33%	83.33%	86.67%	70.33%	21.91%	21.56%
Economically Disadvantaged	76.01%	76.01%	76.01%	85.55%	75.97%	15.99%	16.74%
Single Parents	79.06%	79.06%	79.06%	85.40%	80.45%	85.75%	13.71%
Displaced Homemakers	77.93%	77.93%	77.93%	85.12%	80.47%	14.92%	<10%
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	75.37%	75.37%	75.37%	85.86%	77.36%	<10%	<10%
Nontraditional	81.91%	81.91%	81.91%	92.57%	71.22%	N/P	N/P
Tech-Prep	90.80%	90.80%	90.80%	93.67%	80.00%	11.90%	11.48%

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OREGON

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical Course Completion	State/Local Data	N/P	State-Approved Local Standards & Assessment	State/Local Data	State/Local Data
Measurement Definitions	Percent of Perkins concentrators who scored at or above the statewide proficiency level on 10th grade reading/writing/math tests during program year.	Percent of Perkins concentrators who made satisfactory progress during program year.	Percent of Perkins concentrators enrolled during their senior year that graduated from high school.	N/P	Percent of Perkins concentrators completers who were employed or engaged in further education within one year after program completion.	Percent of Perkins participants in underrepresented gender groups participating in secondary nontraditional employment and training programs during program year.	Percent of Perkins participants in underrepresented gender groups in nontraditional employment and training programs who graduated from high school during program year.
2002-2003 Targets	47.08%	95.00%	92.60%	N/P	85.00%	50.00%	90.66%
2002-2003 Results	58.09%	>95%	92.24%	N/P	91.36%	55.09%	89.36%
Gender - Results							
Male	54.88%	>95%	91.45%	N/P	90.52%	66.19%	88.69%
Female	62.23%	>95%	93.29%	N/P	92.40%	41.64%	90.67%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	47.69%	91.64%	87.27%	N/P	89.08%	56.65%	82.61%
Asian	58.57%	>95%	93.63%	N/P	89.78%	49.56%	91.33%
Black	39.59%	>95%	86.04%	N/P	89.84%	48.86%	82.78%
Hispanic	34.13%	>95%	91.07%	N/P	86.36%	54.78%	81.66%
White	60.21%	>95%	92.56%	N/P	91.80%	55.53%	90.37%
Other	50.00%	>95%	79.41%	N/P	90.20%	45.14%	83.78%
Special Population - Results							
Individuals With Disabilities	23.81%	93.04%	85.73%	N/P	85.63%	55.13%	82.21%
Economically Disadvantaged	37.26%	91.32%	81.75%	N/P	89.18%	56.53%	76.88%
Single Parents	32.82%	94.71%	81.42%	N/P	68.29%	52.17%	76.65%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	45.35%	94.90%	88.76%	N/P	86.37%	55.79%	84.47%
Limited English Proficient	38.56%	>95%	92.38%	N/P	88.00%	51.13%	83.49%
Nontraditional	55.99%	>95%	92.00%	N/P	91.62%	>95%	89.36%
Tech-Prep	58.21%	>95%	91.92%	N/P	91.66%	58.07%	88.83%

Notes:
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OREGON

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of community college Perkins concentrators with a GPA of 2.0 or higher in academic courses during program year.	Percent of community college Perkins concentrators with a GPA of 2.0 or higher in vocational courses during program year.	Percent of community college Perkins concentrators who received a postsecondary degree or certificate during program year.	Percent of concentrator completers who were employed or engaged in further education within one-year after program completion.	Percent of concentrator completers who were placed within one year after program completion, were retained in employment or further education one year from placement or who had attained further postsecondary degree or credential within one year from placement.	Percent of Perkins participants in underrepresented gender groups participating in community college nontraditional employment and training programs during program year.	Percent of community college Perkins participants in underrepresented gender groups in nontraditional training and employment programs who received a postsecondary degree or certificate during the program year.
2002-2003 Targets	88.04%	92.96%	56.79%	86.00%	90.25%	10.53%	15.60%
2002-2003 Results	92.13%	>95%	57.44%	89.20%	89.52%	16.57%	14.37%
Gender - Results							
Male	90.81%	94.27%	52.84%	87.23%	88.39%	11.12%	20.11%
Female	93.02%	>95%	60.65%	90.44%	90.28%	21.81%	11.75%
Unknown Gender	84.21%	>95%	71.88%	94.12%	84.21%	N/P	N/P
Ethnicity - Results							
American Indian	90.45%	93.10%	48.05%	91.67%	90.00%	21.88%	15.87%
Asian	93.53%	>95%	64.11%	89.19%	83.49%	21.17%	10.64%
Black	85.48%	89.23%	43.48%	86.49%	85.71%	19.92%	<10%
Hispanic	89.69%	>95%	56.20%	93.18%	93.22%	12.21%	12.66%
White	92.49%	>95%	58.11%	89.79%	89.91%	16.81%	15.11%
Other	91.35%	>95%	54.75%	84.60%	87.19%	13.98%	11.49%
Special Population - Results							
Individuals With Disabilities	88.50%	93.24%	49.04%	85.87%	88.33%	15.68%	18.97%
Economically Disadvantaged	91.21%	94.59%	55.53%	90.72%	89.35%	15.96%	18.06%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	89.06%	94.44%	24.32%	>95%	81.25%	25.00%	<10%
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	94.41%	>95%	69.00%	84.76%	89.05%	14.95%	15.63%
Nontraditional	92.35%	>95%	63.97%	90.94%	85.67%	>95%	14.37%
Tech-Prep	86.65%	94.27%	54.52%	92.81%	89.24%	14.44%	15.89%

Notes:
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PENNSYLVANIA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	High School Graduation	National/State Standards & Assessment	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of 11th grade CTE concentrators who score at or above the state average on the state academic test.	Percent of CTE concentrators who achieve competency levels at or above national norms on the National Occupational Competency Testing Institute (NOCTI) Job Ready Assessments, or meet state-specified benchmarks on other state-approved tests.	Percent of CTE concentrators who meet state-established, industry-validated, career-technical skill standards and receive a diploma.	Percent of CTE concentrators who achieve competency levels at or above national norms on the NOCTI Job Ready Assessments, or meet state-specified benchmarks on other state-approved tests.	Percent of CTE completer/graduates who enter employment, further education or training, and/or the military within nine months.	Percent of students in underrepresented genders among participants in nontraditional CTE programs.	Percent of students in underrepresented genders among completers of nontraditional CTE programs.
2002-2003 Targets	15.86%	38.80%	50.80%	38.80%	91.10%	<10%	<10%
2002-2003 Results	20.84%	47.04%	54.24%	47.04%	90.51%	<10%	<10%
Gender - Results							
Male	22.31%	41.93%	55.80%	41.93%	91.42%	<10%	<10%
Female	18.52%	54.71%	52.18%	54.71%	89.26%	14.16%	10.01%
Unknown Gender	19.68%	40.45%	N/P	40.45%	N/P	N/P	N/P
Ethnicity - Results							
American Indian	14.71%	50.00%	50.00%	50.00%	>95%	<10%	<10%
Asian	27.64%	60.00%	35.63%	60.00%	91.03%	15.82%	11.76%
Black	<10%	40.00%	28.51%	40.00%	86.24%	14.81%	12.83%
Hispanic	<10%	>95%	38.84%	>95%	86.22%	<10%	<10%
White	23.21%	48.97%	61.31%	48.97%	90.82%	<10%	<10%
Other	19.40%	47.01%	N/E	47.01%	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	<10%	28.01%	61.18%	28.01%	80.05%	<10%	<10%
Economically Disadvantaged	12.63%	38.52%	50.59%	38.52%	81.22%	<10%	<10%
Single Parents	N/P	43.98%	48.47%	43.98%	79.76%	<10%	<10%
Displaced Homemakers	N/P	48.15%	N/P	48.15%	54.55%	<10%	N/P
Other Educational Barriers	<10%	N/P	47.22%	N/P	84.94%	<10%	<10%
Limited English Proficient	<10%	30.12%	30.34%	30.12%	75.76%	<10%	<10%
Nontraditional	N/P	48.31%	42.95%	48.31%	89.30%	N/P	N/P
Tech-Prep	26.96%	47.58%	49.92%	47.58%	94.41%	<10%	<10%

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PENNSYLVANIA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	State/Local Administrative Data	State/Local Administrative Data	Surveys/Placement Records	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting occupationally-specific students who met the state defined threshold for program completion and who attained a GPA of 2.5 or higher.	Percent of exiting occupationally-specific students who met the state-defined threshold for program completion and who met program-defined, industry-validated career-technical skill standards.	Percent of exiting occupationally-specific students who met the state-defined threshold for program completion.	Percent of surveyed occupationally- specific completers who were placed in additional postsecondary education or advanced training, employment, and/or military service within eight months after completion.	Percent of CTE program completers who were employed in a related field in the first quarter following completion and were also employed in the third quarter following completion.	Percent of nontraditional students among participants in nontraditional occupationally-specific programs.	Percent of nontraditional students among completers of nontraditional occupationally-specific programs.
2002-2003 Targets	61.37%	66.74%	16.46%	75.68%	77.48%	11.71%	<10%
2002-2003 Results	57.87%	66.58%	14.87%	92.78%	82.64%	10.87%	<10%
Gender - Results							
Male	N/P	N/P	14.13%	91.55%	80.00%	20.15%	17.01%
Female	N/P	N/P	15.47%	93.61%	84.22%	<10%	<10%
Unknown Gender	57.87%	66.58%	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/P	N/P	13.95%	90.48%	90.91%	N/P	N/P
Asian	N/P	N/P	11.27%	88.78%	75.81%	N/P	N/P
Black	N/P	N/P	11.23%	90.82%	79.93%	N/P	N/P
Hispanic	N/P	N/P	<10%	85.71%	75.44%	N/P	N/P
White	N/P	N/P	15.86%	93.27%	83.08%	N/P	N/P
Other	N/P	N/P	N/P	66.67%	50.00%	N/P	N/P
Special Population - Results							
Individuals With Disabilities	42.66%	48.50%	18.37%	84.57%	77.83%	N/P	N/P
Economically Disadvantaged	58.35%	65.45%	16.23%	90.85%	82.80%	N/P	N/P
Single Parents	63.31%	63.98%	14.43%	89.41%	86.41%	N/P	N/P
Displaced Homemakers	71.10%	68.60%	14.33%	86.54%	81.82%	N/P	N/P
Other Educational Barriers	51.99%	61.00%	12.96%	93.00%	83.03%	N/P	N/P
Limited English Proficient	54.78%	62.31%	<10%	82.50%	71.79%	N/P	N/P
Nontraditional	67.37%	70.42%	14.28%	92.66%	85.78%	N/P	N/P
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
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PENNSYLVANIA

Adult

Indicators	Academic Attainment	Skill Attainment	Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational-Technical GPA	Surveys/Placement Records	State/Local Administrative Data	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of adult CTE enrollees who achieved a grade point average of 2.5 or higher in academic courses.	Percent of adult CTE enrollees who achieved a grade point average of 2.5 or higher in CTE courses.	Percent of adult CTE completer survey respondents who were placed in further education or advanced training, employment, and/or military service within eight months.	Percent of adult CTE enrollees who met the state-defined threshold for program completion and received a diploma, certificate, or other formal award.	Percent of adult CTE completers who were employed in a related field in the first quarter following completion (July 1 – September 30) who were also employed in the third quarter following completion (January 1 – March 31).	Percent of nontraditional adult CTE enrollees in programs leading to employment in occupations in which underrepresented gender groups represent less than 25 percent of employment.	Percent of nontraditional adult CTE completers of programs leading to employment in occupations in which underrepresented gender groups represent less than 25 percent of employment.
2002-2003 Targets	57.54%	57.32%	59.45%	55.83%	80.04%	<10%	<10%
2002-2003 Results	82.64%	66.58%	64.86%	85.71%	78.29%	<10%	<10%
Gender - Results							
Male	N/P	N/P	63.16%	89.36%	76.50%	<10%	<10%
Female	N/P	N/P	67.56%	80.49%	80.61%	13.15%	<10%
Unknown Gender	82.64%	66.58%	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/P	N/P	65.63%	91.67%	75.00%	N/P	N/P
Asian	N/P	N/P	76.92%	83.54%	79.69%	N/P	N/P
Black	N/P	N/P	48.70%	82.80%	75.44%	N/P	N/P
Hispanic	N/P	N/P	65.34%	88.51%	73.58%	N/P	N/P
White	N/P	N/P	65.40%	85.72%	78.41%	N/P	N/P
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	45.45%	38.28%	59.10%	61.62%	70.59%	65.23%	14.16%
Economically Disadvantaged	61.17%	68.71%	50.06%	84.36%	82.30%	44.91%	10.58%
Single Parents	69.57%	57.52%	50.22%	88.59%	82.55%	83.70%	<10%
Displaced Homemakers	50.00%	36.71%	65.59%	77.10%	80.22%	76.01%	<10%
Other Educational Barriers	53.22%	57.29%	45.22%	83.45%	72.73%	82.74%	<10%
Limited English Proficient	48.28%	17.53%	64.03%	84.00%	72.22%	75.41%	27.91%
Nontraditional	50.00%	48.83%	51.97%	84.55%	78.14%	N/P	N/P
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
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PUERTO RICO

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical GPA	State/Local Data	State-Approved Local Standards & Assessment	State Surveys	State/Local Data	State/Local Data
Measurement Definitions	Percent of students attained the core indicators and left secondary education in the reporting year.	Percent of students who meet the state established industry validated career and technical skills standards.	Percent of students reaching the core indicators and who have attained a high school diploma.	Percent of students who attained a proficiency credential in conjunction with secondary school diploma, and who have left secondary education in the reporting year.	Percent of students who completed secondary vocational education and left in the reporting year and worked, placed in postsecondary education, advance training, employment, or military service.	Percent of student under represented gender who participated Non-transferrability Secret (NTS) PIN the reporting year.	Percent of students in underrepresented gender groups who completed a nontraditional program in the reporting year.
2002-2003 Targets	49.50%	72.50%	>95%	>95%	87.50%	16.00%	12.85%
2002-2003 Results	86.86%	87.58%	85.17%	78.23%	62.91%	<10%	<10%
Gender - Results							
Male	79.08%	82.54%	78.38%	66.89%	56.76%	<10%	<10%
Female	91.69%	91.44%	90.38%	85.77%	67.63%	<10%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Asian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Black	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Hispanic	86.86%	86.32%	85.17%	78.23%	62.91%	<10%	<10%
White	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	73.55%	72.48%	53.55%	54.14%	65.38%	<10%	<10%
Economically Disadvantaged	88.44%	88.02%	66.20%	80.17%	61.86%	<10%	<10%
Single Parents	83.33%	60.00%	60.00%	83.33%	75.00%	20.00%	N/P
Displaced Homemakers	70.00%	86.21%	34.48%	70.00%	79.31%	13.04%	<10%
Other Educational Barriers	86.41%	86.96%	>95%	78.53%	64.86%	<10%	<10%
Limited English Proficient	86.38%	88.76%	83.93%	79.09%	68.83%	<10%	<10%
Nontraditional	85.44%	86.73%	82.35%	75.67%	59.05%	<10%	<10%
Tech-Prep	92.83%	90.29%	>95%	84.01%	68.69%	<10%	<10%

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PUERTO RICO

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Vocational/Technical GPA	State/Local Data	State Surveys	State Surveys	State/Local Data	State/Local Data
Measurement Definitions	Percent of students who completed a postsecondary program and met program defined academic standards and have stopped in the reporting year.	Percent of students who met the state established industry validated career and technical skills standards.	Percent of students who received or were eligible to receive a postsecondary degree, certificate, or credential and who stopped program participation in the reporting year.	Percent of students who completed postsecondary program in the reporting year and who were placed in postsecondary education or advanced training, employment, and/or military service.	Percent of students who completed a postsecondary and were retained in one or more of these types of placements within one Office of Vocational and Adult Education (OVAE) designated time period.	Percent of students in underrepresented gender groups who participated in a nontraditional program in the reporting year.	Percent of students in underrepresented gender groups who completed a nontraditional postsecondary program in the reporting year.
2002-2003 Targets	54.50%	91.00%	88.00%	71.00%	77.00%	17.00%	14.00%
2002-2003 Results	>95%	84.35%	>95%	72.29%	52.57%	<10%	<10%
Gender - Results							
Male	93.38%	81.76%	>95%	77.49%	60.14%	<10%	<10%
Female	>95%	86.99%	>95%	66.04%	41.90%	23.85%	13.45%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Asian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Black	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Hispanic	>95%	84.35%	>95%	72.29%	52.57%	<10%	<10%
White	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Economically Disadvantaged	>95%	86.70%	>95%	60.89%	52.85%	<10%	<10%
Single Parents	>95%	71.43%	>95%	50.00%	N/P	<10%	N/P
Displaced Homemakers	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Other Educational Barriers	94.74%	81.48%	>95%	76.52%	60.89%	<10%	<10%
Limited English Proficient	N/P	N/P	N/P	N/P	N/P	<10%	N/P
Nontraditional	>95%	84.03%	>95%	72.85%	55.66%	<10%	<10%
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

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RHODE ISLAND

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational/Technical GPA	State/Local Data	Vocational/Technical Education Program Completion	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of career and technical education concentrators who meet or exceed the standard in reading, writing, and mathematics on the state administered 10th and 11th grade assessment.	Percent of grade 12th grade concentrators who completed career and technical education programs.	Percent of 12th grade concentrators who have attained a high school diploma or its equivalent in the reporting year.	Percent of 12th grade concentrators who have attained a high school diploma or its equivalent and have completed career and technical education program requirements in the reporting year.	Percent of previous reporting year secondary career and technical education completers with diplomas who were placed in postsecondary education or advanced training, employment, and/or military service between September 1st and December 1st of the report.	Percent of students in underrepresented gender groups who participated in a nontraditional secondary program in the reporting year.	Percent of students in underrepresented gender groups who completed a nontraditional secondary program in the reporting year.
2002-2003 Targets	23.23%	84.06%	>95%	79.04%	85.23%	35.23%	52.39%
2002-2003 Results	<10%	N/P	N/P	N/P	N/P	N/P	N/P
Gender - Results							
Male	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Female	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Asian	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Black	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Hispanic	N/P	N/P	N/P	N/P	N/P	N/P	N/P
White	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Economically Disadvantaged	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Single Parents	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	N/P	N/P	N/P	N/P	N/P	N/P	N/P

Notes:
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RHODE ISLAND

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Program Completion	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of matriculated post-secondary Community College of Rhode Island (CCRI) career and technical education concentrators who have completed the program in the reporting year.	Percent of matriculated post-secondary CCRI career and technical education concentrators who have completed the program in the reporting year.	Percent of matriculated post-secondary CCRI career and technical education concentrators who were enrolled in and have completed associate degree or certification requirements in the reporting year.	Percent of previous reporting year matriculated post-secondary CCRI career and technical education completers with degrees or certificates who were placed in further postsecondary education, advanced training, employment, and/or military service between December 1st and March 1st in the reporting year.	Percent of matriculated post-secondary CCRI career and technical education completers, who, three months after receipt of completed survey, were retained in further post-secondary education or advanced training, employment, and/or military service between March 1st and June 1st in the reporting year.	Percent of matriculated students in underrepresented gender groups who participated in a nontraditional postsecondary program at CCRI in the reporting year.	Percent of matriculated students in underrepresented gender groups who completed a nontraditional postsecondary program at CCRI in the reporting year.
2002-2003 Targets	14.09%	14.59%	14.09%	92.44%	69.99%	21.41%	17.87%
2002-2003 Results	32.92%	32.92%	33.03%	57.86%	N/P	29.84%	29.77%
Gender - Results							
Male	33.57%	33.57%	33.81%	55.56%	N/P	<10%	27.59%
Female	32.31%	32.31%	32.31%	60.00%	N/P	70.34%	30.39%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	50.00%	50.00%	50.00%	50.00%	N/P	N/P	N/P
Asian	11.76%	11.76%	11.76%	29.41%	N/P	50.00%	N/P
Black	23.81%	23.81%	23.81%	52.38%	N/P	47.83%	36.36%
Hispanic	26.09%	26.09%	26.09%	57.97%	N/P	52.78%	47.37%
White	35.30%	35.30%	35.47%	61.49%	N/P	25.44%	27.78%
Other	30.13%	31.13%	31.13%	48.68%	N/P	29.41%	24.00%
Special Population - Results							
Individuals With Disabilities	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Economically Disadvantaged	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Nontraditional	26.71%	26.71%	26.53%	N/P	N/P	29.84%	29.77%
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
This chart reports results for students that the state has identified as "concentrators." Please see Attachment B for states' definitions.
Definitions for special populations are provided in Attachment D.
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SOUTH CAROLINA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational-Technical GPA	High School Graduation	N/P	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of CTE concentrators achieving a GPA of 2.0 or higher in mathematics, science, and English/language arts courses.	Percent of CTE concentrators achieving a GPA of 2.0 or higher in CTE courses.	Percent of twelfth grade CTE completers attaining a high school diploma.	N/P	Percent of CTE completer/graduates available for placement who are placed in postsecondary education, military service, or employment.	Percent of underrepresented gender enrollment in CTE courses leading to nontraditional training and employment.	Percent of underrepresented gender completion of CTE programs leading to nontraditional training and employment.
2002-2003 Targets	60.98%	73.99%	73.06%	N/P	93.03%	19.10%	15.83%
2002-2003 Results	71.60%	90.91%	>95%	N/P	>95%	28.29%	16.58%
Gender - Results							
Male	64.46%	88.71%	>95%	N/P	>95%	<10%	<10%
Female	80.03%	93.52%	>95%	N/P	>95%	56.15%	28.96%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	64.71%	>95%	>95%	N/P	N/P	32.76%	<10%
Asian	84.75%	>95%	>95%	N/P	N/P	30.79%	14.29%
Black	67.30%	86.93%	94.41%	N/P	>95%	30.31%	18.64%
Hispanic	77.89%	87.63%	>95%	N/P	N/P	30.81%	22.08%
White	74.26%	93.56%	>95%	N/P	>95%	26.79%	15.28%
Other	70.00%	>95%	N/P	N/P	>95%	37.23%	28.57%
Special Population - Results							
Individuals With Disabilities	62.88%	90.04%	90.23%	N/P	>95%	17.03%	<10%
Economically Disadvantaged	68.26%	87.73%	>95%	N/P	>95%	29.74%	17.98%
Single Parents	75.43%	90.40%	92.90%	N/P	>95%	29.06%	13.66%
Displaced Homemakers	81.82%	>95%	90.91%	N/P	>95%	15.79%	<10%
Other Educational Barriers	51.95%	83.29%	91.72%	N/P	>95%	22.22%	13.71%
Limited English Proficient	72.60%	90.41%	>95%	N/P	>95%	29.46%	20.00%
Nontraditional	N/P	N/P	N/P	N/P	N/P	28.29%	16.58%
Tech-Prep	73.95%	93.60%	>95%	N/P	N/P	17.65%	15.12%

Notes:
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SOUTH CAROLINA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Overall GPA	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of CTE concentrators from specified fall semester with a cumulative GPA of 2.25 or higher at the end of spring term.	Percent of CTE concentrators from specified fall semester with a cumulative GPA of 2.25 or higher at the end of spring term.	Percent of first-time, full-time CTE students completing and graduating within 150% of required program completion time.	Percent of CTE completer/graduates placed in continuing education or employment within nine months of completion.	Percent of CTE completer/graduates placed in employment within three months of completion and still employed one year later.	Percent of underrepresented gender enrollment in designated nontraditional programs.	Percent of underrepresented gender graduation from designated nontraditional programs.
2002-2003 Targets	71.37%	71.37%	14.89%	86.62%	86.48%	16.00%	11.92%
2002-2003 Results	75.56%	75.56%	13.95%	73.48%	N/P	16.36%	13.91%
Gender - Results							
Male	72.63%	72.63%	14.14%	72.47%	N/P	25.01%	18.26%
Female	77.06%	77.06%	13.79%	74.12%	N/P	11.85%	11.20%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	73.51%	73.51%	11.43%	84.38%	N/P	12.80%	13.04%
Asian	82.13%	82.13%	13.04%	84.71%	N/P	18.58%	20.00%
Black	67.49%	67.49%	11.33%	85.06%	N/P	15.92%	12.51%
Hispanic	77.42%	77.42%	14.44%	81.10%	N/P	21.32%	26.19%
White	80.60%	80.60%	15.53%	84.42%	N/P	17.36%	14.57%
Other	86.60%	86.60%	<10%	79.92%	N/P	19.96%	21.10%
Special Population - Results							
Individuals With Disabilities	59.31%	59.31%	18.72%	32.64%	N/E	23.16%	17.60%
Economically Disadvantaged	75.82%	75.82%	15.33%	74.10%	N/E	14.67%	13.87%
Single Parents	75.85%	75.85%	25.57%	68.16%	N/E	11.94%	15.32%
Displaced Homemakers	78.11%	78.11%	50.00%	70.12%	N/E	18.13%	17.01%
Other Educational Barriers	61.15%	61.15%	38.64%	84.85%	N/E	26.28%	19.49%
Limited English Proficient	64.27%	64.27%	24.00%	30.43%	N/E	23.53%	<10%
Nontraditional	73.52%	73.52%	13.44%	27.70%	N/E	37.90%	22.20%
Tech-Prep	N/P	N/P	N/P	N/P	N/P	N/P	N/P

Notes:
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SOUTH DAKOTA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Local Standards & Assessment	State/Local Data	N/P	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of total number of vocational education completers who attained a complete battery percentile rank score of 50 or higher.	Percent of total number of vocational education concentrators and completers attaining at least 70% of vocational and technical skills.	Percent of senior students who earned two or more Carnegie units of credit in a CTE program and graduated.	N/P	Percent of all secondary students who completed this vocational technical education program and are placed in further education, military service or employment.	Percent of nontraditional enrollees in this program preparing for nontraditional occupations.	Percent of nontraditional completers of this nontraditional program.
2002-2003 Targets	61.78%	93.40%	69.62%	N/P	91.88%	10.25%	<10%
2002-2003 Results	60.07%	90.16%	82.49%	N/P	>95%	<10%	10.11%
Gender - Results							
Male	59.53%	89.85%	83.71%	N/P	>95%	17.49%	17.60%
Female	61.11%	90.76%	80.30%	N/P	>95%	<10%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	48.65%	83.77%	67.68%	N/P	>95%	17.39%	30.00%
Asian	54.55%	83.33%	78.57%	N/P	>95%	25.00%	50.00%
Black	31.25%	83.87%	76.19%	N/P	>95%	10.53%	N/P
Hispanic	57.14%	81.82%	>95%	N/P	>95%	N/P	N/P
White	60.66%	90.49%	86.11%	N/P	>95%	<10%	<10%
Other	85.71%	>95%	77.78%	N/E	>95%	N/E	N/E
Special Population - Results							
Individuals With Disabilities	24.38%	73.12%	>95%	N/P	87.50%	<10%	<10%
Economically Disadvantaged	52.26%	84.72%	93.64%	N/P	80.14%	<10%	14.16%
Single Parents	42.11%	70.37%	64.41%	N/P	81.58%	<10%	12.50%
Displaced Homemakers	>95%	33.33%	>95%	N/E	>95%	N/E	N/E
Other Educational Barriers	22.54%	83.75%	84.14%	N/P	80.33%	<10%	<10%
Limited English Proficient	N/P	87.50%	73.33%	N/P	86.67%	N/P	N/P
Nontraditional	48.94%	92.75%	82.46%	N/P	74.47%	<10%	10.11%
Tech-Prep	32.61%	67.08%	69.88%	N/P	51.16%	<10%	<10%

Notes:
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SOUTH DAKOTA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Overall GPA	State/Local Data	Surveys/Placement Records	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of total number of threshold students (full-time) of state-approved technical programs with a cumulative GPA of 2.0 or higher.	Percent of total number of threshold students (full-time) of state-approved technical programs with a cumulative GPA of 2.0 or higher.	Percent of entering first-year, full-time students (cohort group) of state-approved technical education programs who earned a diploma or AAS degree.	Percent of program completers employed, in the military, or going on for further education within six months following graduation.	Percent of graduates of state-approved technical institute programs and, according to UI wage records, are employed, in the military, or attending advanced education one year following graduation.	Percent of nontraditional enrollees in programs preparing for nontraditional occupations.	Percent of nontraditional completers of this nontraditional program.
2002-2003 Targets	90.93%	90.93%	60.50%	85.52%	85.67%	10.79%	<10%
2002-2003 Results	91.09%	91.09%	65.56%	>95%	78.86%	10.62%	10.48%
Gender - Results							
Male	88.86%	88.86%	66.21%	>95%	82.45%	<10%	<10%
Female	93.63%	93.63%	64.63%	>95%	73.73%	14.57%	19.19%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	76.36%	76.36%	45.59%	87.10%	78.13%	15.38%	17.39%
Asian	91.67%	91.67%	70.59%	>95%	60.00%	28.57%	16.67%
Black	85.71%	85.71%	25.00%	>95%	50.00%	12.50%	25.00%
Hispanic	>95%	>95%	62.50%	85.71%	85.71%	25.00%	28.57%
White	91.08%	91.08%	66.52%	93.01%	78.71%	10.55%	<10%
Other	83.65%	83.65%	51.61%	>95%	67.57%	<10%	24.00%
Special Population - Results							
Individuals With Disabilities	87.85%	87.85%	23.94%	89.58%	71.19%	10.00%	15.63%
Economically Disadvantaged	90.76%	90.76%	67.01%	>95%	74.64%	11.00%	11.31%
Single Parents	>95%	>95%	61.48%	94.90%	70.75%	24.12%	19.63%
Displaced Homemakers	92.31%	92.31%	51.28%	81.82%	33.33%	26.67%	31.58%
Other Educational Barriers	77.89%	77.89%	60.35%	89.85%	89.21%	12.21%	10.95%
Limited English Proficient	>95%	>95%	>95%	N/P	N/P	20.00%	25.00%
Nontraditional	91.04%	91.04%	65.13%	90.91%	62.80%	10.62%	10.48%
Tech-Prep	93.99%	93.99%	76.56%	>95%	81.00%	<10%	<10%

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TENNESSEE

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	Vocational-Technical Program Completion	High School Graduation	N/P	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of 12th grade secondary vocational concentrators graduating from high school.	Percent of 12th grade secondary vocational concentrators meeting state-established, industry-validated career-technical standards.	Percent of 12th grade secondary vocational concentrators graduating from high school.	N/P	Percent of concentrator/graduates placed in postsecondary education or advanced training, employment, and/or military service within one year.	Percent of students in underrepresented gender groups who participated in a nontraditional secondary vocational program.	Percent of students in underrepresented gender groups who completed a nontraditional secondary vocational program.
2002-2003 Targets	85.04%	90.00%	85.04%	N/P	80.70%	21.94%	24.29%
2002-2003 Results	84.02%	>95%	84.02%	N/P	89.56%	20.11%	25.51%
Gender - Results							
Male	82.64%	>95%	82.64%	N/P	91.19%	22.25%	24.92%
Female	86.80%	>95%	86.80%	N/P	87.92%	18.13%	26.22%
Unknown Gender	26.70%	91.10%	26.70%	N/P	87.50%	<10%	<10%
Ethnicity - Results							
American Indian	77.46%	91.55%	77.46%	N/P	88.89%	18.81%	26.58%
Asian	66.45%	92.14%	66.45%	N/P	92.42%	24.49%	20.25%
Black	86.25%	>95%	86.25%	N/P	83.43%	23.91%	24.36%
Hispanic	51.80%	94.05%	51.80%	N/P	87.14%	18.49%	25.85%
White	89.06%	>95%	89.06%	N/P	90.72%	19.13%	25.75%
Other	51.58%	93.35%	51.58%	N/P	92.31%	19.87%	27.05%
Special Population - Results							
Individuals With Disabilities	75.32%	94.71%	75.32%	N/P	84.79%	17.64%	23.76%
Economically Disadvantaged	80.05%	>95%	80.05%	N/P	83.98%	19.06%	23.92%
Single Parents	79.97%	94.76%	79.97%	N/P	80.69%	18.01%	21.33%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	72.17%	94.35%	72.17%	N/P	82.93%	19.20%	25.07%
Limited English Proficient	71.93%	92.40%	71.93%	N/P	92.11%	17.26%	14.56%
Nontraditional	88.78%	>95%	88.78%	N/P	88.72%	20.11%	25.51%
Tech-Prep	N/P	91.98%	N/P	N/P	N/P	N/P	N/P

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TENNESSEE

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Vocational Program Completion	National/State Standards and Local Assessment	Vocational Program Completion	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting students receiving a certificate or diploma.	Percent of tested students receiving a score of at least 70% on locally-developed competency exams or attaining an industry-validated credential.	Percent of exiting students receiving a certificate or diploma.	Percent of completers available for placement who entered employment, the military, and/or other educational or training programs.	Percent of placed completers employed 180 days to 12 months following initial employment.	Percent of students in underrepresented gender groups who participated in a nontraditional program.	Percent of students in underrepresented gender groups who completed a nontraditional program.
2002-2003 Targets	69.00%	90.00%	69.00%	90.00%	90.00%	13.76%	19.32%
2002-2003 Results	72.00%	93.64%	72.00%	88.70%	92.15%	12.19%	<10%
Gender - Results							
Male	68.69%	93.20%	68.69%	90.84%	94.75%	<10%	<10%
Female	75.73%	93.70%	75.73%	86.62%	89.62%	19.28%	14.26%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	50.00%	N/P	50.00%	N/P	N/P	11.11%	N/P
Asian	86.15%	N/P	86.15%	N/P	N/P	11.34%	13.73%
Black	89.89%	N/P	89.89%	N/P	N/P	11.10%	<10%
Hispanic	62.38%	N/P	62.38%	N/P	N/P	21.30%	14.75%
White	68.64%	N/P	68.64%	N/P	N/P	12.37%	<10%
Other	>95%	N/P	>95%	N/P	N/P	10.32%	60.00%
Special Population - Results							
Individuals With Disabilities	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Economically Disadvantaged	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Limited English Proficient	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Nontraditional	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Tech-Prep	N/P	43.39%	43.39%	N/P	N/P	<10%	51.43%

Notes:
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TEXAS

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	Vocational-Technical Program Completion	State/Local Administrative Data	N/P	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of exiting vocational concentrators who met state-established academic standards.	Percent of exiting vocational concentrators who met state-established, industry-validated, career-technical skill standards.	Percent of exiting vocational concentrators who received a high school diploma or GED.	N/P	Percent of vocational concentrator/graduates identified as placed in postsecondary education or advanced training, employment, and/or military service.	Percent of students in underrepresented gender groups who participated in a nontraditional program.	Percent of students in underrepresented gender groups who completed a nontraditional program.
2002-2003 Targets	77.78%	77.74%	78.11%	N/P	75.63%	10.81%	11.15%
2002-2003 Results	77.63%	76.94%	79.58%	N/P	76.85%	10.33%	10.48%
Gender - Results							
Male	74.17%	74.92%	77.60%	N/P	75.22%	<10%	<10%
Female	81.17%	79.02%	81.60%	N/P	78.43%	33.49%	30.24%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	76.27%	73.10%	72.15%	N/P	74.76%	10.00%	11.11%
Asian	83.57%	74.73%	81.97%	N/P	80.35%	22.19%	22.96%
Black	72.59%	75.86%	79.47%	N/P	71.86%	<10%	<10%
Hispanic	73.12%	74.84%	75.85%	N/P	76.47%	10.80%	11.18%
White	82.45%	79.17%	82.63%	N/P	78.23%	<10%	<10%
Other	N/P	N/P	N/P	N/P	N/P	10.31%	11.93%
Special Population - Results							
Individuals With Disabilities	24.34%	70.62%	71.56%	N/P	66.81%	<10%	<10%
Economically Disadvantaged	69.22%	73.54%	72.94%	N/P	73.42%	10.40%	10.77%
Single Parents	68.30%	68.84%	71.70%	N/P	73.52%	17.04%	19.23%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	66.55%	71.42%	69.90%	N/P	74.50%	<10%	<10%
Limited English Proficient	33.74%	60.87%	45.01%	N/P	66.08%	<10%	<10%
Nontraditional	78.86%	87.15%	86.84%	N/P	N/P	10.33%	10.48%
Tech-Prep	82.45%	80.45%	84.08%	N/P	78.71%	10.96%	10.85%

Notes:
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TEXAS

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Overall GPA	Overall GPA	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of technical majors with at least 24 credit hours who achieved a GPA of 2.0 or higher.	Percent of technical majors with at least 24 credit hours who achieved a GPA of 2.0 or higher.	Percent of first-time, full-time technical majors who graduated or transferred to continued higher education within four years.	Percent of technical graduates who were employed, entered military service, or continued their education during the following 12 months.	Percent of employed technical graduates who were retained in employment for at least six months.	Percent of underrepresented gender enrollees in nontraditional programs.	Percent of underrepresented gender graduates from nontraditional programs.
2002-2003 Targets	88.75%	88.75%	35.87%	90.00%	93.44%	12.94%	<10%
2002-2003 Results	90.01%	90.01%	33.98%	90.45%	89.25%	11.91%	<10%
Gender - Results							
Male	89.37%	89.37%	34.41%	90.09%	89.08%	19.28%	12.52%
Female	90.52%	90.52%	33.08%	90.70%	89.36%	<10%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	84.92%	84.92%	26.67%	85.82%	87.96%	13.78%	<10%
Asian	92.58%	92.58%	46.34%	90.09%	86.26%	19.66%	16.18%
Black	87.34%	87.34%	25.47%	89.69%	88.24%	12.06%	<10%
Hispanic	88.62%	88.62%	27.09%	91.69%	90.73%	11.45%	<10%
White	91.33%	91.33%	39.54%	90.31%	89.04%	11.43%	<10%
Other	89.44%	89.44%	23.72%	80.84%	83.33%	17.60%	13.45%
Special Population - Results							
Individuals With Disabilities	87.47%	87.47%	32.85%	88.54%	86.24%	13.16%	10.07%
Economically Disadvantaged	90.23%	90.23%	32.04%	91.39%	88.32%	10.84%	<10%
Single Parents	87.93%	87.93%	27.54%	91.78%	88.92%	<10%	<10%
Displaced Homemakers	90.19%	90.19%	32.87%	87.54%	83.52%	<10%	<10%
Other Educational Barriers	87.61%	87.61%	28.82%	90.59%	87.61%	10.94%	<10%
Limited English Proficient	89.94%	89.94%	21.14%	89.07%	89.82%	12.84%	10.09%
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	89.96%	89.96%	29.31%	91.38%	88.95%	11.43%	<10%

Notes:
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UTAH

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National & State Academic Assessment	National/State Standards & Local Assessment	State/Local Data	N/P	State-Approved Local Standards & Assessment	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators scoring at or above the state average Stanford Achievement Test.	Percent of concentrators passing a skills test in area of concentration.	Percent of concentrators receiving a high school diploma with class.	N/P	Percent of completers placed in employment within next quarter or enrolled in higher education Fall Semester (within the state).	Percent of nontraditional students enrolled in nontraditional programs.	Percent of nontraditional concentrators completing nontraditional programs.
2002-2003 Targets	48.76%	35.50%	92.74%	N/P	65.04%	34.60%	16.29%
2002-2003 Results	49.44%	62.10%	>95%	N/P	71.09%	34.94%	16.98%
Gender - Results							
Male	50.00%	55.84%	>95%	N/P	69.89%	44.04%	22.61%
Female	48.86%	67.84%	>95%	N/P	72.34%	25.59%	11.58%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	19.81%	42.54%	93.29%	N/P	58.67%	41.17%	21.13%
Asian	47.80%	60.76%	>95%	N/P	61.24%	37.33%	19.09%
Black	20.95%	44.30%	>95%	N/P	60.83%	37.50%	16.44%
Hispanic	24.86%	42.99%	90.21%	N/P	54.44%	35.75%	14.65%
White	51.38%	63.42%	>95%	N/P	72.38%	34.58%	16.99%
Other	38.10%	44.44%	>95%	N/P	N/P	44.17%	32.14%
Special Population - Results							
Individuals With Disabilities	<10%	26.18%	94.31%	N/P	51.84%	40.95%	23.04%
Economically Disadvantaged	36.83%	51.51%	92.69%	N/P	60.81%	36.07%	18.42%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	17.50%	29.90%	82.73%	N/P	59.03%	38.83%	19.46%
Limited English Proficient	24.25%	44.85%	94.02%	N/P	54.79%	35.11%	17.57%
Nontraditional	43.30%	45.54%	94.73%	N/P	65.78%	>95%	>95%
Tech-Prep	53.07%	66.54%	>95%	N/P	77.43%	33.90%	16.25%

Notes:
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UTAH

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational/Technical GPA	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators achieving a GPA of 2.0 or higher in general education courses.	Percent of concentrators achieving a GPA of 2.0 or higher in Applied Technology Education (ATE) courses.	Percent of concentrators graduating with degrees or certificates.	Percent of completers placed in employment within the next quarter within the state.	Percent of concentrators who graduate with degrees or certificates who are placed in employment and are still employed three months later.	Percent of nontraditional students enrolled in nontraditional programs.	Percent of nontraditional completers of nontraditional programs.
2002-2003 Targets	76.98%	72.96%	16.95%	44.94%	81.24%	16.29%	15.00%
2002-2003 Results	77.21%	83.91%	12.31%	75.14%	81.67%	17.44%	15.78%
Gender - Results							
Male	75.64%	82.78%	10.15%	75.16%	85.54%	16.80%	20.18%
Female	79.68%	85.72%	15.59%	75.12%	78.36%	18.23%	11.85%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	53.92%	67.65%	<10%	54.84%	94.12%	18.47%	22.22%
Asian	71.06%	73.75%	<10%	49.46%	91.30%	21.78%	12.50%
Black	62.50%	73.33%	<10%	50.00%	87.50%	20.49%	N/P
Hispanic	73.71%	78.33%	11.12%	71.43%	83.33%	19.20%	12.50%
White	78.35%	85.18%	12.97%	77.36%	81.58%	17.14%	15.86%
Other	77.07%	82.84%	<10%	65.96%	70.97%	17.23%	18.03%
Special Population - Results							
Individuals With Disabilities	65.74%	75.88%	13.64%	62.62%	88.06%	18.21%	<10%
Economically Disadvantaged	77.70%	84.55%	14.02%	72.35%	80.56%	19.30%	14.98%
Single Parents	63.99%	73.31%	28.10%	76.83%	77.78%	15.54%	<10%
Displaced Homemakers	61.18%	75.97%	18.61%	71.74%	81.82%	20.31%	21.43%
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	75.18%	72.89%	<10%	29.31%	>95%	25.04%	26.32%
Nontraditional	76.87%	83.04%	11.62%	74.42%	76.56%	>95%	>95%
Tech-Prep	68.56%	84.22%	16.10%	80.45%	72.43%	11.10%	11.11%

Notes:
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UTAH

Adult

Indicators	Academic Attainment	Skill Attainment	Credential	Placement	Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State/Local Administrative Data	State/Local Administrative Data	State/Local Administrative Data	State/Local Data	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of concentrators receiving Utah State Office of Education approved certifications.	Percent of concentrators receiving USOE approved certifications.	Percent of concentrators receiving USOE approved certifications.	Percent of concentrators receiving completion certification.	Percent of completers placed in employment and still employed three months later.	Percent of nontraditional adult students enrolled in nontraditional programs.	Percent of nontraditional adult completers of nontraditional programs.
2002-2003 Targets	27.41%	27.41%	27.41%	66.31%	81.24%	17.58%	18.48%
2002-2003 Results	32.83%	32.83%	32.83%	65.71%	85.71%	17.30%	14.40%
Gender - Results							
Male	42.79%	42.79%	42.79%	66.63%	85.15%	10.99%	15.34%
Female	26.90%	26.90%	26.90%	65.02%	86.16%	27.24%	13.58%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	38.89%	38.89%	38.89%	51.41%	84.71%	17.43%	11.48%
Asian	20.00%	20.00%	20.00%	64.95%	88.52%	18.01%	15.38%
Black	40.63%	40.63%	40.63%	58.57%	87.18%	23.81%	16.28%
Hispanic	23.72%	23.72%	23.72%	66.34%	77.86%	16.51%	13.50%
White	33.10%	33.10%	33.10%	66.56%	86.25%	16.40%	14.31%
Other	46.38%	46.38%	46.38%	62.46%	87.37%	20.44%	19.44%
Special Population - Results							
Individuals With Disabilities	39.58%	39.58%	39.58%	50.11%	82.94%	15.07%	14.02%
Economically Disadvantaged	37.06%	37.06%	37.06%	56.02%	82.49%	13.05%	10.60%
Single Parents	20.54%	20.54%	20.54%	56.79%	80.00%	18.49%	16.00%
Displaced Homemakers	20.00%	20.00%	20.00%	51.28%	88.89%	16.67%	23.53%
Other Educational Barriers	18.56%	18.56%	18.56%	47.57%	83.17%	13.00%	<10%
Limited English Proficient	N/E	N/E	N/E	58.33%	84.44%	N/E	N/E
Nontraditional	35.96%	35.96%	35.96%	67.35%	85.74%	>95%	>95%
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
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VERMONT

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	State/Local Data	National/State Standards & Assessment	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of completers who have met state academic standards and have left technical education in the reporting year (completers).	Percent of completers who score 3 or above in 90% of the competencies on the competency list and have left technical education in the reporting year.	Percent of 12th grade completers who have attained a secondary school diploma.	Percent of completers who have attained an industry recognized credential.	Percent of completers leaving secondary education who have been placed in postsecondary education or advanced training, employment, and/or military service.	Percent of students in underrepresented gender groups who enrolled in nontraditional secondary programs in the reporting year.	Percent of students in underrepresented gender groups who completed a nontraditional program in the reporting year.
2002-2003 Targets	12.18%	70.37%	93.76%	19.80%	>95%	11.80%	11.08%
2002-2003 Results	13.86%	74.76%	>95%	40.87%	>95%	14.02%	12.61%
Gender - Results							
Male	12.14%	72.42%	>95%	39.32%	>95%	<10%	<10%
Female	16.73%	78.64%	>95%	43.51%	>95%	29.26%	29.13%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/P	42.86%	>95%	37.50%	>95%	37.04%	28.57%
Asian	10.00%	>95%	>95%	13.33%	>95%	93.33%	91.67%
Black	N/P	50.00%	>95%	66.67%	>95%	21.74%	33.33%
Hispanic	<10%	40.00%	85.71%	36.36%	>95%	35.29%	33.33%
White	14.05%	74.99%	>95%	41.06%	>95%	13.55%	12.24%
Other	N/P	80.00%	>95%	33.33%	N/P	N/P	N/P
Special Population - Results							
Individuals With Disabilities	<10%	59.40%	>95%	39.58%	>95%	10.27%	<10%
Economically Disadvantaged	<10%	73.41%	94.77%	45.66%	>95%	14.08%	16.43%
Single Parents	<10%	76.47%	>95%	58.82%	90.91%	11.54%	N/P
Displaced Homemakers	N/P	>95%	N/P	>95%	>95%	11.11%	N/P
Other Educational Barriers	<10%	70.00%	>95%	45.36%	>95%	13.17%	10.67%
Limited English Proficient	<10%	84.62%	91.67%	22.22%	>95%	13.33%	30.43%
Nontraditional	15.75%	70.80%	>95%	26.89%	>95%	>95%	>95%
Tech-Prep	16.49%	80.71%	>95%	39.94%	>95%	13.83%	13.15%

Notes:
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VERMONT

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	Vocational/Technical Course	State/Local Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of all students who are enrolled in programs and who passed the writing and mathematics courses required by the programs in the reporting year.	Percent of all students who passed the vocational and technical education courses required by the program in which they are enrolled in the reporting year.	Percent of all students who earned a degree or credential in the reporting year.	Number of graduates from a school year contacted and in positive placement - FY2000.	Percent of graduates who were identified in the placement survey as employed, continuing education or advanced training, or in the military and who were identified six months later in the retention survey as employed, continuing education or advanced training or in the military.	Percent of students in underrepresented gender groups who participated in a nontraditional postsecondary program in the reporting year.	Percent of students in underrepresented gender groups who graduated from a nontraditional postsecondary program in the reporting year.
2002-2003 Targets	83.78%	83.95%	23.06%	>95%	>95%	15.36%	15.40%
2002-2003 Results	87.14%	84.93%	12.78%	>95%	>95%	20.30%	15.64%
Gender - Results							
Male	84.23%	83.18%	12.77%	92.54%	>95%	19.42%	18.31%
Female	90.47%	86.22%	12.79%	>95%	>95%	20.89%	13.55%
Unknown Gender	N/P	N/P	N/P	>95%	N/P	N/P	N/P
Ethnicity - Results							
American Indian	81.25%	80.00%	<10%	>95%	80.00%	21.43%	N/P
Asian	87.80%	92.86%	15.15%	>95%	>95%	25.58%	42.86%
Black	75.00%	76.47%	11.86%	>95%	>95%	27.78%	25.00%
Hispanic	78.57%	77.42%	<10%	>95%	>95%	16.67%	N/P
White	87.66%	85.39%	13.92%	94.71%	>95%	19.90%	14.75%
Other	82.64%	80.77%	<10%	N/P	N/P	22.50%	N/P
Special Population - Results							
Individuals With Disabilities	>95%	76.09%	<10%	89.47%	94.12%	20.00%	N/P
Economically Disadvantaged	87.37%	77.38%	<10%	N/P	N/P	22.48%	14.04%
Single Parents	>95%	>95%	27.27%	>95%	90.91%	50.00%	N/P
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	83.80%	77.77%	<10%	>95%	93.22%	21.11%	17.07%
Limited English Proficient	85.71%	85.19%	<10%	>95%	>95%	<10%	N/P
Nontraditional	82.93%	80.00%	<10%	93.75%	86.67%	75.25%	42.86%
Tech-Prep	92.06%	83.91%	<10%	>95%	>95%	17.14%	N/P

Notes:
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VIRGIN ISLANDS

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Measurement Definitions	N/P	N/P	N/P	N/P	N/P	N/P	N/P
2002-2003 Targets	22.00%	>95%	>95%	77.00%	85.00%	79.00%	28.00%
2002-2003 Results	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Gender - Results							
Male	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Female	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Asian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Black	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Hispanic	N/E	N/E	N/E	N/E	N/E	N/E	N/E
White	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Economically Disadvantaged	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

Notes:
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VIRGIN ISLANDS

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Measurement Definitions	N/P	N/P	N/P	N/P	N/P	N/P	N/P
2002-2003 Targets	35.00%	74.00%	65.00%	17.00%	16.00%	61.00%	61.00%
2002-2003 Results	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Gender - Results							
Male	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Female	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Asian	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Black	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Hispanic	N/E	N/E		N/E	N/E	N/E	N/E
White	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Economically Disadvantaged	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Nontraditional	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

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VIRGINIA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	State/Local Administrative Data	N/P	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of CTE students (grades 9-12) who have passed the applicable Standards of Learning end-of-course tests.	Percent of CTE program completers who attained 80% of the essential competencies on the state-provided, industry-validated competency lists.	Percent of exiting CTE concentrators who completed.	N/P	Percent of respondents who reported placement in employment (including military employment) and/or further education on the program completer follow-up survey.	Percent of students of the nontraditional gender enrolled in nontraditional programs.	Percent of students of the nontraditional gender who completed nontraditional programs.
2002-2003 Targets	66.25%	94.34%	>95%	N/P	92.81%	12.62%	<10%
2002-2003 Results	77.25%	>95%	>95%	N/P	94.82%	13.44%	14.91%
Gender - Results							
Male	79.53%	>95%	N/P	N/P	94.95%	12.26%	<10%
Female	74.60%	>95%	N/P	N/P	94.67%	13.84%	25.49%
Unknown Gender	59.24%	N/P	>95%	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	77.93%	>95%	N/P	N/P	92.47%	N/P	16.44%
Asian	84.88%	>95%	N/P	N/P	>95%	N/P	19.25%
Black	64.72%	93.88%	N/P	N/P	92.42%	N/P	18.51%
Hispanic	69.77%	>95%	N/P	N/P	>95%	N/P	16.45%
White	82.65%	>95%	N/P	N/P	>95%	N/P	13.14%
Other	73.80%	>95%	N/E	N/E	>95%	N/E	N/E
Special Population - Results							
Individuals With Disabilities	52.58%	92.58%	N/P	N/P	87.41%	N/P	10.69%
Economically Disadvantaged	62.15%	>95%	N/P	N/P	91.01%	N/P	16.35%
Single Parents	66.37%	>95%	N/P	N/P	93.10%	N/P	18.37%
Displaced Homemakers	66.26%	>95%	N/P	N/P	>95%	N/P	N/P
Other Educational Barriers	79.22%	N/P	N/P	N/P	N/P	N/P	N/P
Limited English Proficient	63.46%	>95%	N/P	N/P	93.96%	N/P	<10%
Nontraditional	80.60%	>95%	N/P	N/P	>95%	N/P	14.91%
Tech-Prep	77.87%	>95%	N/P	N/P	>95%	N/P	15.46%

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VIRGINIA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic GPA	Vocational-Technical GPA	State/Local Administrative Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of occupational-technical students enrolled in math, English, biology, chemistry, geology, physics, and/or natural sciences courses at the 100 level or higher who receive a "C" or better in the academic courses.	Percent of occupational-technical students enrolled in occupational-technical courses with Higher Education General Information Survey (HEGIS) codes greater than 5000 who receive a "C" or better in the occupational-technical courses.	Percent of first-time, full-time occupational-technical students who earn a certificate or degree within 150% of the required program completion time.	Percent of graduates identified as employed within 6-12 months following graduation, plus the percent of graduates identified as attending a 4-year institution in the term immediately following graduation.	Percent of graduates who successfully transitioned into employment and have continued in employment for a period of at least one quarter.	Percent of students of the underrepresented gender enrolled in nontraditional programs.	Percent of graduates of the underrepresented gender who completed nontraditional programs.
2002-2003 Targets	70.18%	83.10%	18.10%	74.79%	89.73%	18.95%	22.60%
2002-2003 Results	81.04%	89.24%	17.27%	68.77%	90.41%	19.58%	30.77%
Gender - Results							
Male	78.99%	88.84%	16.23%	66.77%	91.13%	15.95%	67.33%
Female	82.30%	89.48%	18.21%	69.94%	90.01%	29.38%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	80.00%	87.58%	<10%	75.68%	88.00%	21.51%	32.35%
Asian	84.29%	89.54%	<10%	64.87%	87.89%	27.42%	31.58%
Black	75.77%	86.69%	<10%	68.06%	89.62%	18.50%	29.66%
Hispanic	79.55%	89.80%	<10%	63.35%	94.55%	26.32%	41.21%
White	82.83%	90.17%	21.86%	69.45%	90.75%	19.29%	30.61%
Other	82.38%	88.43%	N/P	63.33%	86.52%	25.23%	33.70%
Special Population - Results							
Individuals With Disabilities	75.76%	90.19%	18.18%	54.55%	85.71%	27.56%	35.00%
Economically Disadvantaged	81.02%	89.68%	18.32%	70.43%	89.96%	15.35%	18.32%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	>95%	93.33%	N/P	>95%	>95%	N/P	N/P
Other Educational Barriers	76.99%	83.91%	11.83%	61.62%	89.81%	16.02%	22.13%
Limited English Proficient	77.50%	92.07%	<10%	N/P	N/P	25.00%	N/P
Nontraditional	80.49%	88.67%	19.80%	69.51%	90.38%	19.58%	30.77%
Tech-Prep	80.76%	89.39%	16.80%	71.23%	90.01%	16.62%	18.22%

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WASHINGTON

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	High School Graduation	High School Graduation	High School Graduation	High School Graduation	Administrative Record Exchanges/Matching of Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational completers who have attained a high school diploma.	Percent of vocational completers who have attained a high school diploma.	Percent of vocational completers who have attained a high school diploma.	Percent of vocational completers who have attained a high school diploma.	Percent of vocational completers who have either employment reported in UI wage records, enrollment in higher education, or enlistment in the military during the third post-exit quarter.	Percent of students in underrepresented gender groups who enrolled in a nontraditional program.	Percent of vocational completers in underrepresented gender groups who completed a nontraditional program.
2002-2003 Targets	94.13%	94.13%	94.13%	94.13%	71.58%	37.78%	33.13%
2002-2003 Results	91.95%	91.95%	91.95%	91.95%	74.36%	37.69%	31.47%
Gender - Results							
Male	90.05%	90.05%	90.05%	90.05%	71.74%	45.52%	34.70%
Female	94.13%	94.13%	94.13%	94.13%	77.10%	27.57%	27.34%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	87.83%	87.83%	87.83%	87.83%	71.32%	39.29%	34.40%
Asian	90.58%	90.58%	90.58%	90.58%	80.76%	39.54%	37.00%
Black	76.37%	76.37%	76.37%	76.37%	67.80%	38.87%	33.81%
Hispanic	88.93%	88.93%	88.93%	88.93%	74.78%	35.38%	29.13%
White	93.29%	93.29%	93.29%	93.29%	74.06%	37.68%	31.23%
Other	75.00%	75.00%	75.00%	75.00%	83.33%	33.33%	>95%
Special Population - Results							
Individuals With Disabilities	80.79%	80.79%	80.79%	80.79%	64.00%	34.01%	24.61%
Economically Disadvantaged	87.59%	87.59%	87.59%	87.59%	70.91%	37.40%	30.79%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	86.04%	86.04%	86.04%	86.04%	N/P	35.21%	29.48%
Nontraditional	93.56%	93.56%	93.56%	93.56%	75.20%	>95%	>95%
Tech-Prep	92.83%	92.83%	92.83%	92.83%	75.32%	38.82%	29.98%

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WASHINGTON

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	State/Local Data	Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or who completed at least 45 vocational credits with a 2.0 GPA.	Percent of vocational concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or who completed at least 45 vocational credits with a 2.0 GPA.	Percent of vocational concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or who completed at least 45 vocational credits with a 2.0 GPA.	Percent of vocational concentrators who have either employment reported in UI wage records, enrollment in higher education, or enlistment in the military during the second post-exit quarter.	Percent of vocational concentrators who have either employment reported in UI wage records, enrollment in higher education, or enlistment in the military during the third post-exit quarter.	Percent of students in underrepresented gender groups who enrolled in a nontraditional program.	Percent of vocational completers in underrepresented gender groups who completed a nontraditional program.
2002-2003 Targets	59.04%	59.04%	59.04%	72.44%	71.73%	19.29%	18.63%
2002-2003 Results	56.47%	56.47%	56.47%	75.06%	73.69%	20.39%	17.55%
Gender - Results							
Male	54.76%	54.76%	54.76%	75.18%	73.54%	28.32%	25.84%
Female	58.18%	58.18%	58.18%	74.88%	73.82%	13.21%	11.71%
Unknown Gender	48.39%	48.39%	48.39%	79.72%	75.58%	N/P	N/P
Ethnicity - Results							
American Indian	48.81%	48.81%	48.81%	67.16%	65.23%	20.02%	15.44%
Asian	61.61%	61.61%	61.61%	75.62%	73.41%	19.78%	19.83%
Black	47.08%	47.08%	47.08%	68.14%	67.16%	24.33%	20.51%
Hispanic	56.17%	56.17%	56.17%	77.16%	74.21%	18.38%	13.40%
White	57.33%	57.33%	57.33%	75.70%	74.55%	19.75%	16.68%
Other	46.90%	46.90%	46.90%	74.14%	71.95%	23.33%	22.86%
Special Population - Results							
Individuals With Disabilities	54.36%	54.36%	54.36%	54.58%	52.72%	24.49%	N/P
Economically Disadvantaged	59.30%	59.30%	59.30%	71.53%	70.35%	17.08%	N/P
Single Parents	56.59%	56.59%	56.59%	74.67%	72.82%	15.58%	N/P
Displaced Homemakers	46.27%	46.27%	46.27%	64.18%	64.18%	<10%	N/P
Other Educational Barriers	51.63%	51.63%	51.63%	71.20%	69.97%	18.81%	N/P
Limited English Proficient	61.14%	61.14%	61.14%	73.27%	72.44%	19.29%	N/P
Nontraditional	54.74%	54.74%	54.93%	73.37%	71.93%	20.39%	17.55%
Tech-Prep	N/P	N/P	N/P	N/P	N/P	N/P	N/P

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WEST VIRGINIA

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/ State Standards & Assessment	High School Graduation	National/State Standards & Assessment	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of completers attaining 50th percentile on scholastic aptitude test 9.	Percent of completers attaining 75% on skill proficiency test.	Percent of completers earning a high school diploma.	Percent of completers earning a high school diploma with warranty.	Percent of completers placed.	Percent of nontraditional enrollees in nontraditional programs.	Percent of nontraditional completers of nontraditional programs.
2002-2003 Targets	49.40%	45.55%	90.00%	48.40%	90.00%	27.16%	22.11%
2002-2003 Results	47.61%	54.73%	>95%	48.05%	73.07%	32.60%	20.98%
Gender - Results							
Male	45.48%	50.40%	>95%	45.99%	76.01%	45.44%	17.08%
Female	51.18%	62.00%	>95%	51.46%	68.19%	14.02%	26.93%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	50.00%	50.00%	>95%	50.00%	>95%	29.41%	>95%
Asian	60.00%	20.00%	>95%	60.00%	>95%	33.11%	60.00%
Black	28.81%	32.20%	>95%	29.82%	60.38%	32.39%	31.03%
Hispanic	55.56%	33.33%	88.89%	62.50%	>95%	20.00%	25.00%
White	48.00%	55.41%	>95%	48.39%	73.22%	31.04%	20.52%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	<10%	35.45%	>95%	<10%	60.09%	33.75%	21.94%
Economically Disadvantaged	42.48%	52.77%	>95%	42.42%	67.03%	30.80%	20.77%
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	25.00%	25.00%	>95%	25.00%	>95%	<10%	N/P
Nontraditional	69.86%	53.11%	>95%	69.38%	72.26%	32.60%	20.98%
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

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WEST VIRGINIA

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	National/State Academic Assessment	Vocational-Technical Program Completion	State/Local Administrative Data	Surveys/Placement Records	Surveys/Placement Records	State/Local Administrative Data	State/Local Administrative Data
Measurement Definitions	Percent of CTE completers scoring at or above specified WorkKeys level.	Percent of CTE completers successfully completing a summative evaluation.	Percent of CTE completers receiving a certificate or associate degree.	Percent of CTE completer/graduates placed in employment, continuing education, or the military.	Percent of placed CTE completer/ graduates retained in employment.	Percent of nontraditional students enrolled in nontraditional CTE programs.	Percent of nontraditional students completing nontraditional CTE programs.
2002-2003 Targets	83.30%	90.00%	60.67%	86.43%	74.47%	13.05%	17.05%
2002-2003 Results	84.77%	91.50%	52.35%	88.06%	91.34%	16.08%	17.25%
Gender - Results							
Male	84.50%	89.19%	49.76%	>95%	43.22%	19.75%	26.19%
Female	84.88%	92.68%	54.27%	83.97%	46.46%	12.63%	11.79%
Unknown Gender	N/P	N/P	N/P	89.04%	N/P	N/P	N/P
Ethnicity - Results							
American Indian	83.33%	83.33%	64.29%	>95%	75.00%	38.46%	37.50%
Asian	50.00%	83.33%	68.18%	50.00%	50.00%	16.67%	N/P
Black	59.09%	89.13%	37.29%	62.50%	>95%	20.89%	33.33%
Hispanic	80.00%	>95%	50.00%	33.33%	N/P	N/P	N/P
White	85.56%	91.69%	52.79%	89.06%	92.00%	15.88%	16.88%
Other	N/E	78.95%	59.04%	N/E	N/E	N/E	10.00%
Special Population - Results							
Individuals With Disabilities	80.00%	N/P	N/P	N/P	N/P	N/P	N/P
Economically Disadvantaged	90.66%	N/P	N/P	N/P	N/P	N/P	N/P
Single Parents	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Limited English Proficient	>95%	N/P	N/P	N/P	N/P	N/P	N/P
Nontraditional	N/E	N/E	N/E	N/E	N/E	16.08%	N/E
Tech-Prep	N/E	N/E	N/E	N/E	N/E	N/E	N/E

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WISCONSIN

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion, High School Graduation	Program Completion	State/Local Data	Vocational / Technical Education Program Completion	Surveys/Placement Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocation education concentrators completing courses in line with graduation requirements.	Percent of vocation education concentrators completing either work-based learning or tech prep courses.	Percent of 12th grade concentrators who graduate.	Percent of vocation education concentrators completing either work-based learning or tech prep courses.	Percent of vocation education concentrators graduates engaged in 1 of the above.	Percent of male and female vocation education participants enrolled in programs representing nontraditional occupations.	Percent of male and female vocation education participants completing programs representing nontraditional occupations.
2002-2003 Targets	>95%	86.00%	>95%	>95%	>95%	21.65%	20.76%
2002-2003 Results	92.13%	89.14%	91.93%	89.14%	>95%	44.68%	40.74%
Gender - Results							
Male	92.79%	87.77%	92.41%	87.77%	>95%	45.95%	42.13%
Female	91.28%	90.52%	91.34%	90.52%	>95%	43.06%	39.01%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	90.97%	78.67%	85.84%	78.67%	90.14%	41.67%	36.28%
Asian	87.75%	87.72%	87.32%	87.72%	90.43%	41.83%	36.32%
Black	62.36%	93.73%	65.12%	93.73%	>95%	40.69%	25.85%
Hispanic	68.99%	88.69%	65.13%	88.69%	93.22%	41.48%	28.43%
White	>95%	88.84%	>95%	88.84%	>95%	45.38%	42.61%
Other	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Special Population - Results							
Individuals With Disabilities	>95%	78.17%	92.35%	78.17%	90.79%	52.96%	50.05%
Economically Disadvantaged	83.87%	87.67%	83.90%	87.67%	91.36%	44.52%	37.23%
Single Parents	93.63%	81.02%	90.04%	81.02%	94.29%	55.96%	51.00%
Displaced Homemakers	N/E	N/E	N/E	N/E	N/E	N/E	N/E
Other Educational Barriers	87.70%	74.71%	83.00%	74.71%	90.08%	50.35%	43.72%
Limited English Proficient	69.29%	84.01%	70.45%	84.01%	84.13%	39.29%	28.67%
Nontraditional	92.77%	88.80%	92.37%	88.80%	>95%	44.68%	40.74%
Tech-Prep	93.03%	88.49%	92.25%	88.49%	>95%	46.07%	42.98%

Notes:
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Actual performance data above 95 percent and below 10 percent have been masked to protect student confidentiality.
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WISCONSIN

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Program Completion	Program Completion	Program Completion	Surveys/Placement Records	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of courses taken by first-time/full-time cohort group completers over three-year period that were passed.	Percent of total technical courses taken by first-time/full time cohort group completers over three-year period that were passed.	Percent of first-time/full-time concentrators that graduated during the three years they are followed.	Percent of graduates from the most recent year who responded to the follow up and were placed in employment, advanced training, continued education, or the military.	Percent of total grads reporting employment still employed 3 months later.	Percent of total number of nontraditional students in designated programs during reporting year. Most current reporting for 1999-00 baseline year.	Percent of average number of nontraditional students graduating in designated programs over a seven year reporting year.
2002-2003 Targets	74.15%	78.39%	62.00%	91.90%	90.00%	11.35%	10.57%
2002-2003 Results	73.93%	80.70%	61.62%	89.70%	93.35%	11.49%	<10%
Gender - Results							
Male	73.13%	79.96%	56.03%	86.82%	90.55%	10.11%	15.33%
Female	74.73%	81.35%	66.75%	91.35%	94.87%	12.65%	<10%
Unknown Gender	>95%	>95%	75.00%	76.47%	87.50%	<10%	<10%
Ethnicity - Results							
American Indian	69.39%	71.97%	56.96%	82.35%	89.41%	17.18%	14.77%
Asian	74.36%	78.21%	56.78%	84.26%	94.17%	13.14%	14.18%
Black	52.15%	58.10%	48.10%	71.43%	92.61%	15.62%	12.29%
Hispanic	70.20%	75.28%	56.88%	81.22%	91.89%	14.78%	12.80%
White	75.28%	82.08%	62.70%	90.86%	93.40%	11.11%	<10%
Other	74.70%	83.39%	60.16%	89.03%	93.76%	<10%	<10%
Special Population - Results							
Individuals With Disabilities	66.36%	72.91%	56.63%	79.88%	93.46%	14.48%	12.58%
Economically Disadvantaged	72.36%	75.67%	57.31%	88.44%	93.39%	13.22%	10.24%
Single Parents	83.36%	71.08%	58.72%	89.55%	94.23%	12.60%	<10%
Displaced Homemakers	67.69%	75.86%	62.50%	85.80%	90.00%	13.39%	11.00%
Other Educational Barriers	69.15%	74.32%	56.71%	88.41%	93.77%	13.33%	11.79%
Limited English Proficient	75.62%	77.50%	58.09%	80.58%	>95%	12.47%	11.00%
Nontraditional	67.42%	79.06%	57.06%	89.84%	91.46%	11.49%	<10%
Tech-Prep	N/P	N/P	N/P	N/P	N/P	N/P	N/P

Notes:
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WYOMING

Secondary

Indicators	Academic Attainment	Skill Attainment	Secondary Completion	Credential and Diploma	Secondary Placement	Nontraditional Participation	Nontraditional Completion
Measurement Approach	State Academic Assessment	National/State Standards & Assessment	State/Local Data	State/Local Data	Administrative Record Exchanges/Matching of Administrative Records	State/Local Data	State/Local Data
Measurement Definitions	Percent of vocational concentrators proficient on the total Wyoming Comprehensive Assessment Systems (WyCAS).	Percent of 12th grade vocational concentrators who were proficient or advanced in at least 4 of the 7 Wyoming Career and Technical Assessment (WyCTA) content areas.	Percent of 12th grade vocational concentrators obtaining a high school diploma or its equivalent.	The percent of 12th grade vocational concentrators who graduated with a certification or credential of all 12th grade vocational concentrators who graduated.	Percent of program completers who were followed up and placed in employment, postsecondary, training, education, or the military.	Percent of students in underrepresented gender groups who participated in a nontraditional program in the reporting year.	Percent of students in underrepresented gender groups who completed a nontraditional program in the reporting year.
2002-2003 Targets	41.28%	61.66%	95.00%	<10%	81.05%	<10%	10.45%
2002-2003 Results	45.49%	78.15%	92.54%	<10%	82.64%	19.67%	19.73%
Gender - Results							
Male	43.01%	74.94%	92.44%	<10%	79.48%	11.20%	<10%
Female	48.77%	82.10%	92.66%	<10%	86.63%	32.03%	33.78%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	30.00%	61.40%	88.06%	<10%	66.67%	16.55%	17.65%
Asian	47.37%	72.73%	90.91%	N/P	77.78%	26.83%	N/P
Black	<10%	80.00%	>95%	14.29%	90.00%	31.43%	33.33%
Hispanic	30.88%	72.87%	90.21%	<10%	80.00%	18.89%	22.58%
White	46.90%	78.76%	92.73%	<10%	83.08%	19.67%	19.62%
Other	N/P	>95%	>95%	N/P	60.00%	33.33%	>95%
Special Population - Results							
Individuals With Disabilities	13.09%	48.29%	87.94%	<10%	78.57%	18.34%	18.26%
Economically Disadvantaged	31.46%	67.67%	85.15%	<10%	82.85%	20.90%	20.73%
Single Parents	44.44%	75.68%	84.95%	<10%	68.33%	19.05%	17.95%
Displaced Homemakers	N/P	>95%	>95%	>95%	N/P	>95%	>95%
Other Educational Barriers	<10%	50.00%	80.95%	<10%	76.67%	18.67%	33.33%
Limited English Proficient	27.45%	54.39%	88.89%	10.71%	80.43%	12.00%	14.81%
Nontraditional	45.67%	74.86%	93.78%	10.34%	86.52%	19.67%	19.73%
Tech-Prep	43.61%	81.79%	>95%	<10%	83.18%	25.35%	21.21%

Notes:
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WYOMING

Postsecondary

Indicators	Academic Attainment	Skill Attainment	Postsecondary Degree/Credential	Postsecondary Placement	Postsecondary Retention	Nontraditional Participation	Nontraditional Completion
Measurement Approach	Academic Course Completion	National/State Standards & Assessment	State/Local Data	Surveys/Placement Records, Administrative Record Exchanges	Administrative Record Exchanges	State/Local Data	State/Local Data
Measurement Definitions	Percent of general education courses passed with a C or better by vocational concentrators.	Percent of postsecondary vocational concentrators who were proficient or advanced in at least 4 of 7 Wyoming Career and Technical Assessment (WyCTA) content areas.	Percent of vocational concentrators who have taken at lest 2 years of coursework or 60 semester hours who have completed a certificate or a degree.	Percent of vocational concentrators who were program completers or graduated within the past 1 to 3 years who were followed up and placed in employment, advanced training, continued education, or the military.	Percent of students who graduated from the University of Wyoming and were placed and retained in employment one year later.	Percent of students in underrepresented gender groups who participated in a nontraditional program in the reporting year.	Percent of students in underrepresented gender groups who completed a nontraditional program in the reporting year.
2002-2003 Targets	94.00%	46.82%	73.08%	69.41%	83.66%	10.58%	13.25%
2002-2003 Results	>95%	60.85%	59.66%	59.09%	75.95%	13.99%	13.17%
Gender - Results							
Male	>95%	58.24%	57.82%	50.00%	72.09%	25.10%	32.26%
Female	>95%	62.52%	60.78%	62.35%	77.82%	10.41%	<10%
Unknown Gender	N/P	N/P	N/P	N/P	N/P	N/P	N/P
Ethnicity - Results							
American Indian	90.91%	45.95%	52.17%	66.67%	83.33%	26.32%	16.67%
Asian	>95%	60.00%	88.89%	N/P	N/P	N/P	N/P
Black	>95%	82.61%	70.00%	>95%	>95%	11.76%	N/P
Hispanic	>95%	54.84%	52.63%	75.00%	77.78%	<10%	N/P
White	>95%	62.95%	63.49%	60.32%	67.92%	14.94%	13.81%
Other	>95%	56.20%	49.65%	55.42%	93.81%	12.50%	13.95%
Special Population - Results							
Individuals With Disabilities	>95%	42.57%	58.00%	62.50%	60.00%	18.18%	27.27%
Economically Disadvantaged	>95%	60.51%	57.94%	69.05%	80.39%	21.28%	18.99%
Single Parents	>95%	67.96%	53.85%	67.74%	79.59%	13.11%	<10%
Displaced Homemakers	88.24%	66.67%	33.33%	71.43%	87.50%	N/P	N/P
Other Educational Barriers	>95%	58.10%	65.63%	69.70%	81.94%	41.38%	60.00%
Limited English Proficient	>95%	>95%	50.00%	>95%	87.50%	N/P	N/P
Nontraditional	>95%	69.75%	56.10%	>95%	55.56%	13.99%	13.17%
Tech-Prep	>95%	70.37%	86.11%	66.67%	75.00%	13.16%	14.29%

Notes:
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Attachment D

Glossary of Terms

Below are the statutory definitions for each of the special populations 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;
(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 2 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.

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.

INDIVIDUAL WITH A DISABILITY

(A) in general the term `individual with a disability' means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).
(B) the term `individuals with disabilities' means more than 1 individual with a disability.

NONTRADITIONAL TRAINING AND EMPLOYMENT

The term `nontraditional training and employment' means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

TECH-PREP PROGRAM

The term `tech-prep program' means a program of study that--
(A) combines at least 2 years of secondary education (as determined under State law) and 2 years of postsecondary education in a nonduplicative sequential course of study;
(B) strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction;

(C) provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;
(D) builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and
(E) leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.