North Carolina Annual PERFORMANCE REPORT

2003-2004





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Section A: Cover Sheet

Consolidated Annual Performance, Accountability, and Financial Status Report For State-Administered Vocational Education Programs

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

 RECIPIENT ORGANIZATION N. C. Department of Public Instruction 301 North Wilmington Street Raleigh, North Carolina 27601 	2. PR/AWARD NUMBERS: Basic Grant to States: VO48A010033
	Tech-Prep Education: V243A010033
3. RECIPIENT IDENTIFYING NUMBER: 067195610	
4. PERIOD COVERED BY THIS REPORT (mm/dd/yy):	From: July 1, 2003 To: June 30, 2004
 REMARKS: This document contains North Carolina's ann grams authorized by Perkins III, P.L. 105-332. 	nual report for the basic grant and tech prep grant pro-
6. CERTIFICATION: I certify to the best of my knowledge I-IV and Narrative Performance Report, is correct and complet the purposes set forth in the award documents.	and belief that this report, including the attached FORMS are and that all outlays and unliquidated obligations are for
SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:	DATE REPORT SUBMITTED:
The Jee	December 2, 2004
TYPED OR PRINTED NAME AND TITLE:	TELEPHONE (Including Area Code):
Howard N. Lee, Chairman State Board of Education	919-807-3815

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Table of Contents

Section A	
The Cover Sheet (Form I)	i
Table of Contents	iii
Section B	
The Narrative Report	1
Secondary	1
Secondary Postsecondary	14
Section C	
The Financial Status Report (Form II)	21
Section D	
The Basic Grant and Tech Prep	
Student Enrollment Report (Form III)	22
Section E	
The Accountability Report (Form IV)	25

					*	
	*					
			4			
		3				
2						

Section B:

Secondary Executive Summary

Career-Technical Education in North Carolina* is organized in grades 6 through 12 in the public school system. The program begins with exploratory courses and leads to specialized classroom instruction.

Career-Technical Education

The mission of career-technical education is to empower students for effective participation in an international economy as world-class workers and citizens.

Mission

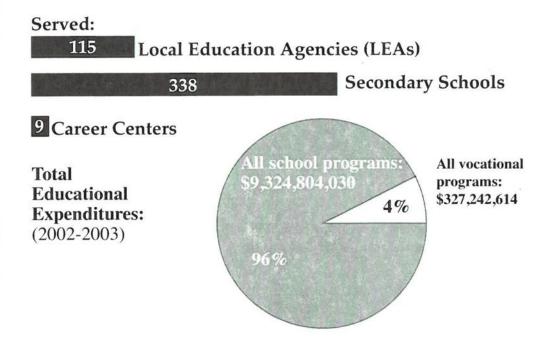
The purposes of Career-Technical Education are to

Purposes

- Prepare students for further career-technical education and lifelong learning.
- · Prepare students for initial and continued employment.
- · Assist students in making educational and career decisions.
- Apply and reinforce related learnings from other disciplines.
- Assist students in developing decision-making, communications, problem-solving, leadership, and citizenship skills.
- Prepare students to make informed consumer decisions and apply practical life skills.
- Make appropriate provisions for students with special needs to succeed in career-technical education programs.

^{*} For purposes of this report, Career-Technical Education (CTE) is also referred to, and is synonymous with the term Vocational and Technical Education.

Department of Public Instruction



Career-Technical Education

> 270,418* Career-Technical Education, Grades 9-12: (unduplicated count) 170,000 73% Number of Students 161,134 Enrolled in at least 160,000 -Per Program vocational cours Area 140,000 -Grades 9-12 120,000 -(duplicated 103,489 count) 100,000 -82,896 80,000 60,000 40,000 30,784 *Total student enrollment for 20,000 -Career-Technical Education Grades 6-8: 361,145 (unduplicated count)

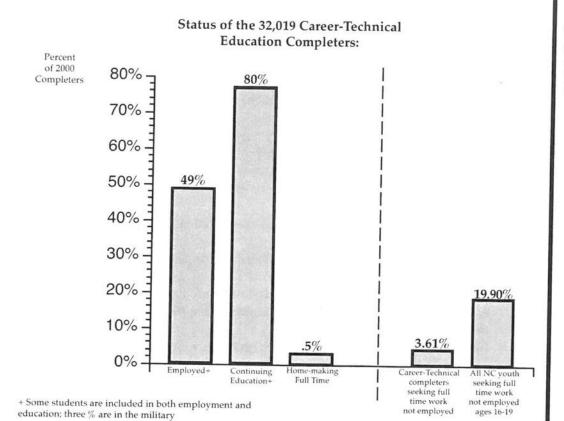
368,598

Program Areas

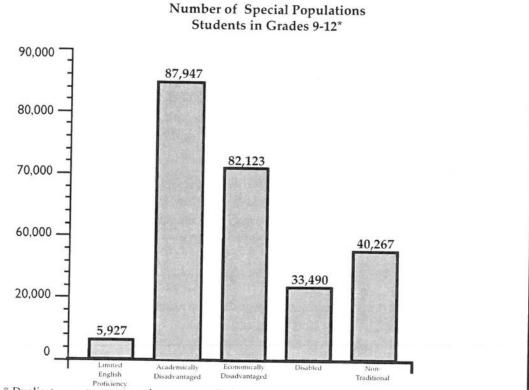
Agriculture
Business and
Information
Technology
Career Development
Family and
Consumer Sciences
Health Occupations
Marketing
Technology
Trade and Industrial

Total statewide enrollment in Grades 9-12:

Total statewide student enrollment in



Completers of Career-Technical Education



Special Populations in Career-Technical Education Enrollment

^{*} Duplicate count = some students are enrolled in more than one program area.

Curriculum

Professional Development

Assessment

With funds provided under the Carl D. Perkins Vocational and Technical Education Act of 1998, the following were a few of the programs, services, and activities conducted:

- Curriculum Development 31 curriculum guides and 71 course blueprints were developed/revised for student assessment measurement purposes.
- Test Item Bank Development 59 new test item banks were developed.
- Professional Development with state-of-the-art technology 163 staff development workshops/conferences were implemented for 12,424 participants; NC Information Highway, Distance Learning by Satellite, virtual classroom and the Internet, to include on-line instruction, were used to provide professional development.
- · Assessment of Courses was conducted through the following strategies:
 - Accountability was provided through on-site visits to 16 schools using the High Schools That Work program;
 - Five course sequences were correlated to national industry standards and national curriculum standards;
 - Career planning programs were developed and implemented in all 115 local education agencies;
 - Twenty course blueprints were reviewed to ensure inclusion of career planning, all
 aspects of the industry, and principle concepts that supported nontraditional employment;
 - Fifty-nine classroom assessment test item banks were developed;
 - All post assessment test item banks were reviewed to ensure support and inclusion of nontraditional employment and training.
 - Reliability study was conducted for over 12,000 test items;
 - Validation was conducted for 64 courses with 500+ participants;
 - · Four focus groups gave input on the College Tech Prop plan and local partnering; and
 - · Ninety-two nurse aide program audits were conducted.

The following definitions were used for program year 2003-2004:

Vocational Concentrator: A student who completes four vocational (career-technical education) credits in a career major (threshold level of vocational education) *and* who graduates. This definition has not changed from the previous program year.

Tech Prep Student: A concentrator who completes four credits of English, three credits of mathematics, three credits of science, three credits of social studies, one credit of health and physical education, four credits of career-technical course to two elective credits for a total of 20 credits (plus any local requirements) and who scores proficient on the North Carolina Exit Exam (ASSET). This definition is the same as for the previous program year (2002-2003).

The remainder of this report (Secondary Narrative) addresses the progress North Carolina made in implementing the State Plan. It emphasizes accountability for performance and fiscal management in contributing to the education goals of local education agencies for all career-technical students. All baseline data were obtained from most recent years' databanks. The narrative which follows:

- Incorporates the accountability reporting requirements under Section 113 of the Perkins III Act;
- Includes the reporting requirements under the Education Department General Administrative Regulations (34 CFR Part 80.40 and 80.41);
- Streamlines program administration by eliminating duplication and unnecessary information; and
- Continues to be a "developing" document/instrument as consultation with federal officials and USDE guidelines are provided and plans are implemented.

Definitions

Secondary Narrative Report

State Administration

I. a. State Roles/Responsibilities Summary

As directed by the North Carolina State Board of Education, the FY2004 federal grant and the contents of this report reflect the two-thirds/one-third split by secondary and postsecondary education and the appropriate clientele served at each level. Pursuant to the Perkins III Act, the North Carolina State Board of Education is the state agency for Vocational and Technical Education of which Dr. Mike Ward, State Superintendent, was a member. Dr. Elsie Leak is the Assistant State Superintendent and Dr. Wandra Polk then follows in this direct line of supervision acting as the State Director of Vocational and Technical Education hereto referred to as Career-Technical Education (CTE).

I. b. 1. and 2. Required Activities/Permissive Activities

The Career-Technical Education program includes a Standard Course of Study for secondary education in eight content areas: agricultural education, business and information technology education, career development education, family and consumer sciences education, health occupations education, marketing education, technology education, and trade and industrial education. Within each content area, cumulative activities were noted:

- Curriculum Development: Validated and determined reliability levels for student assessment measures for 64 course blueprints; aligned five courses with national curriculum standards; and guided local school systems to update and to implement/improve programs.
- Test Item Bank Development: Developed 59 test item banks.
- Professional Development: Implemented/coordinated staff development for 163 events and 12,424 participants; State-of-the-art technology uses included the North Carolina Information Highway, Distance Learning by Satellite, virtual classroom, the Internet to include on-line instructions, voice recognition software and digital communication systems.
- Assessment of Courses was conducted through the following strategies:
 - Accountability was provided through over 32 on-site visits to schools using the High Schools That Work program;
 - Five course sequences were correlated to national industry standards and national curriculum standards;
 - Career planning programs were developed and implemented in all 115 local education agencies, with career plans plus for students identified as special populations.
 - All course blueprints were reviewed to ensure inclusion of career planning, all aspects of the industry, and principle concepts that supported nontraditional employment and training.
 - Fifty-nine classroom assessment test item banks were developed.
 - All post assessment test item banks were reviewed to ensure support and inclusion of nontraditional employment and training.
 - Reliability study was conducted for over 12,000 test items.
 - Validation was conducted for 64 courses, using over 500+ participants.
- Six focus groups gave input on College Tech Prep and other aspects of educational issues.
- Ninety-two nurse aide program audits were conducted.

State Leadership

- · Promotion of Business and Industry Partnerships were continued with the
 - Labor Department
 - · Commerce Department
 - Employment Security Commission
 - Community College System
 - 2,000 plus business/industry representatives
 - North Carolina Hospital Association
 - North Carolina Association for Biomedical Technology

These groups were involved in:

- Local School Systems Partnerships
- · College Tech Strategic Planning
- Curriculum development
- Staff development
- Career-Technical Student Organizations
 - Test validations assessment and reliability to include business/ industry focus groups

Employer ratings of Vocational completers were ranked consistently as meeting and/or exceeding workplace standards.

- Systems building: Collaborated with groups and individuals regarding building a systems network for
 - Workforce Investment Act
 - · High Schools That Work
 - College Tech Prep
 - Business and Industry Symposiums
 - Health Care Industry

Provided a variety of types of vocational/Career-Technical Education information for local, state, and federal agencies on

- Enrollments
- Completions
- · Employer feedback
- · Student and completer performance

Activities and Outcome

I.b. 3. Core Indicator Activities

Curriculum: The secondary education system upgraded the Internet-based Planning and Performance Management System (PPMS) to incorporate a variety of interrelated systems that display and accelerate performance of vocational/ career-technical education students. The PPMS can be found online at

http://wdeppms.dpi.state.nc.us/wdeppms.nsf Logon and password is guest.

Conducted meetings with a variety of education and business groups to gain input into reaching the core indicator measures as noted in the Perkins III Act.

Updated the test item banks for the CTE courses to be tested for skill development competence.

Utilized e-groups to share information essential for improvement of CTE composed of CTE administrators, teacher educators and business/ industry representatives; Began Phase III of PPMS to improve the quality of data and make the system more efficient and effective at all levels (local, state and federal reporting/usage); Updated the Single Audit Guidelines for CTE program administrator use with Perkins III Act activities; and

Updated the PPMS with built-in automatic monitoring and accountability mechanisms.

Made sure that local plans were tied to each LEA's greatest opportunities for improvement.

The budget activities related to State Leadership are referenced in section C: Financial Status Report.

I. c. Implications

During the next fiscal year, we will try to regroup the state and local data collection, planning, approval, and monitoring systems.

We also will begin to examine the needs of the PPMS to get ready for the next federal law for CTE.

The data collection system will be improved to better:

• Collect better data more times per year; move the data from localities to the state and support the online Planning and Performance Management System

State-level, regional, and local training will occur at key intervals to:

· Obtain feedback, Implement changes, and re-assess PPMS in its entirety

Next Fiscal Year/ State Plan Additional training will be provided using effective methodologies including the Baldrige system on how to analyze the resulting information and use it systematically to target and improve the lowest performing programs and subgroups in LEAs, schools, and classrooms.

Timelines and deadlines will be examined and reformulated as needed as they affect and are affected by local and state abilities to collect, process, analyze, share, and use information for planning, evaluation, and monitoring.

II. Program Performance

II. a. State Performance Summary

The following indicate progress in performance:

In academic attainment, although all the performance categories made progress, N.C. overall did not attain its performance benchmark. Only one of the 16 subcategories did. That was Tech Prep, which met its individually calculated benchmark based on its initial baseline.

- Technical attainment: The state attained its benchmark, and exceeded next year's also. Only two of the 17 subcategories did not attain theirs: economically disadvantaged and limited English proficient.
- Credential attainment: North Carolina exceeded its benchmark.
 Plus all 17 of its subcategories did.
- Placement: The state exceeded the performance benchmark in all areas.
- Nontraditional Enrollments: The state did not attain its benchmark.
 However, two of the 17 subcategories did. They were the categories of disabled and business education.
- Nontraditional Completions: The state did not attain its performance benchmark. However, two of its subcategories did.

Special Populations

On two performance standards, special populations students overall met their agreed-to benchmarks for the year. The highest scoring grouping of all groups, including Tech Prep, usually is nontraditional students. In most of the performance indicators, economically disadvantaged and disabled students typically are the lowest performers.

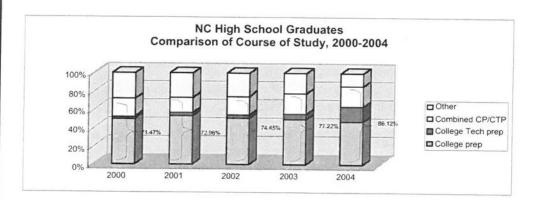
II. b. Career-Technical Concentrators and Tech Prep Students For definitions please refer to page four.

2004 NC High School Graduates
by Course of Study*

Other
14%
College prep
46%

College Tech prep
17%

Tech Prep



The courses of study that have shown an increase over prior years is reflecting students graduating in a College Tech Prep or combination College Tech Prep (CTP) and College Prep Course of Study. Six years ago the statewide ABC Accountability program included students graduating with a CTP course of study in their ratings of school performance.

Approaches

II. c. Measurement Approaches and Data Quality Improvement

Measurement approaches used per subindicator were used as follows:

Core indicator	Measurement Approach
181	Postsecondary eligibility test scores
1S2	Career Technical Education End-of-Course test scores
2s1a	NA
2s1b	Credentials
3S1	Concentrator follow-up feedback data
3S2	NA
2S1	Enrollment data * nontraditional
4S2	Enrollment and concentrator data * nontraditional

Data Quality

A summary of data quality per subindicator follows:

1S1 - Postsecondary Placement test scores (national Assessment System (ASSET)): North Carolina used the ASSET test in all 115 LEAs in conjunction with the North Carolina community college system. All CTE concentrators were tested statewide in four academic attainment categories: reading, writing, math, and elementary algebra. These data were collected through a statewide checking/editing process to assure all numbers, courses, and student identifiers were valid.

All 2002-2003 end-of-year scores were subtracted from all 2003-2004 agreed-to benchmarks for each of 17 subgroups. These gaps became annual yearly progress benchmarks (AYPs) for the following year. The AYPs indicate each subcategory's distance to go next year to attain it's benchmark. LEAs were ranked from the largest to smallest to show improvement priorities in each LEA and school. This process was followed in all performance indicators.

LEAs are required to target Perkins III resources to their greatest AYPs, especially those for special populations, as well as to their greatest opportunities for improvement overall. Perkins III resources were aligned with LEAs' greatest AYPs in order to have the expenditures of funds approved.

Data
Quality
Continued

1S2 – Career Technical Education End-of-Course Tests. These technical attainment data were collected through a statewide Internet-based screening process to assure all numbers, courses, and student identification were valid. Performance information for all students were placed in each LEA's PPMS at the LEA and school levels, including for each special populations category, tech prep, and each CTE program area. The AYPs for each of these subcategories and categories were identified and ranked from the largest to smallest for each LEA and school.

2S1a - Not Applicable

2S1b – Credentials: These data were collected statewide and disaggregated for each LEA and school into relevant special populations categories, tech prep, and CTE program areas. Ranked AYPs for each of each of these subcategories and categories were identified.

3S1 – Feedback Data (State Developed and Locally Administered Survey/ Placement Forms): These data were processed as they were the previous year. This methodology is stable and produces reliable information. Performance information for each student, combining data about entering further education and/or work, was inserted into each LEA's PPMS at the LEA and school levels by each special populations category, tech prep, and each CTE program area. AYPs for each of these subcategories and categories were identified and LEAs identified these top opportunities for improvement for each categories.

3S2 - Not Required.

4S1 – Enrollment data * nontraditional (State/Local Administrative Data): These data were inserted again this year into each LEA's online Planning and Performance Management System for the LEA and for each school by each special populations category, tech prep, and each CTE program area. AYPs for each of these subcategories and categories were created from subtracting this year's end-of-year actual score from next year's benchmark. LEAs are expected to target Perkins III resources to their greatest milestones and their greatest opportunities for improvement.

4S2 – Enrollment and concentrator data (State/Local/Administrative Data): These data were placed into each LEA's online Planning and Performance Management System for each LEA and school by each special populations category, tech prep, and each CTE program area. Calculations for AYPs were made for each of these. The AYPs indicate each subcategory's distance to go next year to attain its benchmark. LEAs are expected to target Perkins III resources to their greatest milestones and their greatest opportunities for improvement.

Efforts to Improve Quality

Weekly and special meetings are held with key interagency team participants in collecting, processing, sharing, and using the resulting information to improve programs. Two sets of programming projects that were outsourced were stopped by the agency because of failures in programming: one to improve the quality of the data collected and processed, and another to allow each user to tailor make any reports of results.

Data Quality Continued

II. d. Effectiveness of Improvement Strategies in Previous Program Year

Our focus again was on improving the quality of (a) the data collected, (b) the processes for changing the data into information and (c) reporting. 44 edits make sure that the correct numbers are provided and collected for each LEA, school, 600k students, course, special populations category, and performance score. The collection of statewide enrollments is based on two enrollment collections, one in the spring and fall respectively to capture accurate information for both first and second semesters. Data collection timelines are aligned with other collections of data for special populations. Interfaces enable our data collection processes to access and use other relevant data for each student. Each LEA was provided immediate reports about the quality of its data in all categories. Plans and timelines were set to repeat the above to improve the data collection and processing in the coming year.

Online statewide and regional calendars were developed to identify, coordinate, and manage CTE data collection, processing, and reporting.

A brief summary of usage and improvement strategies for each subindicator follows:

Core Indicator	Usage and improvement strategies
• 181	Collected and processed data statewide for most LEAs. Identified data collection problems and solutions for the test providers, the community colleges, the LEAs and schools, and the state-level programmers
• 1S2	Collected and processed data for all LEAs and schools. Processed data correctly for nearly all LEAs and schools. Fixed problems to assure data were valid and reliable.
• 2S1a	Not Applicable
• 2S1b	Provided data back to LEAs to compare with local figures to ascertain validity. Used computer programs to interrelate several databases to provide data by relevant student categories, including special populations, tech prep, and program areas for local users, and in clusters for federal reporting.
• 3S1	Combined follow-up data showing further education outcomes with those showing work outcomes to create scores for each LEA, school, region and statewide, and each student subcategory in each of these levels.
• 3S2	Not Applicable
• 4S1	Provided the percentage scores as well as numbers which generated these percentages to each LEA, school, region, and statewide to determine if these numbers matched those at each scale.
• 4\$2	Provided the percentage scores as well as numbers which generated these percentages to each LEA, school, region, and statewide to determine if these numbers matched those at each scale.

Effectiveness

Effectiveness

Results and effectiveness per core indicator follows:

• 1S1 – Directions were refined and shared online during the year. Training was conducted. Data were collected. Results varied by LEA and statewide. Statewide scores were collected for 84% of the graduating concentrators of the relevant high school graduates, up from 74% the previous year. Processes are being developed to account for the percentages of the students unaccounted for. Performance levels were adjusted and resubmitted to OVAE for reconsideration.

- 1S2 End-of-course technical attainment tests were taken by 298,438 of the 386,766 enrollees in CTE courses for which there were end-of-course tests. Processes are being developed for the 12% of the students unaccounted for. The data were processed and put into cells for each relevant subcategory of students. Benchmarks were compared for each category and subcategory, to actual scores. Milestones were calculated to determine how far each category and subcategory needed to progress to attain their benchmarks for the coming year.
- 2S1a Not applicable
- **2S1b** Credentials: Calculations were revisited for all performance areas. Improvement methods developed the previous year were put into effect for this year. Some problems were corrected in computer programming.
- 3S1 Follow-up feedback data: These data were used again in LEAs. The statewide average exceeded the benchmark for the fiscal year.
- 4S1 Enrollment data * nontraditional: The data were analyzed locally. Approved activities were aligned with the greatest opportunities for improvement.
- \bullet 4S2 Enrollment and concentrator * nontraditional: The data were used and analyzed locally.

II. e. Improvement Strategies for Next Program Year

Based on the State Performance summary (IIa) and the Effectiveness of Improvement Strategies, (IId), improvement strategies were developed and implemented for both local and state levels. We will address the local level first.

Local Improvements

At the local level, there are three sets of opportunities for improvement.

- All the programs for all the performance categories were audited by a contract programmer in each LEA. Errors were found and corrected.
- Significant steps have been taken to improve the quality of the data collected for performance measures.
- 3. Significant steps have been taken to provide more relevant, timely, and accurate information for local use in improving local programs based on the annual evaluation. The online management system used is the Planning and Performance Management System (PPMS). In it, select aspects of Perkins III have been revisited and improved including the Perkins III requirements and permissibles and the programming for performance indicators. Of the five commendations for CTE in North Carolina based on the federal five-year audit last spring, three were about the PPMS.

State Improvements

Multiple and varied training activities were provided about information for improving programs locally. These include the following state level strategies.

Strategies

- At the state level, we will try to determine which of the projects that were stopped because of programming failures will be resurrected.
- The following are a sample of other improvement strategies for the coming program year.

Effectiveness Continued

Improvement Strategies

- The CTE Performance Acceleration Academy was begun using part of the federal WD incentive funds that N.C. received for meeting all its performance measures.
 35 LEAs have been identified to take part.
- A comprehensive, local self-assessment instrument for high performance CTE was field-tested and refined for these groups.
- A comprehensive local self-assessment instrument for technical attainment will be shared via training.

The highest performing (benchmark) LEAs in technical attainment again will be identified for the training of similar LEAs based on size. The highest performing LEA's in each size category will conduct training for their counterparts on their proven practices for high performance.

- Professional development on using trend data to improve the quality of curriculum will be provided both through the Performance Acceleration Academy and in each region.
- Greater use of business/industry representatives will focus key strategies.
- New CTE director internships will train rookies in high performance management.
- New CTE teacher workshops will show these teachers how to survive and thrive.

Postsecondary

Executive Summary - The North Carolina Community College System utilized administrative funds to support a staff of three consultants, a part-time data analyst, and one support person. The leadership funds were spread over a variety of projects and activities to capitalize on the flexibility offered by the Act. The goal was to positively affect the core indicator activity while fulfilling the required and permissive uses mandated. Projects at several colleges dealing with professional development, academic integration, and technological improvement were funded. As performance results are obtained in the future, comparative analysis will dictate types and direction of succeeding projects.

Negotiations between the U.S. Department of Education and the Community College System resulted in final agreed-upon baseline and performance levels in September 2001. The baseline data is finant program year 1999–2000, except for participants who were placed in employment, for which 1998–19 and data is to be used. For reporting purposes, a vocational concentrator is defined as a student who is enrolled 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. A postsecondary Tech Prep Student is any student enrolled in a two-year Associate in Applied Science Degree program, or a registered apprenticeship program at a North Carolina consulty college who completed a College Tech Prep course-of-study while in high school.

The measurement approaches used for the core indicator data were overall grade point average, state/local administrative data, and record exchange with the Employment Security Commission of North Carolina. The data is considered to be of high quality as it is obtained through the System's Management Information System, which is the consolidating point for all data for all community college activity in North Carolina. There is constant checking for consistency and completeness with feedback to the colleges.

I. Program Administration

- a. State Administration State administration funds were used to support salaries of three consultant positions, a halftime system analyst, and one support position. These positions were responsible for refining the State Plan for Vocational and Technical Education, reviewing local plans, monitoring and evaluating program effectiveness, assuring compliance with all applicable Federal laws, and providing technical assistance to all 58 community colleges.
- b. **State Leadership** Leadership funds were used in a variety of ways to promote innovative methods of improving core indicator related activity as well as to meet the uses of the funds required by the Act. A number of activities were funded directly from the System Office (A D below) while others were released to the colleges through a proposal process (1 4). Both rural and rban schools were funded and the thrust and cost of the projects varied with several addressing distance learning and technology issues. A total of 239 faculty, five counselors, and 16 administrators directly participated in these projects.

Directly Funded Projects

A. The colleges of North Carolina's Community College System banded together in an effort called the Virtual Learning Community (VLC). It is a collaborative effort of all 58 colleges sharing resources and expertise to expand access to quality online courses and support services. Befits to colleges include: a library of online credit and non-credit courses that can be offered as-is or adapted to local needs; access to Blackboard (the system chosen for statewide delivery of online courses) for development or delivery of online courses or support materials; online and face-to-face faculty training; tips for effective online course delivery; help materials for online students; online student support services; a web listing of online offerings from each college with links back to local web sites; newsletters, online discussion, and mailing lists to spur communication; and evaluation materials for online courses.

In 2003-2004, an additional 11 vocational education courses were added to VLC online course library and 35 existing vocational education courses were updated with Carl D. Perkins Funds. The addition of new courses and updating of existing courses enables the VLC to support the vocational education faculty and students throughout the state.

- B. In order to ensure that all of North Carolina's citizens have access to the opportunities available at our colleges, a project addressing the special needs of students identified through the Americans with Disabilities Act was designed and implemented by Blue Ridge, Catawba Valley, and Surry Community Colleges. Through this collaborative effort faculty were trained to understand the issues related to the Americans with Disabilities Act (ADA) as they pertain to students in traditional seat courses as well as courses delivered through a distance education medium; incorporate assistive technologies into the design of courses that will allow students with different learning styles and special needs to successfully complete their courses; acquire skills for effective student engagement techniques in a distance education environment; and disability services providers will receive intensive training in assistive technology in order to meet the colleges' responsibilities to maintain academic standards by providing accommodations without compromising the content, quality or level of instruction.
- C. Providing access to high quality professional development activities is a perennial focus of the North Carolina Community College System. To address these needs, the North Carolina Community College System has developed and began implementation of the North Carolina Network for Excellence in Teaching (NC-NET). NC-Net is an online repository of information that provides opportunities for professional development in the areas of greatest need in the 58 community colleges across the state. The project exists entirely in an electronic environment that provides courses delivered via blackboard, as well as, other online content.
- D. A looming teacher shortage, combined with the mandates of the No Child Left Behind Act requiring that all teachers be "highly qualified" in the subject areas that they teach, Head Start Performance Standards, North Carolina's More at Four Program Standards, North Carolina Childcare licensing laws, and North Carolina's Smart Start Initiative Performance Based Incentive Standards pose significant challenges for teacher education programs within North Carolina community colleges, each of which offers the Associate of Applied Science in Early Childhood Education degree. To address these regulations, a reference manual was developed and orientation sessions will be held statewide. Each Early Childhood Program at the community colleges benefits from these resources by positively impacting the education programs at community colleges by training faculty in ways that directly impact the foundations of teacher preparation. The expected results of the project are better prepared early childhood teachers and increased articulation with high schools and four-year institutions.

College-Proposed Projects

1. Learning Community of Faculty and Staff for Professional Development — Durham Technical Community College. Appropriately, community colleges focus intently on providing the best possible learning opportunities for students; however; this intentional focus is time intensive leaving faculty and staff to rely on their previous training to serve students. As student demographics, technology, and pedagogies advance, college faculty and staff are at risk of becoming outdated. Recognizing this risk, the college has addressed this challenge by establishing a professional development learning community. The learning community members share knowledge from different disciplines to explore new ways to prepare students for their professional lives in technical and vocational fields. Using a DVD, produced through previously funded activities, the learning community members were able to tell others about the activities of the project and encourage the college to incorporate workplace training skills in all classes.

Seventy-five faculty, five counselors, and 10 administrators participated in this project.

2. AutoCAD Faculty Upgrade Training—Guilford Technical Community College. This project provided an opportunity for faculty members in three different engineering technology disciplines from nine community colleges to receive two days of intensive exposure to the latest improvements in AutoCAD 2004 and its add-on packages. The obvious benefit to be derived from their participation is that these faculty members were able to take back to their colleges knowledge of these improvements that they could share with other faculty members. They and the other faculty members are now able to use this knowledge in instructional delivery in their classrooms.

An unanticipated and useful benefit of this workshop is that these instructors were able to acquire a well developed sense as to the appropriateness and applicability of these software packages as the primary means of CAD instruction for community college students.

Twenty-six faculty participated in this project.

Professional Development — Halifax Community College. This project focused on professional
development in three areas- marketing; integrating academic and technical competencies; and
implementing instructional technology training.º Professional development activities/workshops in
marketing equipped the faculty with the knowledge to develop a new paradigm of thinking about
marketing the program.

As a result of the training, the college has developed a marketing strategy for each curriculum.
"Training in instructional technology enabled faculty to expand online course offerings and enhance instruction with audio-video and multi-media." Additionally, Internet resources are now being utilized for interactive communication. Faculty gained more content with the distance learning and would like to utilize a variety of learning styles in their classrooms and in future courses. Hands-on training in in auctional technology enabled the faculty to develop technology and incorporate it into instructional gragams and courses.

Twenty-one faculty and four administrators participated in this project.

4. Creating a Framework for Integrating Technology Into Online and Hybrid Teaching Strategies — Martin Community College. This project served approximately 30 community colleges and faculty from all vocational and technical disciplines by providing workshops covering hands-on learning, theory and concepts of online teaching and learning, and networking with others. The activities were conducted utilizing a Mentor/Mentee relationship that continues to help the less experienced faculty as courses are enhanced.

Ninety-one faculty and two administrators participated in this project.

The following table indicates how the above-described projects satisfied the Required and Permissible Uses of the Act.

Project			Red	quire	ed U	ses						P	erm	issil	ble I	Jses				
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	12
A		X		X	X		X	X	X	T					X			X		
В	X		X		X		X	X	X											X
C	X	X	X	X	X				X	X	X				X			X		
D			X						X						X			X		
1			X	X	X										X			X		
2			X			X									X			X		
3			X												X			X		
4			X	X	X										X					X

c. Implications for Next Fiscal Year/State Plan – State Leadership funds were spread across all of the Core Indicator related activities. Program year 2003–2004 results will be analyzed with these projects in mind to determine which may have been especially effective and which less so. Until results are available, the RFP process, which allows colleges the flexibility of approaching indicator activity improvement in ways they think most appropriate, is continuing. Statewide dissemination of funded activities is guaranteed by exclusively supporting projects suitable for NC-NET.

II. Program Performance

a. State Performance Summary – The community college system met or exceeded negotiated performance levels in all core sub-indicators with the exception of "3P2" and "4P1". Considering the national unemployment crisis and the particularly devastating effects that the crisis has had on North Carolina's economy, the actual results for "3P2" are certainly justifiable.

We will continue to stress services for all special population groups and are extremely cognizant of this need for services. As a result, most schools have included them in basic grant activities. Some leadership-funded activities are also tied to this effort. At the State level, the System Office continues to focus on non-traditional students, improved access to higher education, and ADA compliance.

A focus on special populations is apparent and increasingly important as our college enrolment swells to unprecedented levels with students desperate for training, re-training, and enhanced skills necessary to survive an unpredictable economy. Stretching to serve a burgeoning enrollment, our colleges are at risk of under serving special population students. Intentionally spotlighting special populations ensures that progress will continue as institutional funds are diffused by increased enrollment. Despite these challenges, several core sub-indicators show special population groups' Actual Level of Performance exceeding the Adjusted Level of Performance.

b. Definition of Vocational Concentrator and Tech Prep students - A Vocational Concentrator is a student 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.

A post-secondary Tech Prep Student is any student enrolled in a two-year Associate in Applied Science Degree program, a two-year Certificate program, or a registered apprenticeship program at a North Carolina community college who completed a College Tech Prep course-of-study while in high school.

These definitions have not changed from those used last year.

c. Measurement Approaches and Data Quality Improvement -

Core Indicator	Measurement Approach	Quality Assessment
1P1	Overall Grade Point Average	Academic attainment measurement addresses the academic content areas addressed in state-approved program academic standards and is measured concurrent with or after concentrated participation in vocational education.
1P2	Overall Grade Point Average	Attainment measurement addresses state defined and industry validated skills and is measured concurrent with or after concentrated participation in vocational education.
2P1	State/Local Administrative Data	Measurement is based on state approved and program defined requirements for degree, diploma, and certificate completers.

3P1	Administrative Record Exchange	Third quarter UI data is used to determine placement in employment for program completers.
3P2	Administrative Record Exchange	Fourth Quarter UI data is used to determine retention in employment for those included in 3P1.
4P1	State/Local Administrative Data	Non-traditional occupations are defined at the state level and enrollments of the underrepresented gender groups are measured.
4P2	State/Local Administrative Data	Non-traditional occupations are defined at the state level and completion rates of the underrepresented gender groups enrolled in those programs are measured.

Data quality improvement is a statewide focus. Several workshops were held in 2003-2004 to specifically address data input and quality. Additionally, the System Office has employed a full-time Data Analyst with the sole function of gathering and interpreting data for federal grant programs. Sixty percent of the Data Analyst's work responsibility is devoted to data collection for Carl D. Perkins Vocational and Technical Education Act of 1998 activities.

- d. Effectiveness of Improvement Strategies in Previous Program Year Projects were implemented to increase teacher effectiveness, improve career-focused activities through training, and strengthen academic skills of students through integration of academic and vocational courses. The immediate effectiveness of such projects is still being measured, but a general strengthening of the program is unquestionable. All colleges are aware of and are working to improve the core indicator performance levels of special populations. Close attention is given to identify students with special needs and diverse backgrounds. To foster this increased concentration, the System Office has implemented an Americans with Disabilities Act professional development program that increases the capability of instructors to ensure that higher education opportunities are made available to all students, regardless of disability; a Hispanic/Latino Initiative funded through a private foundation; and a Minority Male Mentoring project funded by the North Carolina Governor's Crime Commission. Indications are that some success is being achieved in that all but two of the overall performance levels of the core sub-indicators were met this program year.
- e. Improvement Strategies for Next Program Year Each community college submitted a local plan that included improvement strategies for future program years. The following are samples of the many and varied approaches.
 - 1P1 Strengthening academic skills of students by utilizing services of Individualized Learning Centers or Pre-Curriculum programs; placing students in need of remediation in appropriate developmental subjects and closely monitoring their progress; requiring all students to perform at the same level on academic as well as vocational examinations.
 - 1P2 Hiring faculty with appropriate work experience to lead students in class and lab experiences toward industry standards; using information solicited from advisory councils composed of practitioners; offering cooperative education courses and internships.

- 2P1 Providing effective academic advising and support services, including financial aid and career counseling; providing a large array of flexible vocational/technical programs representing the major business/industry needs of the region; providing faculty training opportunities that are directly related to teaching their subject and improving their computer usage skills.
- 3P1 Devising teaching strategies that integrate employability skills into course content; working with local employers to ensure that students will become employed in their field upon graduation; offering assistance to students in resume preparation, interview skills, and placement referrals.
- 3P2 Continuing contact with ex-students and employers, intensive counseling before job placement to ensure proper fit, tailoring courses so that completers will possess the type and quality of skills which will enable employment success, assisting victims of plant closings through enrollment in training and retraining programs.
- 4P1 Identifying targeted program areas for non-traditional recruitment based on North Carolina employment data; encouraging students to enter and remain enrolled in non-traditional programs; maintaining staff presence at local One-Stop centers to advance knowledge of and interest in non-traditional training areas; encouraging focused marketing programs to promote interest in non-traditional training areas.
- 4P2 Utilizing existing resources to enhance opportunities for non-traditional students to earn degrees and obtain employment; increasing access to developmental programs and Individualized Learning Centers; providing support services such as financial aid, academic counseling, career counseling and developmental instruction to address barriers to success; remaining committed to the successful placement of students/graduates regardless of gender and race into employment opportunities directly related to their major field of study.

Section C The Financial Status Report* (Form II)

STATUS OF FUNDS

Net Out Basic Grant to States	Federal Fulk	Federal Funding Period:	111/2003-3/30/2003			ı	C	I	-	7	¥
	٧	69	O	Q	ш		9	:			
	Net Outlays Previously	Total Outlays this Report	Program income	Net outlays this report period	Net outlays To Date (Columns A-D)	Non-Federal share of outlays	Total Federal share of oullays (Columns E - F)	Federal share of unfiguidated obligations	Federal share of outlays and uniquidated obligations (Columns G+H)	Federal Funds Authorized In State Plan	Balance of Unobingaled Federal funds (Columns J-1)
Title I - Basic Grant to States	Reported	Period	Credit	(a company)		THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TRANSPORT NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TRANSPORT NAMED IN COLUMN TWO IS NAMED IN COLUMN TRANSPORT NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN					Control of the last
1000											
Local Uses of Funds											
							2000	OW	S	NP NP	20.00
Reserve	OR	d N	N P		00 0\$	dN	00.00		S	9/N	00 08
Secondary Eligible Recipients	O.M.	a z			\$0.00	A.V.	0.00		S	00.00	80.00
Postsecondary Eligible Recipients	AN COLO	60.00	3	\$0.00	\$0.00	\$0.00	20.00	20.00	26		
Total Reserve	20.00	30.00	-								20.00
Other Expenditures				01 100 000 000	B1 500 000 3104	\$205,801,663,18	\$19,361,334,00	N.P	\$19,361,334.00		20.00
Occupation Chairle Desirionle	NP	\$315,252,997,18			00 000 000 000	6236 278 007 00	\$9 759 206 00	N/N	\$9,759,206.00		\$709,360,00
Secondary Engine necipients	dN	\$345 138 113.00	N.F		\$345,138,113.00	9333,376,900	AND 400 E40 00	100	\$29,120,540,00	.00 \$29,830,100.00	\$709,560.00
Postsecondary Eligible Meciplerits	00 00	SKED 301 110 18	\$0.00	\$650,391,110.18	\$660,391,110.18	\$631,270,570.18	0.096,021,626		00 000 000 000		\$709.560.00
Total Other Expenditures	90.00		60.00	AL 011 101 0840	\$660.391,110.18	\$631,270,570.18	\$29,120,540.00	00.03	Dec.,021,824		
Total Local Uses of Funds	80.00	\$660,391,110.18		-							
Control of the Contro							204 404 405	I W	\$64.481.45	.45 \$64,481.45	80 00
State Leadership	O.M.	CRA 281 35	N/P	S64,481.45	\$64,481,45		4 104,400				80 00
Nontraditional Training and Employment	Table 1	00000000		\$50,000,00	\$50,000.00		\$50,000,00		13	8	\$1,034,432.87
State Institutions		00,000,000		13	\$1,479,690.68		\$1,479,690,68	-			\$1 034 432 87
Other	NA	31,479,030,00	-		\$1.594.172.13		\$1,594,172.13	3		00 252 002 19	\$1.075.401.41
Total State Leadership	\$0.00	\$1,594,1/2.13			\$2.03.468.04	\$2,300,516.45	\$632,951.5	N.P.			
State Administration	NP	\$2,933,468.04			200 000 000	FE 251 671 FEE 64	CT 1347 TAT 152 72	20.00	\$31,347,663.72	1,72 \$34,167,058.00	\$2,819,394.28
TOTAL BASIC GRANT TO STATES	00'05	\$664,918,750.35	00 05	5664,918,750.35	\$904,910,730,33	no mandi in mande					
Title II - Tech-Prep Education					00 000 000	O N	\$137.762.00	N.P	\$137,762.00		\$144,163.00
Sect. Administration	dN	\$137,762.00			\$137.762.00		\$2 624 608 85			8.85 \$2.850,577.00	\$225,968 15
State Authinistiation	NP			NP \$2,624,608.85	\$2,624,606,60		20 070 030 05	60.00	\$2,762,370.85	9,85 \$3,132,502.00	\$370,131.15
TOTAL TECH-PREP EDUCATION	\$0.00	\$2,762,370.85	\$0.00	32,762,370,85	\$2,762,370.85	90.00	97,107,310.				

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H		
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STATE: NC	Final Federal Funding Period:		7/1/2002-9/30/2004								
	∢	8	O	Q	ш	4.	Ø	Ι	-		
	Net Outlays Previously Reported	Total Outlays this Report	Program Income	Net outlays this report period	Net cutlays To Date		Total Federal share of outlave	To consider the constant	Federal share of oullays and	5	Balance of U
Title I - Basic Grant to States			Cleda	(Columns B - C)	(Columns A+D)	Non-Federal share of outlays	(Columns E - F)	unliquidated obligations	uniquidated obligations (Columns G+H)	Federal Funds Authorized In State Plan	Federa
Local Uses of Funds										184 1850	(Column
Reserve											1
Secondary Eligible Recipients	O'N										
Postsecondary Eligible Recipients	dN	N N	N.P.	0000\$	\$0.00	div	50.03				
Total Reserve	\$0.00	-	A N	80.00	\$0.00	MM	0000		\$0.00	ΝP	
Other Expenditures			\$0.00	80.00	\$0.00	\$0.00	0000		\$0.00	NP	
Secondary Eligible Recipients	\$317.761.510.63							90.00	80.00	\$0.00	
Postsecondary Eligible Recipients	\$316.577.815.00	4/N	NP	\$0.00	\$317,761,510.62	\$299 720 135 63	\$19 DAY 375 AG				
Total Other Expenditures	\$634,339,325,62		NE	\$1,232,356.00	\$317,810,171.00		\$0.077 £02.00		\$18,041,375.00	\$18,041,375.00	
Total Local Uses of Funds	\$634 310 305 60	61 930 956 99	\$0.00	\$1,232,356.00	\$635,571,681.62		\$27.918.957.00		\$9.877,582.00	\$9,877,582.00	
State Leadership			\$0.00	\$1,232,356.00	\$635,571,681,62	\$607,652,724.62	\$27 918 957 00		\$27,918,957.00	\$27,918,957.00	
Nontraddonal Training and Forest							001001010101	00'04	\$27,918,957.00	\$27,918,957.00	
State testinations	\$61,236,96	dW	MP	\$0.00	20,000,000						
Other	\$50,000,00	dN	NP	50.00	367,236,96	d'N	\$61,236,96	d/N	20 300 123		
0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	\$1,436,053.93	\$1,143,583.11	GN	£1 142 can ++	200,000,000	g.N	\$50,000.00	div	00000000	361,236,96	
Total State LeaderShip	\$1,547,290.89		0000	11.000.01116	\$2,579,637,04	N/P	\$2,579,637,04	N.D	300,000,000	\$50,000,00	
orare Administration	\$2,503,971,70	\$1 196 270 97	DO:NO	91,143,583,11	\$2,690,874.00	80.00	\$2 690 874 00		\$2.5/9.637.04	\$2,579,637,04	
TOTAL BASIC GRANT TO STATES	563R 390 SR3 21	61 570 940 00		180/2/08/16	\$3.700.242.67	\$2,089,198.67	\$1,611,044,00		\$2,690,874.00	\$2,690,874.00	
Title II - Tech-Prep Education		90'017'7'0'00	90.04	\$3,572,210.08	\$641,962,798.29	\$809,741,923.29	\$32,220,875.00	\$0.00	\$32.220.875.00	\$1,611,044.00	
State Administration	500 035 05									00.010,010.00	
Local Consortia	07 676,200	\$188.070.80	N.P	\$188,070.80	\$271,046.06	G/N	200101010				
TOTAL TECH-PREP EDUCATION	PA 464 444 44	5/306,555 8Z	NP	\$366,555.82	\$2,751,056.00	N/N	\$271,046.05	\$1,035.94	\$272,062,00	\$272,082,00	
	32,4b7,475.44	\$554,626.62	\$0.00	\$554,626.62	\$3,022,102.06	\$0.00	\$2,731,030 to	WP	\$2,751,056,00	\$2,751,056.00	
						60'00	\$3,022,102,06	\$1,035.94	C2 021 128 00		

Section D The Basic Grant and Tech Prep Student Enrollment Report (Form III)

VOCATIONAL-TECHNICAL EDUCATION BASIC GRANT STUDENT ENROLLMENT REPORT STATE: NC

PROGRAM YEAR: 2003-2004

LEVEL	STUDENT POPULATION	Male	Female	Gender Unknown	
BOTH		A	B		GRAND TOTA
POPULATIO	NIC LINEUR I			С	D
POPULATIO		187,695	205,710		Bridge States in
	UNDUPLICATED TOTAL	144,540	136,356	0	393,
	American Indian or Alaska Native	2,075	2,185	0	280,
S	Asian or Pacific Islander	2,770	2,307	0	4,:
E	Black, non-Hispanic	42,835	45,484	0	5,
c	Hispanic	6,544	5,984	0	88,
0	White, non-Hispanic Unknown/Other	88,596	78,551	0	12,
N		1,720	1,845	0	167,
D	TOTAL RACE/ETHNICITY	144,540	136,356	0	3,5
A	Individuals With Disabilities	23,181	10,809	0	280,8
R	Economically Disadvantaged	39,718	42,405	0	33,9
Y	Nontraditional Enrollees	29.079	8.991	0	82,1
	Single Parents	0	0.557	0	38,0
	Displaced Homemakers	0	0	0	
	Other Educational Barriers	50,890	37.057	0	
	Limited English Proficient	3,186	2.741	0	87,9
P	UNDUPLICATED TOTAL	43,155	69,354	5,927	11,8
0	American Indian or Alaska Native	604	1,365	0	112,5
S	Asian or Pacific Islander	846	973	0	1,90
T	Black, non-Hispanic	9,730	23,533	0	1,8
S	Hispanic	1,019	1,226	0	33,20
E	White, non-Hispanic	30,223		0	2,24
C	Unknown/Other	733	41,418 839	0	71,64
o	TOTAL RACE/ETHNICITY	43,155		0	1,57
	Individuals With Disabilities	1,605	69,354	0	112.50
N	Economically Disadvantaged	4,212		0	3,85
D	Nontraditional Enrollees	15,701	15,452	0	19,66
A	Single Parents	803	5,499	0	21,20
R	Displaced Homemakers	448	8,679	0	9,48
Y	Other Educational Barriers	18.012	4,171 35,537	0	4,61
	Limited English Proficient	422		0	53,54
	UNDUPLICATED TOTAL	0	575	0	99
	American Indian or Alaska Native	0	0	0	A STATE OF
	Asian or Pacific Islander	0	0	0	
	Black, non-Hispanic	0	0	0	
	Hispanic	0	0	0	
A D	White, non-Hispanic	0	0	0	
	Unknown/Other	0	0	0	
U	TOTAL RACE/ETHNICITY	0	0	0	
ŗ	Individuals With Disabilities	0	0	0	
T	Economically Disadvantaged	0	0	0	0
	Nontraditional Enrollees	0	0	0	0
	Single Parents	0	0	0	0
	Displaced Homemakers	0	0	0	0
	Other Educational Barriers	0	0	0	0
	Limited English Proficient	0	0	0	0
	SECONDARY	٠	0	0	0
ADDITIONAL INFORMATION	POSTSECONDARY				
	ADULT				

VOCATIONAL-TECHNICAL EDUCATION TECH PREP STUDENT ENROLLMENT REPORT STATE: NC

PROGRAM YEAR: 2003-2004

LEVEL	STUDENT POPULATION	Male	Female	Gender Unknown	GRAND TOTAL
LLVLL		A	В	С	The state of the s
BOTH		-1.100	48,992	0	103,1
POPULATIONS	UNDUPLICATED GRAND TOTAL	54,193	45,588	0	97,2
	UNDUPLICATED TOTAL	51,665	991	0	1,9
	American Indian or Alaska Native	961	. 700	0	1,5
	Asian or Pacific Islander	882	15,431	0	29.7
S	Black, non-Hispanic	14,343		0	4,6
E	Hispanic	2,442	2,169	0	58,1
C	White, non-Hispanic	32,482	25,698	0	1,
0	Unknown/Other	555	599	0	
N	TOTAL RACE/ETHNICITY	51,665	45,588	0	
D	Individuals With Disabilities	7,800	3,401		
A	Economically Disadvantaged	15,509	16,389		
	Nontraditional Enrollees	9,829	3,210	-	
R	Single Parents	0	0		
Y	Displaced Homemakers	0	0		
	Other Educational Barriers	21,008	15,325	0	
	Limited English Proficient	1,133	1,005		
		2,528	3,404	0	
LEAD TO MAKE	UNDUPLICATED TOTAL	33	76		
P	American Indian or Alaska Native	41	44		
0	Asian or Pacific Islander	397	1,064	1 (
S	Black, non-Hispanic	36	44		
Т	Hispanic	1,992	2,143	3	4
S	White, non-Hispanic	29	33		
E	Unknown/Other	2,528	3,40		5
C	TOTAL RACE/ETHNICITY	78	7		
0	Individuals With Disabilities	242	62		
N	Economically Disadvantaged		22		1
D	Nontraditional Enrollees	876	33	/	0
A	Single Parents	30	14		ol .
R	Displaced Homemakers	18	1,87		3
Y	Other Educational Barriers	1,209	1,67	•	0
	Limited English Proficient	16		-	0
	UNDUPLICATED TOTAL	0		0	0
	American Indian or Alaska Native	0		0	0
	Asian or Pacific Islander	0		0	0
	Black, non-Hispanic	0		V .	
	Hispanic	0		0	0
A	White, non-Hispanic	0		V	0
D	Unknown/Other	0		0	0
	TOTAL RACE/ETHNICITY	0		0	0
U	Individuals With Disabilities	0		0	0
ŗ	Economically Disadvantaged	0		0	0
T		0		0	0
	Nontraditional Enrollees	0		0	0
	Single Parents	0		0	0
	Displace 1 Hornemakers	0		0	0
	Other Educational Barriers	0		0	0
	Limited English Proficient	1			
	SECONDARY				
ADDITIONAL	IPOSISECUNDANT				
	ADULT				

Section E The Accountability Report (Form IV)

CORE INDICATOR #1: ATTAINMENT OF ACADEMIC SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC PROGRAM YEAR: 2003-2004

۵	ш	O	٥	ш	ш	g
			ACADEMIC ATTAINMENT - SECONDARY	NMENT - SEC		(1S1)
		CORE #1 VS ATT	CORE #1 AS ATT			
Level	Population	Number Of	Number Of			Adjusted Vs. Actual
		Students in the Numerator	Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Level Of Performance*
	GRAND TOTAL	71,415	130,924	51.32%	54.55%	3
	Male	38,115	69,928		54.51%	
	Female	33,300	966'09		54.59%	
	Gender Unknown	0	0		%00.0	
U	American Indian or Alaska Native	1,175	2,472		47.53%	
ш	Asian or Pacific Islander	1,229	2,192		26.07%	
١ (Black, non-Hispanic	14,258	34,692		41.10%	
,	Hispanic	1,732	3,692		46.91%	
0 2	White, non Hispanic	52,406	86,828		%96.09	
2 (Unknown/Other	616	1,048		28.78%	
· ·	Individuals With Disabilities	2,496	9,296		26.85%	
4 I	Economically Disadvantaged	14,178	32,248		43.97%	
r :	Single Parents	0	0		%00.0	
_	Displaced Homemakers	0	0		%00.0	
	Other Educational Barriers	14,357	41,460		34.63%	
	Limited English Proficient	737	1,928		38.23%	
	Nontraditional Enrollees	3,773	6,620		26.99%	
	TECH PREP	68,325	118,088		27.86%	
* "M" *	* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"	NOT MEET"				FORM IV, Page 1

Additional Information:

CORE INDICATOR #1: ATTAINMENT OF ACADEMIC SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2003-2004

10000		ACA	ACADEMIC ATTAINMENT - POSTSECONDARY	MENI - POSIS	ECONDARY	
revei	Population	CORE #1 VS ATT	CORE #1 AS ATT			
		Students In the	Students In The	Adjusted Level	Actual Level Of	Adjusted Vs. Actua Level Of
5	GRAND TOTAL	OLO O	Derionninator	Of Perfor	Performance	Performance*
L	Male	9,352	14,055	65.83%	66.54%	Ш
0	Fomolo	3,340	4,906		68.08%	
1	Gender Hoknown	6,012	9,149		65.71%	
1	Amorican Indian or Alastic Nation	0	0		0.00%	
1	Acian or Davillo Iolanda	190	213		89.20%	
	Black non Historia	128	225		56.89%	
1	Historyic	2,402	3,432		%66.69	
	White near Uleaning	199	250		79.60%	
0	Mille, Ilon rispanic	6,325	9,812		64.46%	
I	odinida de Mario	108	123		87.80%	
1	individuals with Disabilities	222	624		35 58%	
1	Economically Disadvantaged	2,096	3,054		68 63%	
1	Single Parents	998	1.383		R2 62%	
2	Displaced Homemakers	396	675		58 67%	
1	Other Educational Barriers	4,674	6.965		67 110/	
1	Limited English Proficient	63	167		37 72%	
12	Nontraditional Enrollees	1,711	2,313		73.97%	
	CILCHER	671	763		87 94%	
M = M	".M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"	O NOT MEET"			1	
ditional	Additional Information:					FORM IV, Page 2

CORE INDICATOR #1: ATTAINMENT OF VOCATIONAL SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT STATE: NC

PROGRAM YEAR: 2003-2004

Level			SKILL ATTAINMENT - SECONDARY	MENT - SECON	DARY (1S2)	(
		CORE #1 VS ATT	CORE #1 AS ATT			
	Population	Number Of	Number Of			Adjusted Vs. Actua
		Students In the Numerator	Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Level Of Performance*
GRAND	GRAND TOTAL	174,889	269,147	58.25%	64.98%	3
Male		78,394	129,873		%98.09	
Female	d)	96,495	139,274		69.28%	
Gende	Gender Unknown	0	0		%00'0	
Americ	American Indian or Alaska Native	2,247	4,276		52.55%	
	Asian or Pacific Islander	2,841	4,590		61.90%	
Black,	Black, non-Hispanic	41,711	81,803		20.99%	
L	lic	5,728	11,207		51.11%	
L	White, non Hispanic	120,126	163,970		73.26%	
	Jnknown/Other	2,236	3,296		67.84%	
L	Individuals With Disabilities	9,148	24,052		38.03%	
Econo	Economically Disadvantaged	43,872	80,337		54.61%	
	Single Parents	0	0		0.00%	
	Displaced Homemakers	0	0.		0.00%	
Other	Other Educational Barriers	37,296	82,762		45.06%	
Limited	Limited English Proficient	1,864	5,129		36.34%	
Norst	ditional Enrollees	18,049	29,603		%26.09	
TECH PREP	REP	61,815	103,237		59.88%	
* "M" = "MET";	= "MET"; "E" = "EXCEEDED"; "D" = "DII	"DID NOT MEET"				FORM IV, Page 4
Additional Information:	mation:					

CORE INDICATOR #1: ATTAINMENT OF VOCATIONAL SKILLS

STATE: NC PROGRAM YEAR: 2003-2004

∢	В	0	D	Ц	L	
		•	SKILL ATTAINMENT - POSTSECONDARY	NT - POSTSEC		D (201)
Level	Population	1	CORE #1 AS ATT			r2)
		Students In the	Number Of Students In The	Adjusted Level	Actual Level Of	Adjusted Vs. Actual Level Of
	GRAND TOTAL	Mainerator	Denominator	Of Performance	Performance	Performance*
	Male	10,736	14,055	73.28%	76.39%	ш
۵	Female	3,380			68.90%	
C	Gender Unknown	965,1	9,149		80.40%	
U.	American Indian or Alaska Nativo	0 0			0.00%	
) -	Asian or Pacific Islander	213	213		100.00%	
- 0	Black non-Hispanic	163	225		72.44%	
ם כ	Hispanic	2,201	3,432		64.13%	
u (White non Hispanic	139	250		55.60%	
٠ ر	Unknown/Other	7,922	9,812		80.74%	
o :	Individuals With Disabilities	86	123		79.67%	
z	Economically Disadvantaged	372	624		59.62%	
٠ ،	Single Parents	2,394	3,054		78.39%	
۷ I	Displaced Homemakers	1,016	1,383		73.46%	
r	Other Educational Barriors	809	675		90.02%	
>	Limited English Proficient	5,408	96'9		77.65%	
	Nontraditional Enrolless	100	167		59.88%	
	TECH PREP	1,545	2,313		66.80%	
	* 118.811	/63	851		80 669/	

EXCEEDED"; "U" = "DID NOT MEET"

Additional Information:

FORM IV, Page 5

CORE INDICATOR #2: COMPLETION

PROGRAM YEAR: 2003-2004

C Gender Unknown American Indian or Alaska Native Asian or Pacific Islander Black, non-Hispanic C Hispanic N White, non Hispanic N Unknown/Other Individuals With Disadvantaged Single Parents P Displaced Homemakers	CORE #1 VS ATT				
<u> </u>	CORE #1 VS ATT	COMPLETION	COMPLETION - SECONDARY	(2S1)	
<u> </u>		CORE #1 AS ATT			
<u> </u>	Number Of	Number Of			Adjusted Vs. Actual
<u> </u>	Students In the	Students In The	Adjusted Level	Actual Level Of Performance	Level Of Performance*
5	26.326	29.835	76.80%	88.24%	Е
	13 450	15,621		86.10%	
	10,100	14 214		%65.06	STATE OF THE PARTY
	12,070	0		%000	
	0			0,000	
	e 477	537		88.83%	
	460	492		93.50%	
	7,226	8,334		86.71%	
	771	912		84.54%	
	17.162	19,310		88.88%	
	230	250		95.00%	
	1.623	2,392		%28.79	
	6,422	7,595		84.56%	The state of the s
	0	0		%00.0	
The state of the s	0	0		0.00%	
Other Folicational Barriers	7,632	9,778		78.05%	Management of the second
Limited English Proficient	374	461		81.13%	
Nontraditional Enrollees	1,328	1,482		89.61%	
TECH PREP	26,326	26,326		100.00%	
* "M" - "MET". "E" - "EXCEEDED". "D"	= "DID NOT MEET"				FORM IV, Page 7

= "MEI"; "E" = "EXCEEDED"

Additional Information:

CORE INDICATOR #2: COMPLETION

STATE: NC PROGRAM YEAR: 2003-2004

	20	O		ш	Ц	(
			COMPLETION - POSTSECONDARY	OSTSECONDA	-	(2P1)
lava	Donitation	CORE #1 VS ATT	CORE #1 AS ATT			
		Number Of Students In the Numerator	Number Of Students In The	Adjusted Level	Actual Level Of	Adjusted Vs. Actua Level Of
	GRAND TOTAL	16,107	24.239	64.78%	66.45%	renormance
	Male	5,895	9,028		65.30%	,
۵	Female	10,212	15.211		67 14%	
0	Gender Unknown	0	0		0.00%	
s	American Indian or Alaska Native	312	363		85.95%	
-	Asian or Pacific Islander	250	392		63.78%	
s	Black, non-Hispanic	3,564	5,957		59.83%	
Ш	Hispanic	235	444		52.93%	
O	White, non Hispanic	11,586	16,842		68.79%	
0	Unknown/Other	160	241		%66.39%	
2	Individuals With Disabilities	534	973		54.88%	
0	Economically Disadvantaged	3,362	4,699		71.55%	
1	Single Parents	1,393	2,103		66.24%	
(0	Displaced Homemakers	840	1,095		76.71%	
: >	Other Educational Barriers	7,350	10,841		67.80%	
	Limited English Proficient	131	258		50.78%	
	Nontraditional Enrollees	2,194	3,846		57.05%	
	TECH PREP	1,117	1,243		89.86%	
= W	* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"	D NOT MEET"				FORM IV Dags o

CORE INDICATOR #3: PLACEMENT

STATE: NC PROGRAM YEAR: 2003-2004

•	٥	٥	2		THE RESERVE THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN	
<	۵		TOTAL PLACEMENT - SECONDARY	NT - SECONDA		(3S1)
		COBE #1 VS ATT	CORE #1 AS ATT			
Level	Population	Number Of Students in the	Number Of Students In The	Adjusted Level	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
		Numerator 22 415	24.685			В
3	GRAND TOTAL	10001	13 430		95.32%	
	Male	12,001	11 255		94.30%	
	Female	10,014	004,11		%00'0	
	Gender Unknown				91 73%	
	American Indian or Alaska Native	488			OE 50%	
0	Acian or Pacific Islander	403	422		93.30%	
ш	Asian of acino comics	5.294	5,781		91.58%	
0	Black, non-mispariic	401	437		91.76%	
0	Hispanic	100	17		%60'96	
) =	White, non Hispanic	18,087			%09.96	
2 1	Unknown/Other	142	1		90.83%	
0	Individuals With Disabilities	1,327			90.00%	
A	Fonomically Disadvantaged	4,348	4,83		0/00/00	
æ	Single Parents	0			0.00%	
>	Olligie I dictina	0	0	A THE PART OF THE	0.00%	
	Displaced Homeritakers	6 069	6.657		91.17%	
	Other Educational Barriers	140			90.32%	
	Limited English Proficient	140			94.81%	
	Nontraditional Enrollees	1,132			95 74%	
Min September	TECH DRFP	19,5/1	20,441			

* "M" = "MEI"; E = CACE

Additional Information:

CORE INDICATOR #3: PLACEMENT

STATE: NC PROGRAM YEAR: 2003-2004

TOTAL PLACEMENT - POSTSECONDARY CORE #1 \(\text{VS} \) \text{ATT} CORE #1 \(\text{AS} \) \text{Adjusted Level} \text{Adjusted Level} \) \text{Adjusted Level}			O	_	1		
TOTAL PLACEMENT - POSTSECONDARY CORE #1 VS ATT CORE #1 AS ATT CORE #1 AS ATT CORE #1 AS ATT Adjusted Level of Performance Number Of Students In The Number Of Performance Number Of Performance Performance A; 906 Adjusted Level of Performance Performance A; 906 Adjusted Level of Performance A; 906 Adjusted Level A; 906 <th></th> <th></th> <th></th> <th>0</th> <th>E</th> <th>Ŧ</th> <th>G</th>				0	E	Ŧ	G
CORE #1 VS ATT CORE #1 AS ATT Adjusted Level Actual Level Of Performance Students In the Number Of Students In The Numerator Students In The Denominator Adjusted Level Of Performance Actual Level Of Performance 12,047 14,055 80.80% 85.71% 4,071 4,906 82.98% 82.98% 7,976 9,149 87.18% 0 177 213 83.10% 82.98% 163 225 72.44% 83.10% 186 250 9,812 84.99% 186 250 9,812 86.89% 78 123 624 80.57% 8,526 9,812 86.89% 87.7% 78 1,23 88.47% 88.47% 1,254 1,383 90.67% 81.04% 6,104 6,965 87.64% 87.64% 1,305 2,313 82.36% 91.09%			10	TAL PLACEMENT	- POSTSECO!	VDARY	(301)
Students In the Numerator Students In The Denominator Adjusted Level Actual Level Of Performance 12,047 14,055 80.80% 85.71% 4,071 4,906 82.98% 4,071 4,906 82.98% 7,976 9,149 82.98% 177 213 83.10% 163 225 72.44% 2,917 3,432 84.99% 186 250 74.40% 8,526 9,812 86.89% 78 123 624 8,526 9,812 88.47% 1,254 1,383 90.67% 6,104 6,965 87.64% 130 167 77.84% 1,905 2,313 82.36% 695 7,63 91.09%	Level	Population	CORE #1 VS ATT	CORE #1 AS ATT			(31.1)
12,047 14,055 80.80% 85.71% 4,071 4,906 80.80% 85.71% 4,071 4,906 82.98% 82.98% 7,976 9,149 87.18% 0 0 0 0 0.00% 177 213 87.18% 0.00% 163 225 72.44% 84.99% 186 250 74.40% 84.99% 78 123 86.89% 74.40% 8,526 9,812 86.89% 74.40% 8,526 9,812 86.89% 74.40% 8,526 9,812 86.89% 87.7% 1,254 1,383 90.67% 88.47% 6,104 6,965 87.64% 87.64% 1,905 2,313 82.36% 77.84% 1,905 2,313 82.36% 91.09%			Students In the	Students In The	Adjusted Level	Actual Level Of	Actual Vs. Actual Level Of
14,055 80.80% 85.71% 4,071 4,906 82.98% 4,076 9,149 82.98% 0 0 0 177 213 87.18% 163 225 72.44% 2,917 3,432 84.99% 186 250 74.40% 8,526 9,812 86.89% 78 123 63.41% 6,702 3,054 88.47% 11,254 1,383 90.67% 6,104 6,965 87.64% 130 167 77.84% 1,905 2,313 82.36% 1,905 2,313 82.36%		GRAND TOTAL	10 047	Denomina	Of Performance	Performance	Performance
4,071 4,906 82.98% 7,976 9,149 87.18% 0 0 0.00% 177 213 83.10% 163 225 72.44% 2,917 3,432 84.99% 186 250 74.40% 8,526 9,812 86.89% 78 123 63.41% 6,104 624 80.77% 6,104 6,965 81.04% 6,104 6,965 87.64% 1,305 2,313 82.36% 1,905 2,313 82.36% 1,005 2,313 91.09%		Male	15,041		80.80%	85.71%	ш
1,976 9,149	۵	Female	1,070			82.98%	
177 213 163 225 2,917 3,432 186 250 8,526 9,812 78 123 504 624 2,702 3,054 1,254 1,383 6,104 6,965 6,104 6,965 11,905 2,313 695 763	0	Gender Unknown	9/6/			87.18%	
163 225 225 225 225 225 225 225 225 225 22	S	American Indian or Alaska Nativo	0	0		%00.0	
2,917 3,432	-	Asian or Pacific Islander	177			83 10%	
2,917 3,432 186 250 8,526 9,812 78 123 504 624 2,702 3,054 1,254 1,383 547 675 6,104 6,965 1,905 2,313 695 763	. 0	Black, non-Hisnanic	163			72 44%	
8,526 9,812 78 123 504 624 2,702 3,054 1,254 1,383 547 675 6,104 6,965 1,905 2,313 695 763) LL	Hispanic	2,917	3,432		84.99%	
8,526 9,812 78 123 504 624 2,702 3,054 1,254 1,383 547 675 6,104 6,965 1,905 2,313 695 763	1 (White, non Hispanic	186	250		74.40%	
504 624 2,702 3,054 1,254 1,383 547 675 6,104 6,965 1,905 2,313 695 763	, ,	Unknown/Other	8,526	9,812		86.89%	
2,702 3,054 2,702 3,054 1,254 1,383 547 675 6,104 6,965 130 167 1,905 2,313 695 763) Z	Individuals With Disabilites	8/ 10/	123		63.41%	
547 675 6,104 6,965 1,905 2,313 695 763	: 0	Economically Disadvantaged	2004	624		80.77%	
6,104 6,965 6,104 6,965 167 1,383 695 167 1,383 695 167 1,905 2,313 695 763	> <	Single Parents	2,702	3,054		88.47%	
6,104 6,75 6,104 6,965 130 167 1,905 2,313 695 763	(0	Displaced Homemakers	1,534	1,383		%29.06	
130 6965 130 167 1,905 2,313 695 763	: >	Other Educational Barriers	140	675		81.04%	
1,905 2,313 695 763	-	Limited English Proficient	0,104	6,965		87.64%	
1,305 2,313 695 763		Nontraditional Enrollees	130	167		77.84%	
"DID NOT MEET." 763		TECH PREP	506,1	2,313		82.36%	
	. =W.	-	1	763		91.09%	

CORE INDICATOR #3: PLACEMENT

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT STATE: NC PROGRAM YEAR: 2003-2004

CORE #1 VS ATT CORE #1 AS ATT Number Of Students in the GRAND TOTAL PLACEMENT: EMPLOYMENT & MILITARY - POSTSECOND Amber Of Students in the Adjusted Level Of Performance Number Of Performance Number Of Performance Of Perfo	4	ď	O	D	ц	-	
CANDERIOR CORE #1 VS ATT CORE #1 AS ATT CORE #1 AS ATT Number Of Students in the Number Of Students in the Number Of Students in the Number Of Agingted Level Number Of Students in The Adjusted Level Of Performance Performance Performance Agingted Level Agingted Level Agingted Level Agingted Level Agingted Level Agingted Agingted Level Agingted Level Agingted Level Agingted Agingted Agingted Level Agingted			PLACEMEN	T:EMPLOYMENT	& MILITARY - I	OSTSECOND	ARY (3P1)
Students In the Students In the Number Of Students In the Numerator Students In The Adjusted Level Of Performance Of Performance A,071 Adjusted Level Of Performance Of Performance B,571% Adjusted Level B,571%	The state of the s		COBE #1 VS ATT	CORE #1 AS ATT			
GRAND TOTAL Students In the Numerator Students In The Denominator Adjusted Level Of Performance Denominator Adjusted Level Of Denominator Adjusted Level Of Denominator Adjusted Level Of Denominator Adjusted Level Deformance Denominator Adjusted Level Deformance Denominator Adjusted Deformance Denominator Adjusted Deformance Denominator Adjusted Deformance Denominator Adjusted Description Description Description Denominator Adjusted Description	level	Population	Number Of	Number Of			Adjusted Vs. Act
NUMBER ION 12,047 14,055 80.80% 85.71% 4,071 4,906 80.80% 82.98% 4,071 4,906 82.98% 82.98% 4,071 9,149 87.18% 0.00% 0 0 0.00% 0.00% 0.00% 0 213 83.10% 72.44% 163 2.917 2.55 84.99% 186 2.50 74.40% 86.89% 8.526 9,812 86.89% 86.89% 8.527 9,812 86.89% 87.41% 504 624 88.47% 81.04% 574 675 81.04% 87.64% 6,104 6,965 87.64% 87.64% 6,104 6,965 87.64% 82.36% 1,205 2,313 81.09% 91.09%	,		Students In the	Students In The	Adjusted Level	Actual Level Of Performance	Level Of Performance*
GRAND TOTAL GRAND TOTAL 4,906 82.98% Male 7,976 9,149 87.18% Female 0 0 0 0.00% Gender Unknown 177 213 83.10% American Indian or Alaska Native 177 213 84.99% Asian or Pacific Islander 2,917 3,432 84.99% Asian or Pacific Islander 186 250 74.40% Hispanic 186 250 74.40% Hispanic 85.70 9,812 86.89% White, non Hispanic 85.70 9,812 88.89% White, non Hispanic 85.70 3,054 88.89% Unknown/Other 78 123 80.77% Economically Disadvantaged 1,254 1,383 80.77% Single Parents 6,965 87.64% Other Educational Barriers 6,965 77.84% Limited English Proficient 1,905 763 91.09% Montraditional Enrollees 695 763 91.0			12 DA7	14,055		85.71%	
4,071 9,149 87.18% 0 0.00% 0.00% 177 213 83.10% 163 225 72.44% 163 225 84.99% 186 250 84.99% 186 250 74.40% 504 624 86.89% 504 624 80.77% 504 675 81.04% 6,104 6,965 87.64% 6,104 6,965 87.64% 1,905 2,313 82.36% 1,905 763 91.09%	5	RAND TOTAL	A 074	4 906		82.98%	
1,970 9,149 0.00% 0 0 0 0.00% 163 225 84.99% 2,917 2,50 84.99% 186 250 74.40% 8 526 9,812 86.89% 504 624 88.47% 2,702 3,054 88.47% 547 6,16 87.5 6,104 6,965 87.64% 1,905 2,313 82.36% 1,905 2,313 81.09% 1,905 763 91.09%		Male	1,0,4			87.18%	
0 0 0 177 213 83.10% 163 225 72.44% 163 225 84.99% 186 250 74.40% 504 624 88.47% 507 3,054 88.47% 547 675 81.04% 6,104 6,965 87.64% 1,905 2,313 82.36% 1,905 763 91.09%		Female	0/6//			%000	
177 213 93.10% 163 225 72.44% 163 225 84.99% 186 250 84.99% 78 123 86.89% 504 624 88.47% 504 624 88.47% 547 675 81.04% 6,104 6,965 87.64% 130 2,313 82.36% 1,905 2,313 81.09% 1,007 763 91.09%		Gender Unknown	0			00 100/	
163 225 72.44% 2,917 3,432 84.99% 186 250 74.40% 8,526 9,812 86.89% 504 624 80.77% 2,702 3,054 88.47% 547 675 81.04% 6,104 6,965 87.64% 1,905 2,313 82.36% 1,905 763 91.09%		American Indian or Alaska Native	177			70 440/	
2,917 3,432 84,95% 186 250 74,40% 8,526 9,812 86,89% 504 624 80,77% 2,702 3,054 88,47% 547 675 81.04% 6,104 6,965 87,64% 6,104 6,965 87,64% 1,905 2,313 82,36% 695 763 91.09%		Asian or Pacific Islander	163			07.00070	
186 250 74.40% 8 526 9,812 86.89% 78 123 63.41% 504 624 80.77% 2,702 3,054 88.47% 547 675 81.04% 6,104 6,965 87.64% 1,905 2,313 82.36% 1,905 763 91.09%	_	Black non-Hispanic	2,917			84.99%	
8 526 9,812 86.89% 78 123 63.41% 504 624 80.77% 2,702 3,054 88.47% 1,254 1,383 90.67% 6,104 6,965 87.64% 6,104 6,965 87.64% 130 167 82.36% 695 763 91.09%	s	Diach, Holl-Lispania	186			74.40%	
504 624 80.77% 504 624 80.77% 2,702 3,054 88.47% 1,254 1,383 90.67% 547 675 81.04% 6,104 6,965 87.64% 130 167 77.84% 1,905 2,313 82.36% 695 763 91.09%	ш	Hispanic	00 B Q			86.89%	
504 624 80.77% 2,702 3,054 88.47% 1,254 1,383 90.67% 547 675 81.04% 6,104 6,965 87.64% 130 167 77.84% 1,905 2,313 82.36% 695 763 91.09%		White, non Hispanic	20			63.41%	
2,702 3,054 88.47% 2,702 3,054 88.47% 1,254 1,383 90.67% 547 6,965 81.04% 6,104 6,965 87.64% 130 167 77.84% 1,905 2,313 82.36% 695 763 91.09%	, ,	Unknown/Other	0/00			80.77%	
2,702 3,034 1,254 1,383 90.67% 547 675 81.04% 6,104 6,965 87.64% 130 167 77.84% 1,905 2,313 82.36% 695 763 91.09%) 2	Individuals With Disabilities	500			88 47%	
1,254 1,365 81.04% 675 81.04% 81.04% 675 87.64% 87.64% 130 167 77.84% 82.36% 695 763 91.09%	2 0	Economically Disadvantaged	2,702			%29.06	
6,104 6,965 87.64% 87.64% 130 167 77.84% 82.36% 695 763 91.09%	_	Single Parents	1,254			81 04%	
695 763 91.09%	A	Displaced Homemakers	547			87.64%	
130 167 77.84% 1,905 2,313 82.36% 695 763 91.09%	K	Other Educational Barriers	6,104			27.04.0	
1,905 2,313 82.36% 695 763 91.09%	\ \	Limited English Proficient	130			11.84%	
695 763 91.09%	1	Cillinga Cilgilari	1.905			82.36%	
"TO NOT MEET"	_	Nontraditional Enforces	969		8	91.09%	
	-		ı				FORM IV, Page

CORE INDICATOR #3: RETENTION

STATE: NC PROGRAM YEAR: 2003-2004

Oppulation CORE #1 VS ATT CORE #1 AS ATT Number Of Students In the Number Of Students In the Numerator Number Of Students In The Numerator Numerator Numerator Denominator Of Performance 10,872	Population CORE #1 VS ATT CORE #1 AS ATT Number Of Students In the Number Of No.	Population CORE #1 VS ATT CORE #1 AS ATT CORE #	pulation		The state of the s			
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wn 3,734 4,071 91,25% wn 7,138 7,976 91,72% wn 0 0 0.00% an or Alaska Native 150 177 89,49% c Islander 150 177 84,75% panic 2,688 2,917 84,75% panic 7,658 8,526 88,17% panic 7,658 8,526 89,82% r 70 78 89,74% plsadvantaged 2,419 2,702 89,53% permakers 472 547 86,29% inal Barriers 5,499 6,104 90,09% in Proficient 1,164 1,254 90,09% in Proficient 1,196 91,50% XCEEDED"; "D" = "DID NOT MEET" 89,50%	wn 3,734 4,071 51.2% wn 0 0 0.00% e Islander 150 177 84.75% panic 2,688 2,917 84.75% panic 7,658 2,917 92.15% panic 7,658 8,526 89.82% panic 70 78 89.74% panic 2,419 2,702 89.53% h Disabilities 458 504 90.87% penace 2,419 2,702 89.53% penace 1,164 1,254 90.09% penace 472 547 86.29% penace 1,164 1,254 90.09% proficient 119 6,104 90.09% proficient 130 91.54% penace 622 695 89.50%	wn 3.734 4,071 50.20% wn 0 0 0.00% an or Alaska Native 150 177 84.75% c Islander 142 163 87.12% panic 2,688 2,917 84.75% panic 7,658 8,526 88.17% panic 70 78 89.82% r 70 78 89.53% losadvantaged 2,419 2,702 89.53% losadvantaged 2,419 2,702 89.53% nal Barriers 5,499 6,104 90.09% I Proficient 119 130 91.54% Enrollees 1,743 1,305 91.50% XCEEDED"; "D" = "DID NOT MEET" 89.50% 89.50%		10.872	12.047	or renormance	Performance 00 25%	Performance
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an or Alaska Native 150 177 84.75% c Islander 142 163 87.12% panic 2,688 2,917 87.12% panic 164 186 88.17% panic 7,658 8,526 89.82% r 70 78 89.74% pisadvantaged 2,419 2,702 89.53% permakers 472 547 86.29% nal Barriers 5,499 6,104 90.87% proficient 119 130 91.54% enrollees 1,743 1,905 91.54% eccepeeD"; "D" = "DID NOT MEET" 89.50%	an or Alaska Native 150 177 84.75% c Islander 142 163 87.12% panic 2,688 2,917 92.15% panic 7,658 8,526 89.82% r 70 78 89.74% b Disabilities 458 504 90.87% lemakers 458 504 90.87% lemakers 472 5.702 89.53% remakers 472 5.479 6,104 90.09% I Proficient 119 130 91.54% Enrollees 1,743 1,905 89.50% XCEEDED"; "D" = "DID NOT MEET"	an or Alaska Native 150 177 84.75% an or Alaska Native 142 163 87.12% panic 2,688 2,917 92.15% panic 7,658 8,526 89.82% in Disabilities 458 504 89.74% in Disabilities 2,419 2,702 89.53% in Disabilities 478 89.53% 89.53% in Disabilities 478 89.53% 89.53% in Disabilities 478 80.08% 89.53% in Proficient 1,164 1,254 90.09% in Proficient 119 130 91.54% Enrollees 1,743 1,905 91.50% XCEEDED"; "D" = "DID NOT MEET" 89.50%	n	0	0		0.00%	
c Islander 142 163 87.12% panic 2,688 2,917 92.15% panic 164 186 88.17% panic 7,658 8,526 89.82% Indications 458 504 90.87% pisadvantaged 2,419 2,702 89.53% pisadvantaged 2,419 2,702 89.53% pinal Barriers 472 547 86.29% nal Barriers 5,499 6,104 90.09% pinolicient 119 130 91.54% pinolicient 622 695 89.50% xxceeDeb"; "D" = "DID NOT MEET" 89.50%	c Islander 142 163 87.12% panic 2,688 2,917 92.15% panic 164 186 88.17% panic 7,658 8,526 89.82% if 70 78 89.82% if 70 78 89.74% losadvantaged 2,419 2,702 89.53% lemakers 472 547 86.29% inal Barriers 5,499 6,104 90.09% in Proficient 1,743 1,905 91.54% Enrollees 1,743 1,905 91.50% XCEEDED"; "D" = "DID NOT MEET" 89.50%	c Islander 142 163 87.12% panic 2,688 2,917 92.15% panic 7,658 8,526 88.17% panic 7,658 8,526 89.15% r 70 78 89.74% r 70 78 89.74% n Disabilities 458 504 90.87% pixadvantaged 2,419 2,702 89.53% nal Barriers 472 54.7 86.29% nal Barriers 5,499 6,104 90.09% Enrollees 1,743 1,905 91.50% XCEEDED"; "D" = "DID NOT MEET" 89.50%	or Alaska Native	150	1771		84 75%	
panic 2,688 2,917 92.15% panic 164 186 88.17% panic 7,658 8,526 89.82% Indicabilities 458 504 90.87% Pisadvantaged 2,419 2,702 89.74% Disadvantaged 2,419 2,702 89.53% emakers 472 547 86.29% nal Barriers 5,499 6,104 90.09% I Proficient 130 91.54% Enrollees 1,743 1,905 91.50% XCEEDED"; "D" = "DID NOT MEET" 89.50%	panic 2,688 2,917 92.15% panic 164 186 88.17% panic 7,658 8,526 89.82% r 70 78 89.74% h Disabilities 458 50.49 90.87% Jisadvantaged 2,419 2,702 89.53% Jemakers 472 547 86.29% Inal Barriers 5,499 6,104 90.09% I Proficient 119 130 91.54% Enrollees 1,743 1,905 91.50% XCEEDED"; "D" = "DID NOT MEET" 89.50%	Black, non-Hispanic 2,688 2,917 92.15% Hispanic 164 186 88.17% White, non Hispanic 7,658 8,526 89.82% Unknown/Other 70 78 89.74% Individuals With Disabilities 458 504 90.87% Economically Disadvantaged 2,419 2,702 89.53% Single Parents 1,164 1,254 92.82% Displaced Homemakers 472 547 86.29% Other Educational Barriers 5,499 6,104 90.09% Limited English Proficient 119 130 91.54% Nontraditional Enrollees 1,743 1,905 91.50% ** MET", "E" = "EXCEEDED"; "D" = "DID NOT MEET" 89.50%	slander	142	163		87 12%	
panic 164 186 88.17% If 7,658 8,526 89.82% If Disabilities 458 504 89.74% Disadvantaged 2,419 2,702 89.53% Disadvantaged 1,164 1,254 90.87% emakers 472 547 86.29% In Proficient 130 91.54% Enrollees 1,743 1,905 91.54% XCEEDED"; "D" = "DID NOT MEET" 89.50%	panic 164 186 88.17% If 7,658 8,526 89.82% If Disabilities 458 524 89.74% Disadvantaged 2,419 2,702 89.53% Disadvantaged 1,164 1,254 90.87% emakers 472 547 86.29% nal Barriers 5,499 6,104 90.09% I Proficient 130 91.54% Enrollees 1,743 1,905 91.50% XCEEDED"; "D" = "DID NOT MEET" 89.50%	panic 164 186 88.17% Price of the price of the problem of the	ınic	2,688	2,917		92.15%	
panic 7,658 8,526 89.82% Ir 70 78 89.74% In Disabilities 458 504 89.74% Disadvantaged 2,419 2,702 89.53% In Interest 472 547 86.28% In Interest 5,499 6,104 90.09% In Proficient 119 130 91.54% Enrollees 1,743 1,905 91.50% SXCEEDED"; "D" = "DID NOT MEET" 695 89.50%	panic 7,658 8,526 89.82% Ir 70 78 89.74% h Disabilities 458 504 90.87% Disadvantaged 2,419 2,702 89.53% lemakers 472 547 86.29% nal Barriers 5,499 6,104 90.09% I Proficient 130 91.54% Enrollees 1,743 1,905 91.50% SXCEEDED"; "D" = "DID NOT MEET" 89.50%	panic 7,658 8,526 89.82% Ir 70 78 89.74% h Disabilities 458 504 90.87% lisadvantaged 2,419 2,702 89.53% lemakers 472 547 86.29% lonal Barriers 5,499 6,104 90.09% In Proficient 119 130 91.54% Enrollees 1,743 1,905 91.50% XCEEDED"; "D" = "DID NOT MEET" 89.50%		164	186		88 17%	
h Disabilities	h Disabilities	h Disabilities	anic	7,658	8,526		89.82%	
h Disabilities 458 504 90.377,0 Jisadvantaged 2,419 2,702 89.53% lemakers 472 547 86.29% nal Barriers 5,499 6,104 90.09% Enrollees 1,743 1,905 91.54% SXCEEDED"; "D" = "DID NOT MEET"	h Disabilities 458 504 90.87% Jisadvantaged 2,419 2,702 89.53% 1,164 1,254 92.82% 86.29% enal Barriers 5,499 6,104 90.09% 1.54% 91.54% 91.54% 91.54% 91.54% 91.56% 629 620% enal Barriers 5,499 6,104 91.54% 91.54% 91.56% 695 89.50%	h Disabilities h Disadvantaged 2,419 2,702 Remakers emakers nal Barriers 1,164 1,254 92.82% 86.29% 1 Proficient 119 130 91.54% 91.50% 91.50% 89.50%		02	78		89 74%	
Disadvantaged 2,419 2,702 89.53% nemakers 1,164 1,254 92.82% nemal Barriers 472 547 86.29% nemal Barriers 5,499 6,104 90.09% Enrollees 1,743 1,905 91.54% XCEEDED"; "D" = "DID NOT MEET" 89.50%	Disadvantaged 2,419 2,702 89.53% nemakers 1,164 1,254 92.82% nal Barriers 472 547 86.29% nal Barriers 5,499 6,104 90.09% Enrollees 1,743 1,905 91.54% XCEEDED"; "D" = "DID NOT MEET" 89.50%	Disadvantaged 2,419 2,702 89.53% lemakers 472 547 86.29% nal Barriers 5,499 6,104 90.09% I Proficient 119 130 91.54% Enrollees 1,743 1,905 91.50% XCEEDED"; "D" = "DID NOT MEET" 89.50%	Disabilities	458	504		90.87%	
lemakers 1,164 1,254 92.82% nal Barriers 472 547 86.29% I Proficient 119 6,104 90.09% Enrollees 1,743 1,905 91.54% SXCEEDED"; "D" = "DID NOT MEET" 89.50%	nal Barriers 1,164 1,254 92.82% nal Barriers 5,499 6,104 90.09% I Proficient 119 130 91.54% Enrollees 1,743 1,905 91.50% SXCEEDED"; "D" = "DID NOT MEET" 89.50%	nal Barriers 1,164 1,254 92.82% nal Barriers 5,499 6,104 90.09% Proficient 119 130 91.54% Enrollees 1,743 1,905 91.54% SKCEEDED"; "D" = "DID NOT MEET" 89.50%	advantaged	2,419	2,702		89 53%	
lemakers 472 547 86.29% nal Barriers 5,499 6,104 90.09% I Proficient 130 91.54% Enrollees 1,743 1,905 91.50% XCEEDED"; "D" = "DID NOT MEET" 89.50%	lemakers 472 547 86.29% nal Barriers 5,499 6,104 90.09% I Proficient 130 91.54% Enrollees 1,743 1,905 91.50% XCEEDED"; "D" = "DID NOT MEET" 89.50%	lemakers 472 547 86.29% nal Barriers 5,499 6,104 90.09% 1 Proficient 119 130 91.54% Enrollees 622 695 91.50% XCEEDED"; "D" = "DID NOT MEET"		1,164	1,254		92.82%	
nal Barriers 5,499 6,104 90.09% I Proficient 130 91.54% Enrollees 1,743 1,905 91.56% XCEEDED"; "D" = "DID NOT MEET" 89.50%	Inal Barriers 5,499 6,104 90.09% Proficient 119 130 91.54% Enrollees 622 695 89.50% **XCEEDED"; "D" = "DID NOT MEET"	Inal Barriers 5,499 6,104 90.09% Proficient 119 130 91.54% Enrollees 622 695 89.50% XCEEDED"; "D" = "DID NOT MEET"	makers	472	547		86.29%	
Proficient 119 130 91.54% Enrollees 1,743 1,905 91.54% 622 695 89.50% **XCEEDED"; "D" = "DID NOT MEET"	Proficient 119 130 91.54% Enrollees 1,743 1,905 91.54% 622 695 89.50% **XCEEDED"; "D" = "DID NOT MEET"	Enrollees 1,743 130 91.54% Enrollees 622 695 89.50% **XCEEDED"; "D" = "DID NOT MEET"	al Barriers	5,499	6,104		%60.06	
### 1,743 1,905 91.50% 622 695 89.50% XCEEDED"; "D" = "DID NOT MEET" 89.50%	### 1,743 1,905 91.50% 622 695 89.50% XCEEDED"; "D" = "DID NOT MEET"	### 1,743 1,905 91.50% ### 622 695 89.50% ### 89.50% ### 89.50%	roficient	119	130	Name of the last	91.54%	
622 695 89.50%	622 695 89.50% XCEEDED"; "D" = "DID NOT MEET" 89.50%	622 695 89.50%	ırollees	1,743	1,905		91.50%	
XCEEDED"; "D" = "DID NOT MEET"	XCEEDED"; "D" = "DID NOT MEET"	XCEEDED"; "D" = "DID NOT MEET"	- 1		969		89.50%	
			H	NOT MEET"				FORM IV, Page 2
attional Information:					= "DID NOT MEET"	2,688 2, 164 8, 164 7,658 8, 70 458 2,419 2, 1,164 1, 1,164 1, 1,743 6,22 6, 622 6,2	2,688 2, 164 8, 164 7,658 8, 70 458 2, 2,419 2, 1,164 1, 1,164 1, 1,743 6, 622 6,	2,688 2,917 164 186 7,658 8,526 70 78 458 504 2,419 2,702 1,164 1,254 472 547 5,499 6,104 1,743 1,905 622 695

CORE INDICATOR #4: PARTICIPATION IN NONTRADITIONAL PROGRAMS

PROGRAM YEAR: 2003-2004

		ITNON	NONTRADITIONAL PARTICIPATION - SECONDARY	TICIPATION -	SECONDARY	(4S1)
		CORE #1 VS ATT	CORE #1 AS ATT			
Level	Population	Number Of	Number Of			Adjusted Vs. Actual
		Students In the	Students In The	Adjusted Level	Actual Level Of	Level Of
		Numerator	Denominator	Of Performance	Performance	Performance*
	GRAND TOTAL	40,267	157,373	26.60%	25.59%	D
	Male	30,121	96,242		31.30%	
	Female	10,146	61,131		16.60%	
	Gender Unknown	0	0		%00.0	THE PROPERTY OF
U	American Indian or Alaska Native	561	2,595		21.62%	
, п	Asian or Pacific Islander	867	2,603		33.31%	
	Black, non-Hispanic	12,164	45,170		26.93%	
٠ (Hispanic	1,705	6,275		27.17%	
0:	White, non Hispanic	24,477	980'66		24.72%	
2 1	Unknown/Other	493	1,694		29.10%	
٠.	Individuals With Disabilities	4,341	19,583		22.17%	
4 I	Economically Disadvantaged	13,466	54,526		24.70%	
T :	Single Parents	0	0		%00.0	
>	Displaced Homemakers	0	0		%00.0	
	Other Educational Barriers	14,364	57,490		24.99%	March Salland
	Limited English Proficient	994	3,252		30.57%	
	Nontraditional Enrollees	40,267	40,267		100.00%	
	TECH PREP	13,866	62,176		22.30%	
"M"	* "M" = "MET": "E" = "EXCEEDED": "D" = "DID NOT MEET"	D NOT MEET"				FORM IV, Page 25

Additional Information:

CORE INDICATOR #4: PARTICIPATION IN NONTRADITIONAL PROGRAMS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC PROGRAM YEAR: 2003-2004

Nontraditional Information Population Population				100112 I EAR. 2003-2004			
NONTRADITIONAL PARTICIPATION - POSTSECONDAR CORE #1 AS ATT Population CORE #1 VS ATT CORE #1 AS ATT Adjusted Level Actual Level Of Performance Students In the Number Of Performance 22.89% 22.01% Wan or Alaska Native 5,481 59,021 9,28% Ban or Alaska Native 340 1,722 19,74% C Islander 421 1,518 27,73% panic 5,989 30,032 19,34% panic 5,989 30,032 19,34% panic 5,989 30,032 19,34% panic 5,989 30,032 22.69% panic 5,989 30,032 22.69% panic 5,989 30,032 22.69% panic 2,970 1,654 17.81% pennic 2,970 16,674 17.81% pennic 2,970 16,674 17.18% pennakers 9,612 45,298 27.22%	∢	В В	0	D	Е	ш	5
CORE #1 VS ATT CORE #1 AS ATT Number Of Students in the Students in The Adjusted Level Students in The Number Of Students in The Adjusted Level Performance 21,169 Adjusted Level Adjusted Level Actual Level Of Performance Performance 21,169 Students in The Students in The Performance Performance Adjusted Level Adjust			NONTRA	DITIONAL PARTI	CIPATION - PO	STSECONDA	
Number Of Number Of Number Of Students In the Students In the Numerator Students In The Students In The Numerator Adjusted Level Of Performance Actual Level Of Performance 21,169 96,179 22.89% 22.01% 15,688 37,158 22.89% 22.01% wn 5,481 59,021 9,28% wn 0 0 0.00% an or Alaska Native 421 1,518 42,22% c Islander 5,989 30,032 19,34% panic 502 1,38 22,73% panic 502 1,38 22,3% panic 502 1,304 22,6% panic 2,370 16,674 17.81% plankers 46,298 3,193 27.22% premakers 46,298 21,169 27.22% proficient 22,4 45,298 27.22% proficient 21,169 21,169 27.03% proficient 22,307 22,4 45,08 proficient 22,4 45,08 <th>Level</th> <th>Population</th> <th>CORE #1 VS ATT</th> <th>CORE #1 AS ATT</th> <th></th> <th></th> <th></th>	Level	Population	CORE #1 VS ATT	CORE #1 AS ATT			
vwn 21,169 96,179 22.89% 22.01% wwn 15,688 37,158 42.22% wwn 0 0 0.00% an or Alaska Native 340 1,722 9.29% c Islander 421 1,518 9.00% panic 5,989 30,032 19.74% panic 13,539 59,665 22,00% promic 13,539 59,665 22,69% promic 1,053 8,131 22,69% promic 2,970 16,674 17,81% promain 2,970 16,674 17,81% promain 2,970 16,674 17,81% promain 2,970 16,674 12,13% promain 2,970 16,674 12,13% promain 2,970 16,674 12,13% promain 22,4 82,3 21,22% promain 22,1,169 100,00% 21,169 promain 1,103 5,007			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level	Actual Level Of	Adjusted Vs. Actual Level Of
vwn 15,688 37,158 42,22% cwn 5,481 59,021 9,29% an or Alaska Native 340 1,722 9,29% c Islander 421 1,518 27,73% panic 5,989 30,032 19,34% panic 502 1,938 25,90% panic 13,539 59,665 25,90% panic 13,539 59,665 25,90% panic 1,38 27,31% panic 2,970 16,674 17,81% post lities 8,131 12,95% panal Barriers 9,612 45,298 proficient 224 823 27,22% Enrollees 1,103 5,007 22,03%		GRAND TOTAL	21,169	96,179	22.89%		Lei Oi III all Ce
wwn 5,481 59,021 42.0% wn 0 0 0.00% an or Alaska Native 340 1,722 19.74% c Islander 421 1,518 27.73% panic 50,89 30,032 19.34% panic 50,89 30,032 19.34% panic 13,539 59,665 22.69% price 13,539 59,665 22.69% price 1,304 28.99% 22.69% price 2,970 16,674 17.81% price 2,970 16,674 17.81% price 464 3,825 12.13% price 224 823 21.22% price 21,169 100.00% 22.03% Enrollees 1,103 5,007 22.03%		Male	15,688	37,158			
wwn 0 0 0.00% an or Alaska Native 340 1,722 19.74% c Islander 421 1,518 27.73% panic 5,989 30,032 19.94% panic 13,539 59,665 22.69% sr 378 1,304 28.99% h Disabilities 872 3,193 27.31% Disadvantaged 2,970 16,674 17.81% permakers 464 3,825 12.35% nor Barriers 9,612 45,298 21.22% Enrollees 21,169 100.00% 27.22% Enrollees 1,103 5,007 22.03%	۵	Female	5,481	59 021		0 20%	
an or Alaska Native 340 1,722 1,518 2,520% c Islander 5,989 30,032 19.94% panic 502 1,938 25.90% panic 13,539 59,665 22.69% an Disabilities 872 3,193 27.31% lemakers 464 3,825, 12.13% anal Barriers 9,612 45,298 21,169 100.00% c Islander 1,103 5,007 22.03%	0	Gender Unknown	0	0		%0000	
c Islander 421 1,518 27.73% panic 5,989 30,032 19,94% panic 502 1,938 25.90% panic 13,539 59,665 22.69% panic 378 1,304 28.96% panic 2,970 16,674 17.81% pisadvantaged 2,970 16,674 17.81% proficient 464 3,825 12.95% proficient 224 823 21.22% Enrollees 21,169 21,169 100.00% 3XCEEDED"; "D" = "DID NOT MEET"	s	American Indian or Alaska Native	340	1.722		19 74%	
panic 5,989 30,032 19,94% spanic 1,362 1,938 25,90% str 13,539 59,665 22.69% str 378 1,304 28.99% h Disabilities 872 3,193 27.31% Disadvantaged 2,970 16,674 17.81% nemakers 464 3,825 12.13% nnal Barriers 9,612 45,298 21.22% Enrollees 21,169 21,169 100.00% sxceedebb"; "D" = "DID NOT MEET" 22.03%	-	Asian or Pacific Islander	421	1.518		27 73%	
panic 502 1,938 25.90% product 13,539 59,665 22.69% In Disabilities 872 3,193 22.69% Disadvantaged 2,970 16,674 17.81% In Disabilities 8,131 17.81% In Disabilities 8,131 17.81% In Disabilities 8,131 12.95% In Disabilities 8,131 12.95% In Disabilities 8,131 12.95% In Proficient 45,298 21.25% Enrollees 21,169 21,169 100.00% Enrollees 1,103 5,007 22.03%	s	Black, non-Hispanic	5,989	30,032		19 94%	
spanic 13,539 59,665 22.69% at Disabilities 872 3,193 28.99% h Disabilities 872 3,193 27.31% Disadvantaged 2,970 16,674 17.81% nemakers 464 3,825 12.95% and Barriers 9,612 45,298 21.22% Enrollees 21,169 21,169 21,169 27.22% Enrollees 1,103 5,007 22.03%	ш	Hispanic	505	1,938		25 90%	
h Disabilities 872 3,193 28.99% lisadvantaged 2,970 16,674 17.81% lemakers 464 3,825 12.13% lemakers 9,612 45,298 21.22% Enrollees 21,169 21,169 22.03% SXCEEDED"; "D" = "DID NOT MEET"	O	White, non Hispanic	13,539	59,665		22 69%	
h Disabilities 872 3,193 27.31% Disadvantaged 2,970 16,674 17.81% Themselve and Barriers 464 3,825 12.23% For ficient 224 823 27.22% Enrollees 21,169 21,169 100.00% Excrepben; "D" = "DID NOT MEET"	c	Unknown/Other	378	1304		28 99%	
Disadvantaged 2,970 16,674 17.81% nemakers 1,053 8,131 12.95% nemakers 464 3,825 12.13% noral Barriers 9,612 45,298 21.22% Enrollees 21,169 21,169 100.00% Enrollees 1,103 5,007 22.03%	z	Individuals With Disabilities	872	3,193	ATTENDED OF THE PERSON	27.31%	
nemakers 1,053 8,131 12.95% nal Barriers 464 3,825 12.13% Proficient 224 823 21.22% Enrollees 21,169 21,169 100.00% XCEEDED"; "D" = "DID NOT MEET" 5,007 22.03%	0	Economically Disadvantaged	2,970	16,674		17.81%	
nemakers 464 3,825 12.13% nal Barriers 9,612 45,298 21.22% Enrollees 224 823 27.22% Enrollees 21,169 21,169 100.00% 3,007 5,007 22.03%	٥	Single Parents	1,053	8,131		12.95%	
Proficient 224 45,298 27.22% Enrollees 21,169 21,169 1,103 SXCEEDED"; "D" = "DID NOT MEET" 5,007 22.03%	α α	Displaced Homemakers	464	3,825		12 13%	
Proficient 224 823 27.22% Enrollees 21,169 21,169 100.00% 1,103 5,007 22.03% **XCEEDED"; "D" = "DID NOT MEET"	: >	Other Educational Barriers	9,612	45,298		21.22%	
Enrollees 21,169 21,169 100.00% 1,103 5,007 22.03% 22.03%		Limited English Proficient	224	823		27 22%	
1,103 5,007 22.03% **XCEEDED"; "D" = "DID NOT MEET"		Nontraditional Enrollees	21,169	21,169		100 00%	
:XCEEDED"; "D" = "DID NOT MEET"		IECH PREP	1,103	2,007		22.03%	
	=W ×	XCEEDED"; "D" =	D NOT MEET"				FORM IV Page 26
	Additio	inal Information:					ו סווייו וא, ו מאף בט

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CORE INDICATOR #4: COMPLETION IN NONTRADITIONAL PROGRAMS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT STATE: NC PROGRAM YEAR: 2003-2004

		NON	NONTRADITIONAL COMPLETION - SECONDARY	OMPLETION - S	SECONDARY	(4S2)
		CORE #1 VS ATT	CORE #1 AS ATT			
Level	Population	Number Of Students In the	Number Of Students In The	Adjusted Level	Actual Level Of	Adjusted Vs. Actual Level Of
GRAN	GRAND TOTAL	Numerator 2.039	Denominator 16,067	Ur Performance	12.69%	Performance
Male	9	1,052	7,642		13.77%	
Fen	Female	987	8,425		11.72%	
Ger	Gender Unknown	0	0		%00.0	
Am	American Indian or Alaska Native	39	333		11.71%	
	Asian or Pacific Islander	49	247		19.84%	
Blac	Black, non-Hispanic	563	4,642		12.13%	
	Hispanic	55	414		13.29%	
	White, non Hispanic	1,310	10,300		12.72%	
	Jnknown/Other	23	131		17.56%	
	Individuals With Disabilities	200	1,744		11.47%	
7.9	Economically Disadvantaged	523	4,822		10.85%	
	Single Parents	0	0		0.00%	
	Displaced Homemakers	0	0		%00.0	
₽ E	Other Educational Barriers	601	5.564		12.42%	
Lim	Limited English Proficient	61	205		9.27%	
Nor	Nontraditional Enrollees	2,039	2,039		100.00%	
TECH	TECH PREP	919	7,902		11.63%	
* "M" = "MET	= "MET": "E" = "EXCEEDED": "D" = "DI	= "DID NOT MEET"				FORM IV, Page 29
ditional In						

CORE INDICATOR #4: COMPLETION IN NONTRADITIONAL PROGRAMS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC PROGRAM YEAR: 2003-2004

NONTRADITIONAL COMPLETION - POSTSECONDARY CORE #1 VS ATT CORE #1 AS ATT Adjusted Level Actual Level Of Performance Students In the Number Of Number Of Numerator Students In the Numerator Numerator Numerator (1,373) 12,070 T6.73% 46.88% 1,373 4,832 16.73% 16.88% 665 7,238 9.19% 0.00% 40 213 18.78% 24.46% 40 2,827 14.47% 24.66% 409 2,827 14.47% 24.62% 37 188 11.43% 22.22% 97 334 24.62% 24.62% 97 354 11.43% 24.62% 60 557 10.77% 22.22% 878 5,430 16.17% 26.88% 2038 2,038 100.00% 16.17% 25 93 2,038 100.00% 124 820 15.12% 15.12%	B	O	D	ш	L	9
CORE #1 VS ATT Number Of Students In the Number Of Students In the Numerator Number Of Students In The Numerator Numerator Number Of Students In The Numerator Numerator Denominator 1,373 Adjusted Level Actual Level Of Performance 1,673% Actual Level Of Performance 1,673% <th></th> <th>NONTR</th> <th>ADITIONAL CON</th> <th>IPLETION - PO</th> <th>STSECONDAR</th> <th>(4P</th>		NONTR	ADITIONAL CON	IPLETION - PO	STSECONDAR	(4P
Students In the Number Of Students In the Numerator Students In The Denominator Adjusted Level Of Performance Denominator Adjusted Level Of Denominator Adjusted Level Of Denominator Adjusted Level Of Denominator Adjusted Level Of Denominator Adjusted Level Denominator	Population	CORE #1 VS ATT	CORE #1 AS ATT			
2,036 12,070 16.73% 16.88% 1,373 4,832 28.41% 665 7,238 9.19% 0 0 0.00% 40 213 18.78% 45 184 24.46% 409 2,827 14.47% 37 188 19.68% 1,481 8,541 17.34% 26 117 22.22% 97 394 24.62% 109 954 11.43% 60 557 10.77% 878 5,430 16.17% 20.038 26.88% 2,038 100.00% 124 820 100.00%		Students In the Numerator	Number Of Students In The Denominator	Adjusted Level	Actual Level Of	Adjusted Vs. Actua Level Of
1,373 1,6,876 16,13% 16,88% 1,373 4,832 28,41% 28,41% 665 7,238 9,19% 0.000% 40 213 18,78% 18,78% 409 2,827 14,47% 14,47% 37 188 19,68% 10,68% 409 2,429 17,34% 22,22% 97 394 24,62% 24,62% 109 954 11,43% 10,77% 878 5,430 16,17% 16,17% 20,38 2,038 100,00% 124 820 15,12%	GRAND TOTAL	2 038	40.04	or remonitarice		Performance*
1,373 4,832 665 7,238 0 0 40 213 45 184 409 2,827 37 188 1,481 8,541 26 117 97 394 378 2,429 109 954 60 557 878 5,430 2,038 2,038 124 820	Male	2,000	12,070	16./3%		ш
665 7,238 0 0 40 213 45 184 409 2,827 37 188 1,481 8,541 26 117 97 394 378 2,429 109 954 60 557 878 5,430 203 2,038 124 820	Fomolo	1,373	4,832		28.41%	
0 0 40 213 45 184 409 2,827 37 188 1,481 8,541 26 117 97 394 378 2,429 109 954 60 557 878 5,430 2,038 2,038 124 820	Condor Information	999	7,238		9.19%	
40 213 45 184 409 2,827 37 188 1,481 8,541 26 117 97 394 378 2,429 109 954 60 557 878 5,430 2,038 2,038 124 820	delider Orikriown	0	0		0.00%	
45 184 409 2,827 37 188 1,481 8,541 26 117 97 394 378 2,429 109 954 60 557 878 5,430 2,038 2,038 124 820	Arrierican Indian or Alaska Native	40	213		18 78%	
409 2,827 37 188 1,481 8,541 26 117 97 394 378 2,429 109 954 60 557 878 5,430 2,038 2,038 124 820	Asian or Pacific Islander	45	184		0/ 0/0/0	
37 188 1,481 8,541 26 117 97 394 378 2,429 109 954 60 557 878 5,430 2,038 2,038 124 820	Black, non-Hispanic	409	7 8 2		44.40%	
1,481 8,541 26 117 97 394 378 2,429 109 954 60 557 878 5,430 2,038 2,038	Hispanic	27	13013		14.41%	
1,481 8,541	White non Hispanic	10	188		19.68%	
26 117 97 394 378 2,429 109 954 60 557 878 5,430 2,038 2,038 124 820	Unknown/Other	1,481	8,541		17.34%	
97 394 378 2,429 109 954 60 557 878 5,430 25 93 2,038 2,038 124 820	distribution of the second	26	117		22 22%	
378 2,429 109 954 60 557 878 5,430 25 93 2,038 2,038 124 820	Individuals With Disabilities	97	394		24 62%	
109 954 60 557 878 5,430 25 93 2,038 2,038 124 820	Economically Disadvantaged	378	2,429		15.56%	
60 557 878 5,430 25 93 2,038 2,038 124 820	Single Parents	109	954		11 43%	
878 5,430 25 93 2,038 2,038 124 820	Uisplaced Homemakers	09	557		10 77%	
25 93 2,038 2,038 124 820	Other Educational Barriers	878	5.430		16.17.0	
2,038 2,038 124 820	Limited English Proficient	25	03		00.000	
124 820	Nontraditional Enrollees	2 038	0000		20.88%	
079	ECH PREP	100	2,030		100.00%	
		١	820		15.12%	
Additional last		Population D TOTAL ale Jer Unknown Irican Indian or Alaska Native Tor Pacific Islander C, non-Hispanic anic B, non Hispanic own/Other duals With Disabilities omically Disadvantaged Parents aced Homemakers Educational Barriers aditional Enrollees PREP "E" = "EXCEEDED"; "D" =	Population D TOTAL Student Nume Student Studen	Population D TOTAL Student Nume Student Stu	Population D TOTAL Student Nume Student Stu	Population Population D TOTAL Student Nume Student Stud

FORM IV, Page 30

Additional Information: