Transition

Performance Standard: The response rate of career and technical completers to the Vocational Education Student Follow-Up Survey in academic school year 2003-2004 is 75 %.

Performance: Completer Response Rate

	2003-2004		2002-2003		2001-2002	
Division	82.09%	(55 of 67)	90.91%	(40 of 44)	91.94%	(57 of 62)
State	81.30%	(20,947 of 25,766)	75.14%	(18,698 of 24,885)	69.06%	(18,819 of 27,252)

Performance Standard♦: Students who are career and technical completers/graduates will successfully transition at a combined rate of 92.81% from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

Performance: Completer Transition Rate

	2003-2004		2002-2003		2001-2002	
Division	98.18%	(54 of 55)	92.50%	(37 of 57)	92.98%	(53 of 57)
State	95.24%	(19,950 of 20,947)	94.82%	(17,729 of 18,698)	94.95%	(17,869 of 18,819)

Satisfaction

Performance Standard: Career and Technical Education Completers (Employees) will indicate annually an 80% or higher satisfaction rate with their secondary career and technical studies, academic preparation, and employment.

Performance: Employee Satisfaction Rate

	2003-2004		2002-2003	2001-2002
Division	89.09%	(49 of 55)	97.50%	100.00%
State	84.46%	(17,692 of 20,947)	81.32%	97.58%

Performance Standard: Employers will indicate annually an 80 % or higher satisfaction rate with career and technical completers (employees) based on their secondary career and technical studies and academic preparation for the current occupation.

Performance: Employer Satisfaction Rate

	2003-2004		2002-2003	2001-2002
Division	100.00%	(6 of 6)	100.00%	100.00%
State	93.70%	(788 of 841)	91.92%	92.65%

2003-2004 Performance Summary

Standard	Met	Not Met	Improvement Plan Required
Academic Achievement	**	**	**
Occupational Competence	X		
Secondary School Completion	X		
Diploma/Credential	—	—	
Access/Success	X		
Non-Traditional Career Enrollment		X	X
Non-Traditional Career Completion	X		
Completer Response Rate	X		
Transition Rate	X		
Employee Satisfaction	X		
Employer Satisfaction	X		

** Academic Achievement is based on the performance of students enrolled in Career and Technical Education by school. Refer to the individual school data for results.

VIRGINIA DEPARTMENT OF EDUCATION

CAREER AND TECHNICAL EDUCATION
SECONDARY EDUCATION

ANNUAL PERFORMANCE REPORT

for

POQUOSON CITY PUBLIC SCHOOLS

SCHOOL YEAR
2003-2004

Academic Achievement

Performance Standard♦: Eligible students (9-12 grades) who are enrolled in a career and technical course(s) and also in an academic course(s) for which a Standards of Learning End-of-Course test(s) is/are required, will attain a passing score on the Standards of Learning end-of-course tests, contribute to the school's annual accreditation requirements based on the Provisional Accreditation Benchmarks[1], and contribute to annually improving the statewide baseline academic attainment average as determined for federal reporting.

Performance: Percent of Students Enrolled in Career and Technical Education courses who Passed the Standards of Learning End-of-Course Tests

Division	2003-2004		2002-2003		2001-2002	
English	92.86%	(156 of 168)	96.63%	(172 of 178)	88.60%	(171 of 193)
Mathematics	81.78%	(220 of 269)	80.22%	(215 of 268)	70.82%	(199 of 281)
History	97.14%	(272 of 280)	93.30%	(195 of 209)	91.39%	(244 of 267)
Science	92.86%	(260 of 280)	88.98%	(218 of 245)	88.60%	(202 of 228)

State	2003-2004	2002-2003	2001-2002
English	81.48%	86.32%	77.99%
Mathematics	70.60%	67.54%	64.48%
History	73.80%	71.68%	69.74%
Science	70.30%	70.39%	69.77%

Note: The Academic Achievement data in this report represents a sub-population of the total population of test takers and is based on the performance of students enrolled in Career and Technical Education courses in this school division. This academic attainment data is composed solely for federal performance and reporting purposes. These data shall in no way be used in conjunction with or interpreted for a school's accreditation status.

1 The Board set the minimum acceptable pass rates required for a school to achieve the rating of Provisionally Accredited/Meets State Standards in the academic years 2000-2004. The Provisional Accreditation Benchmarks through 2004 are as follows:

Year	English	Math	History/Social Sciences	Science
2000-01	63%	60%	45%	60%
2001-02	66%	65%	50%	65%
2002-03	70%	70%	55%	70%
2003-04	70%	70%	55%	70%

Occupational Competence

Performance Standard♦: Ninety-four and thirty-four hundredths percent (94.34%) of the career and technical education completers will attain 80 % of the essential competencies on the state-provided, industry-validated competency lists.

Performance: Competency Attainment Rate

	2003-2004		2002-2003		2001-2002	
Division	100.00%	(81 of 81)	95.52%	(64 of 67)	86.36%	(38 of 44)
State	95.83%	(25,710 of 26,828)	96.05%	(24,121 of 25,112)	96.09%	(23,912 of 24,885)

Note: A Career and Technical Education Program Completer is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

Secondary School Completion

Performance Standard♦: The completion rate for students in career and technical content areas, including the secondary component of Tech Prep programs, is 96.47 %.

Performance: Secondary School Completion Rate

	2003-2004		2002-2003		2001-2002	
Division	100.00%	(91 of 91)	94.37%	(67 of 71)	100.00%	(57 of 57)
State	99.63%	(26,828 of 26,927)	97.72%	(25,112 of 25,698)	97.80%	(24,885 of 25,444)

Note: The Completion Rate was calculated using the number of completers (c) reported on the 2003-2004 Completer Demographics Report and the number of dropouts (d) who completed a career and technical education program sequence or concentration as reported on the 2003-2004 Division Dropout Report. The formula is c÷(c+d).

Diploma/Credential

Performance Standard♦: The rate in which students will earn either the Career and Technical Education Board of Education Diploma Seal or the Advanced Mathematics and Technology Board of Education Diploma Seal is to be determined♦♦

Performance: Board Seal Attainment Rate

	2003-2004		2002-2003	
Division	38.46%	(35 of 91)	91.04%	(61 of 67)
State	58.48%	(15,689 of 26,828)	50.04%	(12,565 of 25,112)

Note: 312 combined and comprehensive high schools in 120 divisions elected to award the Career and Technical Education and the Advanced Mathematics and Technology Board of Education Diploma Seals during the 2003-2004 school year.

Access/Success

Performance Standard: Students identified as members of special populations will demonstrate success in Academic Achievement, Occupational Competence, and Successful Transition at the same rate as other Career and Technical Education Completers.

Performance by Students who are Members of a Special Population

	Division	State
Academic Achievement		
English	66.67%	69.63%
Mathematics	85.71%	61.26%
History	57.14%	61.23%
Science	79.49%	55.92%
Occupational Competence	100.00%	94.50%
Transition	100.00%	96.04%

Non-Traditional Career Preparation

2003-2004 Performance Standard♦: The total (combined) enrollment rates in the state-identified courses for nontraditional career preparation of the gender that comprises less than 25 % will be 12.82 %.

Performance: Non-Traditional Enrollment

	2003-2004		2002-2003		2001-2002	
Division	5.36%	(12 of 224)	5.56%	(9 of 162)	7.86%	(11 of 140)
State	13.48%	(13,363 of 99,114)	13.30%	(12,283 of 92.355)	13.40%	(11,113 of 82,921)

2002-2003 Performance Standard♦: The total (combined) completion rates of the state-identified content areas for nontraditional career preparation of the gender that comprise less than 25 % will be 9.63 %.

Performance: Non-Traditional Completion

	2003-2004		2002-2003		2001-2002	
Division	27.27%	(9 of 33)	20.00%	(5 of 25)	16.67%	(1 of 6)
State	11.97%	(1,463 of 12,221)	14.69%	(1,631 of 11,104)	16.79%	(1,900 of 11,314)

♦ Adjusted Levels of Performance as Negotiated with the United States Department of Education Office of Vocational and Adult Education (USDOE OVAE).

♦♦ Data collected in 2003-2004, 2002-2003, 2001-2002, and 2000-2001 to establish the state baseline for future negotiations with USDOE OVAE.