



2025 DCTE Perkins Performance Reports

BISMARCK SCHOOL DISTRICT
(LEA ID: 3001000)

Division of Career and Technical Education
Arkansas Department of Education
Three Capitol Mall
Little Rock, AR 72201
Phone: 501-682-1500
<https://dcte.ade.arkansas.gov/>

Report prepared by:
Austin D. Eubanks & Derrick Till
Office of Innovation for Education, University of Arkansas, College of Education and Health
Professions



Table of contents

| | | |
|----------|---|-----------|
| 1 | Report Notes | 1 |
| 1.1 | Report version | 1 |
| 1.2 | Report purpose | 1 |
| 1.3 | Important changes | 1 |
| 1.4 | Status Definitions | 3 |
| 1.4.1 | LEARNNS (State) Definitions (after 2024) | 3 |
| 1.4.2 | “Legacy” (before 2025) LEARNNS Definitions | 3 |
| 1.4.3 | Perkins V (Federal) Definitions | 3 |
| 1.5 | <i>Who is included in these reports?</i> | 4 |
| 1.6 | Table Layouts | 4 |
| 1.6.1 | Summary Tables | 4 |
| 1.6.2 | By Status Tables | 5 |
| 1.7 | Data Notes | 5 |
| 1.8 | Data Suppression (Redaction) Explained | 6 |
| 1.8.1 | Small Groups ($N < 10$) | 6 |
| 1.8.2 | “Fuzzy” Suppression for Moderate-Sized Groups ($10 \leq N < 200$) | 7 |
| 1.8.3 | Larger Groups ($N \geq 200$) | 7 |
| 1.8.4 | Additional Considerations | 7 |
| 1.9 | Final data note | 8 |
| 2 | Perkins V Performance Measure Scores at a Glance | 9 |
| 3 | Enrollment | 10 |
| 4 | Graduation Rate (1S1) | 15 |
| 4.1 | CAR Summary | 15 |
| 4.2 | State-level grad rate summary | 17 |
| 4.3 | District-level grad rate summary | 18 |
| 4.4 | State-level grad rate by status | 19 |
| 4.5 | District-level grad rate by status | 21 |
| 5 | Academic Performance (2S1 - 2S3) | 23 |
| 5.1 | CAR Summary | 24 |
| 5.2 | State-level academics summary | 26 |

Table of contents

| | | |
|-----------|--|-----------|
| 5.3 | District-level academics summary | 29 |
| 5.4 | State-level academics by status | 32 |
| 5.5 | District-level academics by status | 38 |
| 5.6 | Achievement x Growth (All Students) | 44 |
| 5.7 | Achievement x Growth (By Groups) | 46 |
| 6 | Post-secondary Placement (3S1) | 55 |
| 6.1 | CAR Summary | 55 |
| 6.2 | State-level post-sec placement summary | 57 |
| 6.3 | District-level post-sec placement summary | 58 |
| 6.4 | State-level post-sec placement by status | 59 |
| 6.5 | District-level post-sec placement by status | 61 |
| 7 | Non-traditional Gender (4S1) | 63 |
| 7.1 | CAR Summary | 63 |
| 7.2 | State-level non-trad summary | 65 |
| 7.3 | District-level non-trad summary | 66 |
| 7.4 | State-level non-trad by status | 67 |
| 7.5 | District-level non-trad by status | 69 |
| 8 | Program Quality: Concentrators* w/ H2 Certifications (5S1) | 71 |
| 8.1 | CAR Summary | 71 |
| 8.2 | State-level H2 certifications summary | 73 |
| 8.3 | District-level H2 certifications summary | 74 |
| 8.4 | State-level H2 certifications by status | 75 |
| 8.5 | District-level H2 certifications by status | 77 |
| 9 | Program Quality: Completers Graduating w/ Merit/Distinction (5S4) | 79 |
| 9.1 | CAR Summary | 79 |
| 9.2 | State-level merit/distinction summary | 81 |
| 9.3 | District-level merit/distinction summary | 82 |
| 9.4 | State-level merit/distinction by status | 83 |
| 9.5 | District-level merit/distinction by status | 85 |
| 10 | District-level scores (All Students) | 87 |
| 11 | Appendix A - Pathways Table | 88 |

1 Report Notes

1.1 Report version

This is **Version 2.0** of this report, generated on **April 23, 2026**. If minor updates are made (e.g., formatting adjustments or typo corrections), the version will be incremented to V1.1, V1.2, etc. If substantive changes occur (e.g., the identification of systematic data issues such as missing course codes affecting large numbers of students), the version will be incremented to V2.0. Any subsequent updates will also revise the “generated on” date above. This information is provided to help ensure that readers can confirm they are referencing the same version of the report.

1.2 Report purpose

The purpose of this report is twofold. First, it provides an overview of how your LEA is performing relative to Perkins State-Determined Performance Levels. Second—and equally important—this year’s report has been redesigned to include new information and more detailed breakdowns of items that have been reported in the past.

This second point is critical. Providing more detailed and granular information is not just about transparency; it is essential for identifying potential data issues. Even under the best circumstances, data errors occur, and at the state level it is not possible to reliably detect all of them using data alone. With hundreds of thousands of students statewide, small but meaningful discrepancies within a single LEA can easily go unnoticed.

That is why we rely on you as the local expert. You know your students, your programs, and what is actually happening on the ground. By reviewing this report closely, you can help identify results that appear inaccurate or inconsistent with your local knowledge—issues we would not be able to detect even when working directly with the underlying data.

1.3 Important changes

There are two key changes to the data process from previous years due to the implementation of LEARNS. First, there is now a distinction between participation definitions as reported for Federal (Perkins) reports and as reported for State (LEARNS) reports. Second, a retroactive change has been applied to the way participation is defined before the 2025 school year to “grandfather” coursework completed before the business rules were changed. See below for details.

As of the 2025 school year, Arkansas will no longer calculate a 5-year graduation rate. Furthermore, the 5S indicator (“Program quality”), which used to be the number of concentrators who earn industry recognized credentials, is also changing. Specifically, (1) only H2 certificates will count towards the 5S indicator, and (2) 5S1 will be **Concentrators*** earning H2 credentials, but 5S4 will be **CTE Completers** who graduate with merit/distinction.

Understanding “once a X, always a X...”:

In CTE reporting, most performance indicators are calculated based on the number of Concentrators*. However, there's an important rule to understand: students retain their status once they achieve it. This means "once a participant, always a participant" and "once a concentrator, always a concentrator."

Why does this matter? Because of this cumulative rule, a student who becomes a completer was *first* a concentrator, and they retain that concentrator status even after completing. This means that in traditional CTE reports, if you broke down tables by concentrators vs. completers, you would actually be double-counting completers—they'd appear in both categories.

Here's a concrete example:

Suppose your LEA has 100 total CTE students:

- 55 are participants
- 30 are concentrators
- 15 are completers

Under the traditional "once a X, always a X" rule, the number of concentrators for your LEA would be 45 (the 30 who concentrated but haven't completed + the 15 completers, because completers are also concentrators). The 15 completers are included in that concentrator count because they retain their concentrator status.

How this report is different:

While the "once a X" rule is still used for official federal reporting requirements, we've made a deliberate choice in this report to give you clearer, more granular insight into your programs. Throughout this report, numbers are broken down separately and *uniquely* by participants, concentrators, and completers, **ignoring the "once a X" rule** for clarity.

Using the same example above, in this report you would see:

- 30 distinct concentrators
- 15 completers

This approach allows you to see exactly how many students are at each distinct stage of their CTE pathway, rather than having overlapping counts.

In short: Think of "concentrators" under the traditional "once a X" rule as meaning "greater than or equal to concentrator" (i.e., concentrators + completers).

IMPORTANT: Throughout this report from this point on, to draw a distinction between the word "concentrator" as meaning "once a X" vs. distinct "concentrators only/not including completers," we will use a consistent naming convention:

"Once a X" (concentrators + completers) is denoted by "big C + asterisk," Concentrator(s)*

Distinct concentrators (not including completers) is denoted by "little c" and always referred to as distinct concentrator(s).

1.4 Status Definitions

1.4.1 LEARNS (State) Definitions (after 2024)

As of the 2024-2025 school year, student status is defined as follows:

Participant - A student who has earned full credit in any Level 1 CTE course in any CTE Pathway.

Concentrator - A student who has earned full credit in any Level 1 CTE course in any CTE Pathway, then earned full credit in any Level 2 CTE course within the same CTE Pathway. *Note, per LEARNS, strict course-order requirements are in effect as of the 2025 year; if a student completes coursework out of the designated order, they do not receive the classification of concentrator.*

Completer - A student who has earned full credit in a Level 1 CTE course in any CTE Pathway, then earned full credit in a Level 2 CTE course within the same CTE Pathway, then earned full credit in a Level 3 CTE course within the same CTE Pathway. *Note, per LEARNS, strict course-order requirements are in effect as of the 2025 year; if a student completes coursework out of the designated order, they do not receive the classification of completer.*

1.4.2 “Legacy” (before 2025) LEARNS Definitions

All coursework prior to 2025 is “grandfathered” as being course-order agnostic. This means that completing any course (regardless of it being Level 1, 2, or 3) makes a student a *participant*, any 2 courses within a pathway makes a student a *concentrator*, and any 3 courses within a pathway makes a student a *completer*, regardless of course order. If a student completed coursework before and after the 2024 school year, the courses completed in 2024 or earlier are counted for participant/concentrator, but the course(s) completed in or after 2025 MUST be the missing/appropriate next-level course.

For example: If a student completed a Level 2 course in 2024, they will count as a participant, but if they then take level 3 in 2025, they will not count as a concentrator because the missing/appropriate course-order-level they should have completed was the Level 1 course before going on to the Level 3 course.

1.4.3 Perkins V (Federal) Definitions

The key difference for how student status is defined for Perkins reporting is that “participant” and “concentrator” are statutorily defined in the Perkins legislation, and these definitions are interpreted as “by the letter of the law,” which means there is no “wobble room” on how it is interpreted or implemented. Specifically, Perkins legislation *does not* allow for course-level to be an additional constraint on how participant/concentrator are defined. However, there is not a federal definition of “completer,” so in the Arkansas Perkins State Plan, DCTE opted to use the same definition for Perkins completer as is used for LEARNS completer, meaning course order is a requirement to be considered a completer.

Participant - A student who has earned full credit in any CTE course in any CTE Pathway.

Concentrator - A student who has earned full credit in any two CTE courses in any given CTE Pathway.

Completer - Perkins completers are defined exactly as LEARNS completers: A student who has earned full credit in a Level 1 CTE course in any CTE Pathway, then earned full credit in a Level 2 CTE course within the same CTE Pathway, then earned full credit in a Level 3 CTE course within the same CTE Pathway. Strict course-order requirements are in effect for the Perkins completer definition; if a student completes coursework out of the designated order, **they do not receive the classification of completer.**

IMPORTANT: Note that because Perkins and LEARNS define “completer” the exact same way, completer counts will always match across reports. Differences between Perkins and LEARNS appear in other status categories due to distinct definitions of participation and concentration, not because of data inconsistencies.

1.5 Who is included in these reports?

All tables and calculations in this report are based on a single student base: students in **Grades 8–12** who are included in Perkins reporting and were actively enrolled as indicated in the 2024-25 school year SIS Cycle 7.

Results are broken out by CTE participation status (both by Perkins definitions and LEARNS definitions as described above) to provide important context. Specifically, students are categorized into the following four groups:

- **Non-CTE students:** Students with no CTE course history or only early career exploration coursework (i.e., no Level 1 course in a CTE pathway). *Note. In the future we will be preparing an “Early Career Explorers” report that breaks down CTE involvement of 5th-7th grade students. But for this report, only students who are reportable for the purposes of Perkins (i.e., grades 8-12) are included.*
- **Participants**
- **Distinct concentrators**
- **Completers**

This student base is used consistently across the report, including enrollment-style summaries and all performance indicators (e.g., graduation rate, academic performance). Unlike prior reports, no separate “enrollment” base is used, and students in Grades 5-7 are not included.

(Note: prior year’s reports used the same student base for the indicator calculations, but used a separate “enrollment” base for enrollment tables, which reported on a broader category/grade range of students. We found this to be less helpful and more confusing because numbers wouldn’t always line up depending on which tables you were looking at.)

As a result, early career exploration students are not reported as a separate group and are instead included with other non-CTE students (as long as they are in Grades 8-12), since they have not yet completed a Level 1 course required to be considered a CTE participant.

1.6 Table Layouts

There are two primary table layouts used throughout this report: “summary” and “by status.” Each table contains 36 rows showing counts for all students, as well as breakdowns by gender, race, special populations, and clusters. The difference between the two layouts is in the columns that are displayed.

1.6.1 Summary Tables

Summary tables use the following column structure:

| Indicator | Perkins X | Perkins Y | Perkins Pct. | LEARNS X | LEARNS Y | LEARNS Pct. |
|-----------|------------|--------------|--------------|------------|--------------|-------------|
| ACGR | (Expected) | (Actual) | | (Expected) | (Actual) | |
| Acad | (Tested) | (Proficient) | | (Tested) | (Proficient) | |

| Indicator | Perkins X | Perkins Y | Perkins Pct. | LEARNS X | LEARNS Y | LEARNS Pct. |
|-----------|-----------|---------------------|--------------|----------|---------------------|-------------|
| Placement | (Grads) | (Placed) | | (Grads) | (Placed) | |
| Non-trad | (Total) | (Nontrad) | | (Total) | (Nontrad) | |
| IRCs | (Grads) | (H2 Certs) | | (Grads) | (H2 Certs) | |
| Merit | (Grads) | (Merit/Distinction) | | (Grads) | (Merit/Distinction) | |

In each table, “X” and “Y” are replaced by the labels shown in parentheses, depending on the indicator being reported. These columns represent the numerator and denominator used to calculate the indicator under the Perkins and LEARNS status definitions. The specific definitions used for each section are provided on the front page of that section.

1.6.2 By Status Tables

The by status tables contain the same 36 rows but use different column structures depending on the indicator. Conceptually, these tables provide a more granular view of the data by disaggregating Concentrators* into Completers and Distinct Concentrators, and by including Participant counts and non-CTE student counts where appropriate.

Not all indicators can be reported at the same level of detail, and this is intentional. For example, for 4S1 (Nontraditional Program Concentration), non-CTE students cannot be enrolled in gendered pathways, so it would not be meaningful to report nontraditional counts for non-CTE students. Similarly, because 5S4 is specifically a Completer metric, other status categories are not shown.

Three of the status tables include two reference columns:

ACGR: “Total Expected” and “CTE Expected”

ACAD: “Total Tested” and “CTE Tested”

IRCs: “Total Grads” and “CTE Grads”

In these cases, the CTE column represents the denominator used for reporting, while the Total column shows the same count without applying the CTE status filter. For example, in the ACAD tables, “Total Tested” represents the number of all students tested within the LEA, regardless of CTE status, while “CTE Tested” represents the reporting denominator—the number of Concentrators* tested within the LEA.

Placement, Nontraditional, and Merit tables do not include a Total reference column. This is because these indicators either apply only to CTE students (Nontraditional and Merit/Distinction for Completers) or because the data are collected only for Concentrators* (Placement).

1.7 Data Notes

1. The performance measure data in this report are from the 2024-25 school year except for post-secondary placement which is a lagged indicator (i.e., reflects the graduating class of 2024).
2. Consortium membership and single LEA status are based on the 2024-25 school year. Students are included in the consortium, district, and school aggregations based on their district and school LEAs indicated in 2024-25 SIS cycle 7 and based on consortium membership and single LEA status for 2024-25.

3. Not all indicators herein are reported to the same granular level, but this is not a mistake. For instance, for 4S1 (non-trad), by definition, non-CTE students cannot be in a gendered pathway, so it would not make sense to report the number of non-trad non-CTE students. Similarly, because 5S4 is specifically a Completer metric, we do not report the other categories.
4. Understanding “pathway sunsets”: The appendix contains a list of all programs of study with their respective clusters, gender designations, and sunset years as applicable. A “sunset” pathway is one that is retired/removed from future participation opportunities. When a pathway is retired/sunset, students may no longer enroll or participate in that pathway after the sunset year unless they were already participating before the sunset year. For all students who did begin a sunset pathway in or before the sunset year, there is a 3-year window in which they must complete the pathway. By the fourth year post-sunset, coursework belonging to that pathway is no longer processed and students will not get credit for it.

For example, the cosmetology pathway was sunset in 2020. This means that any students who were not already participating in that pathway as of 2020 (e.g., attempting to start a first course in 2021) were ineligible to become participants in this pathway from 2021 forward. Furthermore, of those students who had completed at least 1 course in the cosmetology pathway in or before 2020, they only had until 2023 to complete additional coursework to be counted as a concentrator or completer.

5. “Summary” tables report the exact data included in the Perkins CAR. The “by status” tables include all applicable students, including those who are not usually reported for CAR.
6. Be sure to check the axes on all plots; they will not be consistent. This is because there is a great deal of variability in the data, and “locking” the axes to be the same across all plots or all reports would make it very difficult to read. For example, if your lowest score is 60, your plot may show an x-axis of 60-100, but another LEA may have a score of 12, so locking the axes to be the same across all plots/reports would mean that your x-axis is now 12-100, only 12-59 are empty space, and the actual data 60-100 are squished together. The axes are determined by the data in the plot such that the plot defaults to capturing the data as “zoomed in” as possible.

1.8 Data Suppression (Redaction) Explained

To protect student privacy, certain results are suppressed when group sizes are small or when results could unintentionally reveal information about individual students.

For our data suppression business rules, we use the following terms:

- **N** = total number of students in the group (denominator)
- **n** = number of students with the outcome (numerator)
- **p** = percentage (the reported rate)

1.8.1 Small Groups ($N < 10$)

If fewer than 10 students are in a group, we do not report any results. The cell will display: “**N<10.**”

In these cases, the count (n), total (N), and percentage (p) are all suppressed.

1.8.2 “Fuzzy” Suppression for Moderate-Sized Groups ($10 \leq N < 200$)

When groups are small to mid-sized, even reporting exact counts or extreme percentages (such as 0% or 100%) can reveal whether all or nearly all students fall into a category. To prevent this, we apply “fuzzy suppression,” which limits detail while still reporting the overall rate.

- If fewer than 10 students fall into one outcome category (for example, fewer than 10 expected or actual graduates), we:
 - Replace **n** and **N** with “**RV**” (Restricted Value)
 - Report the percentage (p)
- If the percentage is very low or very high:
 - Below 5% is reported as “< 5%”
 - Above 95% is reported as “> 95%”
 - The count (n) and total (N) are shown as “**RV**”

This approach prevents someone from working backward to determine the number of students in a small category.

1.8.3 Larger Groups ($N \geq 200$)

For larger groups, the risk of identifying individual students is lower. In these cases:

- If results are extremely low or high, we suppress only the count (n) and display “**RV.**”
- The total number of students (N) may still be reported.
- The percentage is shown using ranges to avoid revealing exact extreme values:

| Group Size (N) | Low Values Reported As | High Values Reported As |
|----------------|------------------------|-------------------------|
| 200–399 | < 5% | > 95% |
| 400–999 | < 3% | > 97% |
| 1000 or more | < 1% | > 99% |

1.8.4 Additional Considerations

These rules address privacy within individual rows of a table. In some cases, additional suppression may be needed when categories add up exactly to a total (for example, Male + Female = All Students). This prevents results from being calculated indirectly.

For subgroups that do not sum exactly to a total (for example, race/ethnicity categories that are not mutually exclusive), additional cross-row suppression may not be necessary.

These suppression practices ensure transparency about overall outcomes while protecting the confidentiality of individual students.

1.9 Final data note

One critical thing to understand going forward is that **CTE data prior to 2024 should be treated as non-comparable to our current system**. In practical terms, you should **assume that pre-2024 CTE data does not exist for analytic purposes**.

This is not a minor technical adjustment. There were substantial changes to status definitions, master course information, and the way these elements were structured and applied. Those changes were retroactively incorporated into the system, but only 2024 and 2025 were processed (or re-processed) under the new framework. As a result, the 2024 data you saw in the 2024 report will not match what the 2024 data would look like if we regenerated it today. The underlying rules changed.

Because of this, it is not appropriate to analyze multi-year trends that span 2023 to 2024 or 2025. Any apparent increase or decrease across that boundary is far more likely to reflect definitional and processing changes than real shifts in programs or participation. If someone asks you to “look at trends over the past few years,” the correct response is that this cannot be done in a valid way under the current data structure.

It is also important not to compare 2024 to 2025 using previously published 2024 PDF reports. Those 2024 numbers were generated under the prior data system and are materially different from what 2024 would look like if generated today. Comparing old-system 2024 to new-system 2025 would produce misleading conclusions.

At this moment, you should conceptually treat 2025 as a new baseline year — effectively a reset. For planning and decision-making purposes, use what the 2025 data shows on its own merits rather than attempting to interpret 2024–2025 changes as meaningful trends.

One of our highest priorities is the development of DCTE data dashboards. Once those are in place, updated 2024 data (processed under the current system) will be available and comparable to 2025. Our goal is to have a public-facing dashboard available by the start of the 2026 school year (August 2026), but we cannot make any guarantees. This public dashboard will include the same data elements that appear in public reports, including standard data suppression controls (e.g., suppression for $n < 10$ and other required suppression rules).

Developing an unredacted, student-level dashboard will take additional time. That process requires formal approval through ADE channels and the implementation of appropriate authentication and access controls for FERPA-protected data. We are committed to doing this correctly, but it will not be immediate.

In summary:

- Treat pre-2024 CTE data as analytically obsolete.
- Do not compare 2023 to 2024 or 2025.
- Do not compare 2024 (old reports) to 2025.
- Use 2025 as the current baseline.
- Updated, comparable 2024 data will be made available through the new dashboard.
- Even once comparable 2024 and 2025 data are available, **remember that two data points do not constitute a reliable trend**. Strong conclusions about growth, decline, or program impact should wait until multiple years of consistently defined data are available.

If we are disciplined about this now, we avoid making decisions based on artifacts instead of reality.

2 Perkins V Performance Measure Scores at a Glance

Table 2.1: State and district performance at-a-glance

| Indicator | 2025 SDPL | Perkins 2025 | LEARNS 2025 |
|---------------------------------|--------------|----------------------------|----------------------------|
| Arkansas | | | |
| 1S1 ACGR | 82.00 | 98.4% (24,347 / 24,732) | 98.3% (21,763 / 22,129) |
| 2S1 ELA | 53.75 | 44.1% (25,565 / 57,979) | 42.7% (21,358 / 49,965) |
| 2S2 Math | 11.00 | 29.5% (17,038 / 57,807) | 28.1% (13,985 / 49,844) |
| 2S3 Sci | 41.00 | 46.3% (26,735 / 57,775) | 45.0% (22,415 / 49,840) |
| 3S1 Placement | 80.00 | 93.0% (19,979 / 21,475) | 93.1% (19,966 / 21,456) |
| 4S1 Non-trad | 39.00 | 89.2% (51,274 / 57,488) | 88.0% (43,412 / 49,331) |
| 5S1 Certs | 5.00 | 5.3% (1,281 / 24,347) | 5.5% (1,195 / 21,763) |
| 5S4 Merit/Distinction | 5.00 | 29.8% (3,776 / 12,669) | 29.8% (3,776 / 12,669) |
| BISMARCK SCHOOL DISTRICT | | | |
| 1S1 ACGR | 82.00 | > 95.00% (RV / RV) | > 95.00% (RV / RV) |
| 2S1 ELA | 53.75 | 52.0% (77 / 148) | 50.0% (71 / 142) |
| 2S2 Math | 11.00 | 37.0% (54 / 146) | 35.0% (49 / 140) |
| 2S3 Sci | 41.00 | 60.5% (89 / 147) | 58.9% (83 / 141) |
| 3S1 Placement | 80.00 | > 95.00% (RV / RV) | > 95.00% (RV / RV) |
| 4S1 Non-trad | 39.00 | > 95.00% (RV / RV) | > 95.00% (RV / RV) |
| 5S1 Certs | 5.00 | < 5.00% (RV / RV) | < 5.00% (RV / RV) |
| 5S4 Merit/Distinction | 5.00 | 37.1% (13 / 35) | 37.1% (13 / 35) |

Note. The parentheticals under the percentages show (numerator/denominator) for the given LEA/indicator. Beginning in 2025, only “high-demand, high-wage” (H2) credentials count towards 5S1; this change is expected to result in a substantially smaller number of qualifying credentials. The 3S1 indicator is lagging, e.g., the data in the 2025 report are based on the graduating class of 2024. The 5S4 indicator counts CTE completers who earn merit or distinction, whether it’s through their CTE pathway, or e.g., via sufficient AP, IB, or concurrent credit coursework outside of their CTE program. SDPL = “State Determined Performance Level,” i.e., performance target.

3 Enrollment

The tables on the next few pages show data for the state and your LEA to the most granular level possible to help identify potential issues such as missing or incorrect data. For instance, if your data only shows that you have $n = 35$ students, but you know you should have $n = 42$ students, that should be a red flag that something needs to be checked in the data process. Appendix B of the District-level reports (the non-redacted/private reports *only*) shows the student-level list of the students in your LEA and what their max status definition is (i.e., if they are non-CTE, participants, concentrators, or completers across any pathway). In the example above with 7 missing students, you can reference Appendix B to figure out which students seem to be missing from the data (or e.g., are seemingly incorrectly coded as a participant but should be concentrator), and get in touch with us so we can investigate and determine what is going wrong in the data.

NOTE: When reviewing cluster-level rows, you will notice that the count of non-CTE students is “0” for all clusters under the Perkins definition, but you may see small, non-zero *ns* under the LEARNS definition. **This is expected and reflects a definitional difference—not a data error.**

Under Perkins definitions, a student is classified as a CTE participant upon enrollment in any CTE course within a cluster. As a result, there are no “non-CTE” students represented at the cluster level, because course-taking alone confers participant status.

Under LEARNS definitions, however, a student must successfully complete the designated Level 1 course in a sequence to be considered a CTE participant. If a student completes a course within a cluster but does not first complete the required Level 1 course, they do not earn participant status under LEARNS.

The small, non-zero non-CTE counts you see at the cluster level under LEARNS therefore represent students who completed coursework within that cluster but did not qualify as CTE participants because, e.g., they did not complete the required Level 1 course (or completed courses out of sequence). In short, the LEARNS non-CTE cluster counts reflect course-taking without recognized sequence entry, not an absence of engagement in the cluster.

3 Enrollment

Table 3.1: State Enrollment - Perkins Status Definitions

| Group | Total n | Non-CTE n | Part. n | Distinct conc. n | Completer n |
|--|------------|--------------|------------|---------------------|----------------|
| 01 All Students | 178,522 | 55,608 | 64,800 | 37,850 | 20,264 |
| Gender | | | | | |
| 02 Male | 91,622 | 28,468 | 33,476 | 18,763 | 10,915 |
| 03 Female | 86,900 | 27,140 | 31,324 | 19,087 | 9,349 |
| Race | | | | | |
| 04 Native American | 1,075 | 324 | 406 | 210 | 135 |
| 05 Asian | 3,154 | 855 | 1,261 | 736 | 302 |
| 06 African-American | 33,423 | 12,140 | 11,698 | 6,574 | 3,011 |
| 07 Hispanic | 28,898 | 9,673 | 10,629 | 5,849 | 2,747 |
| 08 Hawaiian/Pacific Islander | 1,989 | 767 | 858 | 268 | 96 |
| 09 Caucasian | 102,818 | 29,424 | 37,211 | 22,874 | 13,309 |
| 10 Two Or More | 7,165 | 2,425 | 2,737 | 1,339 | 664 |
| Special Populations | | | | | |
| 11 Students With Disabilities | 22,129 | 8,578 | 7,548 | 3,984 | 2,019 |
| 12 Economically Disadvantaged | 120,062 | 39,859 | 42,869 | 24,403 | 12,931 |
| 13 Non-Traditional | 120,386 | 0 | 62,898 | 37,358 | 20,130 |
| 14 Single Parent | 714 | 242 | 272 | 135 | 65 |
| 15 English Learner | 14,086 | 5,986 | 5,079 | 2,165 | 856 |
| 16 Homeless | 6,642 | 2,498 | 2,280 | 1,199 | 665 |
| 17 Foster Care | 719 | 316 | 257 | 107 | 39 |
| 18 Military Dependent | 2,422 | 771 | 900 | 470 | 281 |
| 19 Migrant | 1,122 | 456 | 427 | 165 | 74 |
| Clusters | | | | | |
| 20 All Clusters | 592,504 | 0 | 427,442 | 104,019 | 30,267 |
| 21 Agriculture, Food, & Natural Resources | 44,727 | 0 | 26,364 | 11,105 | 7,258 |
| 22 Business Management & Administration | 55,204 | 0 | 38,617 | 13,211 | 3,376 |
| 23 Finance | 43,696 | 0 | 36,053 | 5,717 | 1,219 |
| 24 Hospitality & Tourism | 71,778 | 0 | 54,895 | 13,886 | 2,997 |
| 25 Marketing | 44,308 | 0 | 34,861 | 7,343 | 1,971 |
| 26 Education And Training | 51,504 | 0 | 35,585 | 14,165 | 1,754 |
| 27 Human Services | 48,135 | 0 | 32,431 | 10,414 | 2,803 |
| 28 Architecture And Construction | 7,303 | 0 | 5,084 | 1,477 | 680 |
| 29 Health Sciences | 21,958 | 0 | 14,058 | 5,560 | 2,288 |
| 30 Stem | 11,475 | 0 | 7,305 | 2,286 | 861 |
| 31 Arts, A/V, Technology & Communications | 45,257 | 0 | 41,919 | 2,797 | 541 |
| 32 Government And Public Administration | 4,794 | 0 | 2,898 | 1,377 | 519 |
| 33 Law, Public Safety, Corrections, & Security | 5,537 | 0 | 4,133 | 980 | 424 |
| 34 Information Technology | 83,979 | 0 | 53,200 | 3,693 | 774 |
| 35 Manufacturing | 8,089 | 0 | 5,457 | 1,836 | 796 |
| 36 Transportation, Distribution, & Logistics | 44,760 | 0 | 34,582 | 8,172 | 2,006 |

3 Enrollment

Table 3.2: State Enrollment - LEARNS Status Definitions

| Group | Total n | Non-CTE n | Part. n | Distinct conc. n | Completer n |
|--|------------|--------------|------------|---------------------|----------------|
| 01 All Students | 178,522 | 59,103 | 69,415 | 29,740 | 20,264 |
| Gender | | | | | |
| 02 Male | 91,622 | 30,032 | 35,783 | 14,892 | 10,915 |
| 03 Female | 86,900 | 29,071 | 33,632 | 14,848 | 9,349 |
| Race | | | | | |
| 04 Native American | 1,075 | 348 | 423 | 169 | 135 |
| 05 Asian | 3,154 | 920 | 1,347 | 585 | 302 |
| 06 African-American | 33,423 | 12,840 | 12,379 | 5,193 | 3,011 |
| 07 Hispanic | 28,898 | 10,127 | 11,447 | 4,577 | 2,747 |
| 08 Hawaiian/Pacific Islander | 1,989 | 796 | 868 | 229 | 96 |
| 09 Caucasian | 102,818 | 31,474 | 40,081 | 17,954 | 13,309 |
| 10 Two Or More | 7,165 | 2,598 | 2,870 | 1,033 | 664 |
| Special Populations | | | | | |
| 11 Students With Disabilities | 22,129 | 8,943 | 7,865 | 3,302 | 2,019 |
| 12 Economically Disadvantaged | 120,062 | 42,023 | 45,626 | 19,482 | 12,931 |
| 13 Non-Traditional | 120,386 | 3,005 | 67,876 | 29,375 | 20,130 |
| 14 Single Parent | 714 | 254 | 289 | 106 | 65 |
| 15 English Learner | 14,086 | 6,238 | 5,290 | 1,702 | 856 |
| 16 Homeless | 6,642 | 2,633 | 2,349 | 995 | 665 |
| 17 Foster Care | 719 | 334 | 263 | 83 | 39 |
| 18 Military Dependent | 2,422 | 828 | 962 | 351 | 281 |
| 19 Migrant | 1,122 | 473 | 434 | 141 | 74 |
| Clusters | | | | | |
| 20 All Clusters | 592,504 | 77,069 | 404,083 | 81,085 | 30,267 |
| 21 Agriculture, Food, & Natural Resources | 44,727 | 6,424 | 22,298 | 8,747 | 7,258 |
| 22 Business Management & Administration | 55,204 | 6,907 | 34,784 | 10,137 | 3,376 |
| 23 Finance | 43,696 | 2,529 | 34,722 | 5,226 | 1,219 |
| 24 Hospitality & Tourism | 71,778 | 2,938 | 53,422 | 12,421 | 2,997 |
| 25 Marketing | 44,308 | 2,442 | 33,323 | 6,572 | 1,971 |
| 26 Education And Training | 51,504 | 9,862 | 33,354 | 6,534 | 1,754 |
| 27 Human Services | 48,135 | 5,922 | 29,924 | 9,486 | 2,803 |
| 28 Architecture And Construction | 7,303 | 942 | 4,507 | 1,174 | 680 |
| 29 Health Sciences | 21,958 | 3,796 | 11,777 | 4,097 | 2,288 |
| 30 Stem | 11,475 | 3,535 | 5,723 | 1,356 | 861 |
| 31 Arts, A/V, Technology & Communications | 45,257 | 1,182 | 41,284 | 2,250 | 541 |
| 32 Government And Public Administration | 4,794 | 463 | 2,736 | 1,076 | 519 |
| 33 Law, Public Safety, Corrections, & Security | 5,537 | 699 | 3,569 | 845 | 424 |
| 34 Information Technology | 83,979 | 26,800 | 53,314 | 3,091 | 774 |
| 35 Manufacturing | 8,089 | 594 | 5,908 | 791 | 796 |
| 36 Transportation, Distribution, & Logistics | 44,760 | 2,034 | 33,438 | 7,282 | 2,006 |

3 Enrollment

Table 3.3: District Enrollment - Perkins Status Definitions (3001000)

| Group | Total n | Non-CTE n | Part. n | Distinct conc. n | Completer n |
|--|------------|--------------|------------|---------------------|----------------|
| 01 All Students | 401 | 125 | 127 | 83 | 66 |
| Gender | | | | | |
| 02 Male | 221 | 67 | 80 | 43 | 31 |
| 03 Female | 180 | 58 | 47 | 40 | 35 |
| Race | | | | | |
| 04 Native American | N<10 | 0 | n<10 | 0 | n<10 |
| 05 Asian | N<10 | 0 | n<10 | n<10 | 0 |
| 06 African-American | N<10 | n<10 | 0 | 0 | n<10 |
| 07 Hispanic | 18 | n<10 | n<10 | n<10 | n<10 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 370 | 118 | 115 | 77 | 60 |
| 10 Two Or More | N<10 | 0 | n<10 | n<10 | n<10 |
| Special Populations | | | | | |
| 11 Students With Disabilities | 43 | 19 | 10 | n<10 | n<10 |
| 12 Economically Disadvantaged | 271 | 87 | 75 | 61 | 48 |
| 13 Non-Traditional | 276 | 0 | 127 | 83 | 66 |
| 14 Single Parent | N<10 | n<10 | 0 | 0 | 0 |
| 15 English Learner | N<10 | n<10 | n<10 | 0 | 0 |
| 16 Homeless | 30 | 10 | 12 | n<10 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | 0 | n<10 | 0 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | |
| 20 All Clusters | 1,521 | 0 | 997 | 315 | 97 |
| 21 Agriculture, Food, & Natural Resources | 143 | 0 | 77 | 35 | 31 |
| 22 Business Management & Administration | 129 | 0 | 93 | n<10 | n<10 |
| 23 Finance | 128 | 0 | 95 | 33 | 0 |
| 24 Hospitality & Tourism | 218 | 0 | 120 | 75 | 23 |
| 25 Marketing | 128 | 0 | 93 | 22 | 13 |
| 26 Education And Training | 161 | 0 | 133 | 28 | 0 |
| 27 Human Services | 145 | 0 | 79 | 42 | 24 |
| 28 Architecture And Construction | N<10 | 0 | n<10 | 0 | 0 |
| 29 Health Sciences | 43 | 0 | 37 | n<10 | n<10 |
| 30 Stem | N<10 | 0 | n<10 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 142 | 0 | 142 | 0 | 0 |
| 32 Government And Public Administration | N<10 | 0 | n<10 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | 0 | n<10 | n<10 | 0 |
| 34 Information Technology | 137 | 0 | 25 | 0 | 0 |
| 35 Manufacturing | N<10 | 0 | n<10 | n<10 | n<10 |
| 36 Transportation, Distribution, & Logistics | 129 | 0 | 93 | 36 | 0 |

3 Enrollment

Table 3.4: District Enrollment - Perkins LEARNS Definitions (3001000)

| Group | Total n | Non-CTE n | Part. n | Distinct conc. n | Completer n |
|--|------------|--------------|------------|---------------------|----------------|
| 01 All Students | 401 | 132 | 127 | 76 | 66 |
| Gender | | | | | |
| 02 Male | 221 | 72 | 78 | 40 | 31 |
| 03 Female | 180 | 60 | 49 | 36 | 35 |
| Race | | | | | |
| 04 Native American | N<10 | 0 | n<10 | 0 | n<10 |
| 05 Asian | N<10 | 0 | n<10 | n<10 | 0 |
| 06 African-American | N<10 | n<10 | 0 | 0 | n<10 |
| 07 Hispanic | 18 | n<10 | n<10 | n<10 | n<10 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 370 | 125 | 115 | 70 | 60 |
| 10 Two Or More | N<10 | 0 | n<10 | n<10 | n<10 |
| Special Populations | | | | | |
| 11 Students With Disabilities | 43 | 19 | 10 | n<10 | n<10 |
| 12 Economically Disadvantaged | 271 | 88 | 75 | 60 | 48 |
| 13 Non-Traditional | 276 | n<10 | 127 | 76 | n<10 |
| 14 Single Parent | N<10 | n<10 | 0 | 0 | 0 |
| 15 English Learner | N<10 | n<10 | n<10 | 0 | 0 |
| 16 Homeless | 30 | 10 | 12 | n<10 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | n<10 | n<10 | 0 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | |
| 20 All Clusters | 1,521 | 177 | 958 | 289 | 97 |
| 21 Agriculture, Food, & Natural Resources | 143 | n<10 | 72 | 34 | n<10 |
| 22 Business Management & Administration | 129 | n<10 | 92 | 35 | n<10 |
| 23 Finance | 128 | n<10 | 94 | n<10 | 0 |
| 24 Hospitality & Tourism | 218 | n<10 | 118 | 75 | n<10 |
| 25 Marketing | 128 | n<10 | 93 | 21 | n<10 |
| 26 Education And Training | 161 | n<10 | 136 | n<10 | 0 |
| 27 Human Services | 145 | n<10 | 78 | 42 | n<10 |
| 28 Architecture And Construction | N<10 | 0 | n<10 | 0 | 0 |
| 29 Health Sciences | 43 | 28 | n<10 | n<10 | n<10 |
| 30 Stem | N<10 | 0 | n<10 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 142 | 0 | 142 | 0 | 0 |
| 32 Government And Public Administration | N<10 | 0 | n<10 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | 0 | n<10 | n<10 | 0 |
| 34 Information Technology | 137 | 112 | 25 | 0 | 0 |
| 35 Manufacturing | N<10 | n<10 | n<10 | 0 | n<10 |
| 36 Transportation, Distribution, & Logistics | 129 | n<10 | 92 | n<10 | 0 |

4 Graduation Rate (1S1)

For 1S1: Four-year adjusted graduation cohort rate (ACGR), only Concentrators* are included in the score, and Concentrators* only count once.

Numerator: Number of CTE Concentrators* who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Denominator: Number of CTE Concentrators* who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2) of ESSA.

$$ACGR = \frac{\text{Number of CTE Concentrators* in the 2025 Graduation cohort who actually graduated}}{\text{Number of CTE Concentrators* in the 2025 Graduation cohort who were expected to graduate}}$$

4.1 CAR Summary

ACGR Rate Across Schools (Statewide)

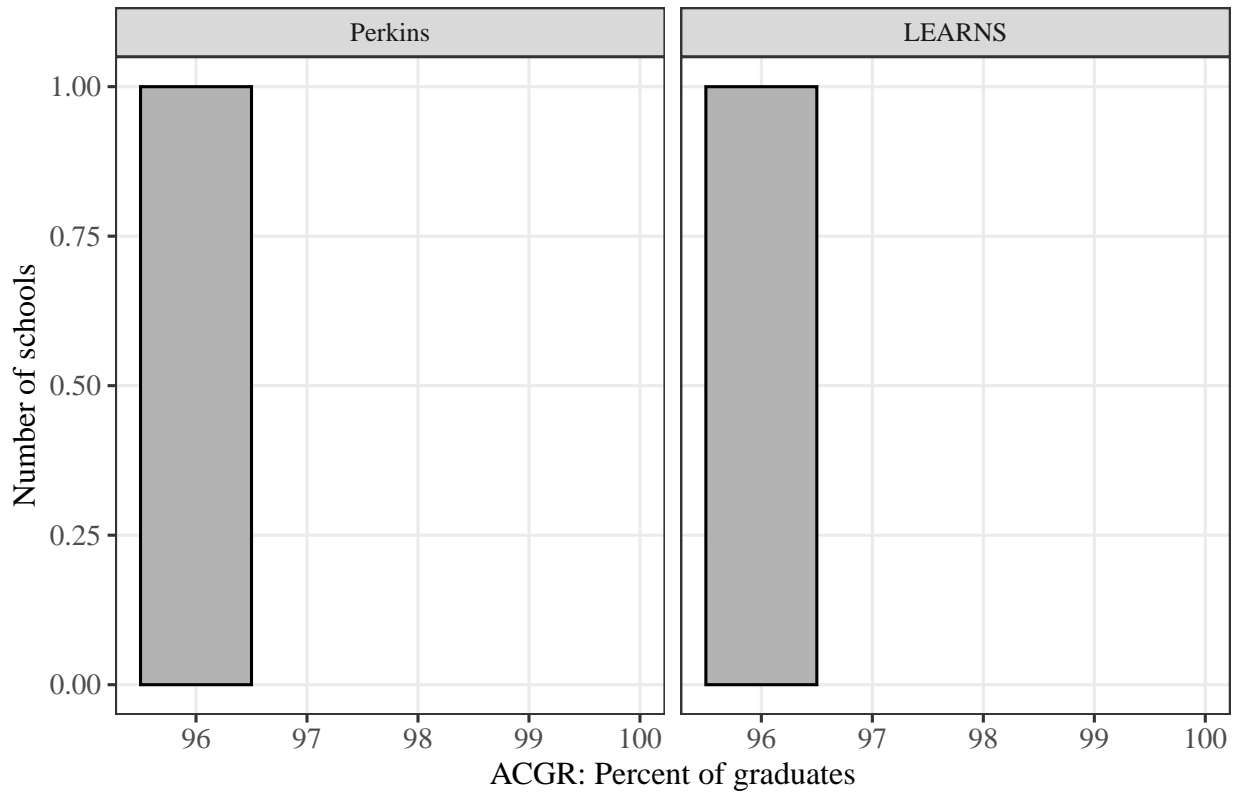


4 Graduation Rate (1S1)

Table 4.1: ACGR Summary: State and District

| LEA | Perkins Expected | Perkins Actual | Perkins % | LEARNS Expected | LEARNS Actual | LEARNS % |
|-----------------------------|---------------------|-------------------|--------------|--------------------|------------------|-------------|
| Arkansas | 24,732 | 24,347 | 98.4 | 22,129 | 21,763 | 98.3 |
| BISMARCK SCHOOL DISTRICT | 54 | 52 | 96.3 | 48 | 46 | 95.8 |

ACGR Rate Across Schools in District



4.2 State-level grad rate summary

Table 4.2: State ACGR (1S1) Summary by Subgroup

| Group | Perkins Expected | Perkins Actual | Perkins % | LEARNS Expected | LEARNS Actual | LEARNS % |
|---|---------------------|-------------------|--------------|--------------------|------------------|-------------|
| 01 All Students | 24,732 | 24,347 | 98.4% | 22,129 | 21,763 | 98.3% |
| Gender | | | | | | |
| 02 Male | 12,594 | 12,363 | 98.2% | 11,413 | 11,192 | 98.1% |
| 03 Female | 12,138 | 11,984 | 98.7% | 10,716 | 10,571 | 98.6% |
| Race | | | | | | |
| 04 Native American | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 05 Asian | 421 | RV | > 97.00% | 346 | RV | > 95.00% |
| 06 African-American | 4,326 | 4,254 | 98.3% | 3,905 | 3,838 | 98.3% |
| 07 Hispanic | 3,643 | 3,581 | 98.3% | 3,268 | 3,211 | 98.3% |
| 08 Hawaiian/Pacific Islander | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 09 Caucasian | 15,185 | 14,961 | 98.5% | 13,558 | 13,341 | 98.4% |
| 10 Two or More | 845 | RV | > 97.00% | 767 | RV | > 97.00% |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 2,922 | 2,850 | 97.5% | 2,729 | 2,657 | 97.4% |
| 12 Economically Disadvantaged | 17,625 | 17,282 | 98.1% | 16,045 | 15,717 | 98.0% |
| 13 Non-traditional | 24,429 | 24,052 | 98.5% | 21,871 | 21,513 | 98.4% |
| 14 Single Parent | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 15 English Learner | 1,602 | 1,559 | 97.3% | 1,452 | 1,416 | 97.5% |
| 16 Homeless | 1,566 | 1,519 | 97.0% | 1,426 | 1,381 | 96.8% |
| 17 Foster Care | RV | RV | 93.3% | RV | RV | 92.9% |
| 18 Military Dependent | 417 | RV | > 97.00% | 373 | RV | > 95.00% |
| 19 Migrant | RV | RV | > 95.00% | RV | RV | > 95.00% |
| Clusters | | | | | | |
| 20 All Clusters | 63,085 | RV | > 99.00% | 53,798 | RV | > 99.00% |
| 21 Agriculture, Food, & Natural Resources | 7,684 | RV | > 99.00% | 6,871 | 6,799 | 99.0% |
| 22 Business Management & Administration | 7,415 | RV | > 99.00% | 6,624 | RV | > 99.00% |
| 23 Finance | 3,282 | RV | > 99.00% | 3,091 | RV | > 99.00% |
| 24 Hospitality & Tourism | 7,866 | RV | > 99.00% | 7,311 | RV | > 99.00% |
| 25 Marketing | 4,298 | RV | > 99.00% | 3,989 | RV | > 99.00% |
| 26 Education and Training | 8,283 | RV | > 99.00% | 4,230 | RV | > 99.00% |
| 27 Human Services | 6,059 | RV | > 99.00% | 5,687 | RV | > 99.00% |
| 28 Architecture and Construction | 1,106 | 1,094 | 98.9% | 1,016 | RV | > 99.00% |
| 29 Health Sciences | 4,036 | RV | > 99.00% | 3,491 | RV | > 99.00% |
| 30 STEM | 1,551 | RV | > 99.00% | 1,185 | RV | > 99.00% |
| 31 Arts, A/V, Technology & Communications | 1,663 | RV | > 99.00% | 1,428 | RV | > 99.00% |
| 32 Government and Public Administration | 835 | RV | > 97.00% | 749 | RV | > 97.00% |
| 33 Law, Public Safety, Corrections, & Security | 798 | RV | > 97.00% | 738 | RV | > 97.00% |
| 34 Information Technology | 1,720 | RV | > 99.00% | 1,591 | RV | > 99.00% |
| 35 Manufacturing | 1,531 | 1,514 | 98.9% | 1,149 | 1,132 | 98.5% |
| 36 Transportation, Distribution, & Logistics | 4,958 | RV | > 99.00% | 4,648 | RV | > 99.00% |

4.3 District-level grad rate summary

Table 4.3: District ACGR (1S1) Summary by Subgroup

| Group | Perkins Expected | Perkins Actual | Perkins % | LEARNs Expected | LEARNs Actual | LEARNs % |
|---|---------------------|-------------------|--------------|--------------------|------------------|-------------|
| 01 All Students | RV | RV | > 95.00% | RV | RV | > 95.00% |
| Gender | | | | | | |
| 02 Male | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 03 Female | RV | RV | > 95.00% | RV | RV | > 95.00% |
| Race | | | | | | |
| 04 Native American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 05 Asian | — | — | — | — | — | — |
| 06 African-American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 07 Hispanic | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 08 Hawaiian/Pacific Islander | — | — | — | — | — | — |
| 09 Caucasian | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 10 Two or More | — | — | — | — | — | — |
| Special Populations | | | | | | |
| 11 Students with Disabilities | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 12 Economically Disadvantaged | RV | RV | 95.0% | RV | RV | 94.7% |
| 13 Non-traditional | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 14 Single Parent | — | — | — | — | — | — |
| 15 English Learner | — | — | — | — | — | — |
| 16 Homeless | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 17 Foster Care | — | — | — | — | — | — |
| 18 Military Dependent | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 19 Migrant | — | — | — | — | — | — |
| Clusters | | | | | | |
| 20 All Clusters | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 21 Agriculture, Food, & Natural Resources | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 22 Business Management & Administration | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 23 Finance | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 24 Hospitality & Tourism | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 25 Marketing | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 26 Education and Training | RV | RV | > 95.00% | N<10 | n<10 | N<10 |
| 27 Human Services | RV | RV | 94.1% | RV | RV | 94.1% |
| 28 Architecture and Construction | — | — | — | — | — | — |
| 29 Health Sciences | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 30 STEM | — | — | — | — | — | — |
| 31 Arts, A/V, Technology & Communications | — | — | — | — | — | — |
| 32 Government and Public Administration | — | — | — | — | — | — |
| 33 Law, Public Safety, Corrections, & Security | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 34 Information Technology | — | — | — | — | — | — |
| 35 Manufacturing | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 36 Transportation, Distribution, & Logistics | RV | RV | > 95.00% | RV | RV | > 95.00% |

4.4 State-level grad rate by status

Table 4.4: Status-level State Graduation Counts — Perkins Definitions

| Group | Total Expected | CTE Expected | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|----------------|--------------|---------|--------------|------------------------|------------|
| 01 All Students | 33,370 | 24,732 | 2,094 | 6,929 | 11,759 | 12,588 |
| Gender | | | | | | |
| 02 Male | 16,831 | 12,594 | 1,002 | 3,466 | 5,759 | 6,604 |
| 03 Female | 16,539 | 12,138 | 1,092 | 3,463 | 6,000 | 5,984 |
| Race | | | | | | |
| 04 Native American | 190 | 140 | n<10 | n<10 | 57 | 80 |
| 05 Asian | 601 | 421 | 43 | 139 | 236 | 183 |
| 06 African-American | 6,108 | 4,326 | 425 | 1,429 | 2,235 | 2,019 |
| 07 Hispanic | 5,272 | 3,643 | 507 | 1,184 | 1,815 | 1,766 |
| 08 Hawaiian/Pacific Islander | 311 | 172 | 47 | 95 | 101 | 68 |
| 09 Caucasian | 19,709 | 15,185 | 977 | 3,771 | 6,903 | 8,058 |
| 10 Two or More | 1,179 | 845 | 87 | 266 | 412 | 414 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 4,166 | 2,922 | 398 | 918 | 1,371 | 1,479 |
| 12 Economically Disadvantaged | 23,880 | 17,625 | 1,550 | 5,048 | 8,206 | 9,076 |
| 13 Non-traditional | 30,700 | 24,429 | 0 | 6,648 | 11,567 | 12,485 |
| 14 Single Parent | 296 | 188 | 28 | 86 | 97 | 85 |
| 15 English Learner | 2,683 | 1,602 | 429 | 695 | 835 | 724 |
| 16 Homeless | 2,301 | 1,566 | 201 | 581 | 771 | 748 |
| 17 Foster Care | 200 | 120 | 25 | 63 | 56 | 56 |
| 18 Military Dependent | 562 | 417 | 32 | 117 | 205 | 208 |
| 19 Migrant | 265 | 165 | 37 | 70 | 71 | 87 |
| Clusters | | | | | | |
| 20 All Clusters | 182,803 | 63,085 | 0 | 107,543 | 42,956 | 19,696 |
| 21 Agriculture, Food, & Natural Resources | 13,764 | 7,684 | 0 | 6,155 | 3,610 | 3,999 |
| 22 Business Management & Administration | 17,766 | 7,415 | 0 | 10,391 | 5,245 | 2,130 |
| 23 Finance | 14,188 | 3,282 | 0 | 10,543 | 2,476 | 787 |
| 24 Hospitality & Tourism | 21,031 | 7,866 | 0 | 13,226 | 5,795 | 2,010 |
| 25 Marketing | 14,456 | 4,298 | 0 | 10,134 | 3,038 | 1,235 |
| 26 Education and Training | 17,488 | 8,283 | 0 | 9,238 | 6,981 | 1,269 |
| 27 Human Services | 14,973 | 6,059 | 0 | 7,967 | 4,008 | 1,997 |
| 28 Architecture and Construction | 2,831 | 1,106 | 0 | 1,684 | 614 | 480 |
| 29 Health Sciences | 8,763 | 4,036 | 0 | 4,733 | 2,323 | 1,694 |
| 30 STEM | 4,018 | 1,551 | 0 | 2,168 | 998 | 544 |
| 31 Arts, A/V, Technology & Communications | 13,105 | 1,663 | 0 | 11,448 | 1,274 | 383 |
| 32 Government and Public Administration | 1,382 | 835 | 0 | 560 | 521 | 301 |
| 33 Law, Public Safety, Corrections, & Security | 2,424 | 798 | 0 | 1,634 | 451 | 339 |
| 34 Information Technology | 18,699 | 1,720 | 0 | 6,182 | 1,225 | 490 |
| 35 Manufacturing | 3,125 | 1,531 | 0 | 1,611 | 851 | 663 |
| 36 Transportation, Distribution, & Logistics | 14,790 | 4,958 | 0 | 9,869 | 3,546 | 1,375 |

4 Graduation Rate (1S1)

Table 4.5: Status-level State Graduation Counts — LEARNS Definitions

| Group | Total Expected | CTE Expected | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|----------------|--------------|---------|--------------|------------------------|------------|
| 01 All Students | 33,370 | 22,129 | 3,126 | 8,481 | 9,175 | 12,588 |
| Gender | | | | | | |
| 02 Male | 16,831 | 11,413 | 1,414 | 4,225 | 4,588 | 6,604 |
| 03 Female | 16,539 | 10,716 | 1,712 | 4,256 | 4,587 | 5,984 |
| Race | | | | | | |
| 04 Native American | 190 | 128 | 11 | 54 | 45 | 80 |
| 05 Asian | 601 | 346 | 75 | 182 | 161 | 183 |
| 06 African-American | 6,108 | 3,905 | 577 | 1,693 | 1,819 | 2,019 |
| 07 Hispanic | 5,272 | 3,268 | 653 | 1,408 | 1,445 | 1,766 |
| 08 Hawaiian/Pacific Islander | 311 | 157 | 57 | 99 | 87 | 68 |
| 09 Caucasian | 19,709 | 13,558 | 1,612 | 4,756 | 5,283 | 8,058 |
| 10 Two or More | 1,179 | 767 | 141 | 289 | 335 | 414 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 4,166 | 2,729 | 470 | 1,039 | 1,178 | 1,479 |
| 12 Economically Disadvantaged | 23,880 | 16,045 | 2,167 | 5,996 | 6,641 | 9,076 |
| 13 Non-traditional | 30,700 | 21,871 | 977 | 8,210 | 9,028 | 12,485 |
| 14 Single Parent | 296 | 175 | 35 | 92 | 84 | 85 |
| 15 English Learner | 2,683 | 1,452 | 518 | 749 | 692 | 724 |
| 16 Homeless | 2,301 | 1,426 | 265 | 655 | 633 | 748 |
| 17 Foster Care | 200 | 112 | 29 | 67 | 48 | 56 |
| 18 Military Dependent | 562 | 373 | 49 | 143 | 162 | 208 |
| 19 Migrant | 265 | 152 | 44 | 76 | 58 | 87 |
| Clusters | | | | | | |
| 20 All Clusters | 182,803 | 53,798 | 26,653 | 102,748 | 33,706 | 19,696 |
| 21 Agriculture, Food, & Natural Resources | 13,764 | 6,871 | 1,439 | 5,526 | 2,800 | 3,999 |
| 22 Business Management & Administration | 17,766 | 6,624 | 1,084 | 10,095 | 4,457 | 2,130 |
| 23 Finance | 14,188 | 3,091 | 831 | 10,285 | 2,285 | 787 |
| 24 Hospitality & Tourism | 21,031 | 7,311 | 794 | 12,982 | 5,245 | 2,010 |
| 25 Marketing | 14,456 | 3,989 | 650 | 9,839 | 2,732 | 1,235 |
| 26 Education and Training | 17,488 | 4,230 | 4,831 | 8,456 | 2,932 | 1,269 |
| 27 Human Services | 14,973 | 5,687 | 1,950 | 7,385 | 3,641 | 1,997 |
| 28 Architecture and Construction | 2,831 | 1,016 | 456 | 1,369 | 526 | 480 |
| 29 Health Sciences | 8,763 | 3,491 | 1,465 | 3,824 | 1,780 | 1,694 |
| 30 STEM | 4,018 | 1,185 | 806 | 2,036 | 632 | 544 |
| 31 Arts, A/V, Technology & Communications | 13,105 | 1,428 | 313 | 11,369 | 1,040 | 383 |
| 32 Government and Public Administration | 1,382 | 749 | 43 | 601 | 437 | 301 |
| 33 Law, Public Safety, Corrections, & Security | 2,424 | 738 | 297 | 1,395 | 393 | 339 |
| 34 Information Technology | 18,699 | 1,591 | 10,917 | 6,195 | 1,097 | 490 |
| 35 Manufacturing | 3,125 | 1,149 | 189 | 1,804 | 469 | 663 |
| 36 Transportation, Distribution, & Logistics | 14,790 | 4,648 | 588 | 9,587 | 3,240 | 1,375 |

4.5 District-level grad rate by status

Table 4.6: Status-level District Graduation Counts — Perkins Definitions

| Group | Total Expected | CTE Expected | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|----------------|--------------|---------|--------------|------------------------|------------|
| 01 All Students | 71 | 54 | n<10 | n<10 | 17 | 35 |
| Gender | | | | | | |
| 02 Male | 38 | 26 | n<10 | 11 | n<10 | 17 |
| 03 Female | 33 | 28 | n<10 | n<10 | n<10 | 18 |
| Race | | | | | | |
| 04 Native American | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 05 Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| 06 African-American | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 07 Hispanic | N<10 | N<10 | 0 | n<10 | n<10 | n<10 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 65 | 48 | n<10 | n<10 | 15 | 32 |
| 10 Two or More | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | N<10 | N<10 | 0 | 0 | n<10 | n<10 |
| 12 Economically Disadvantaged | 48 | 40 | n<10 | n<10 | 12 | 26 |
| 13 Non-traditional | 67 | 54 | 0 | 15 | 17 | 35 |
| 14 Single Parent | 0 | 0 | 0 | 0 | 0 | 0 |
| 15 English Learner | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 Homeless | N<10 | N<10 | 0 | n<10 | n<10 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | N<10 | 0 | n<10 | 0 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | | |
| 20 All Clusters | 395 | 140 | 0 | 221 | 92 | 46 |
| 21 Agriculture, Food, & Natural Resources | 31 | 21 | 0 | n<10 | n<10 | 14 |
| 22 Business Management & Administration | 38 | 12 | 0 | 26 | n<10 | n<10 |
| 23 Finance | 38 | 11 | 0 | 27 | 11 | 0 |
| 24 Hospitality & Tourism | 52 | 28 | 0 | 25 | n<10 | n<10 |
| 25 Marketing | 37 | 12 | 0 | 25 | n<10 | n<10 |
| 26 Education and Training | 38 | 15 | 0 | 23 | 15 | 0 |
| 27 Human Services | 27 | 17 | 0 | 11 | n<10 | n<10 |
| 28 Architecture and Construction | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 29 Health Sciences | 19 | N<10 | 0 | 14 | n<10 | n<10 |
| 30 STEM | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 26 | 0 | 0 | 26 | 0 | 0 |
| 32 Government and Public Administration | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 34 Information Technology | 37 | 0 | n<10 | n<10 | 0 | 0 |
| 35 Manufacturing | N<10 | N<10 | 0 | n<10 | n<10 | n<10 |
| 36 Transportation, Distribution, & Logistics | 39 | 13 | 0 | 26 | 13 | 0 |

4 Graduation Rate (1S1)

Table 4.7: Status-level District Graduation Counts — LEARNS Definitions

| Group | Total Expected | CTE Expected | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|----------------|--------------|---------|--------------|------------------------|------------|
| 01 All Students | 71 | 48 | n<10 | 17 | n<10 | 35 |
| Gender | | | | | | |
| 02 Male | 38 | 24 | n<10 | 10 | n<10 | 17 |
| 03 Female | 33 | 24 | n<10 | n<10 | n<10 | 18 |
| Race | | | | | | |
| 04 Native American | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 05 Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| 06 African-American | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 07 Hispanic | N<10 | N<10 | 0 | n<10 | n<10 | n<10 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 65 | 42 | n<10 | 16 | n<10 | 32 |
| 10 Two or More | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | N<10 | N<10 | 0 | 0 | n<10 | n<10 |
| 12 Economically Disadvantaged | 48 | 38 | n<10 | n<10 | 10 | 26 |
| 13 Non-traditional | 67 | 48 | n<10 | 17 | n<10 | 35 |
| 14 Single Parent | 0 | 0 | 0 | 0 | 0 | 0 |
| 15 English Learner | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 Homeless | N<10 | N<10 | 0 | n<10 | n<10 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | | |
| 20 All Clusters | 395 | 127 | 64 | 206 | 79 | 46 |
| 21 Agriculture, Food, & Natural Resources | 31 | 20 | n<10 | 10 | n<10 | 14 |
| 22 Business Management & Administration | 38 | 12 | n<10 | 25 | 11 | n<10 |
| 23 Finance | 38 | 11 | n<10 | 26 | n<10 | 0 |
| 24 Hospitality & Tourism | 52 | 28 | n<10 | 23 | 18 | n<10 |
| 25 Marketing | 37 | 11 | n<10 | 25 | n<10 | n<10 |
| 26 Education and Training | 38 | N<10 | n<10 | 21 | n<10 | 0 |
| 27 Human Services | 27 | 17 | n<10 | 10 | n<10 | n<10 |
| 28 Architecture and Construction | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 29 Health Sciences | 19 | N<10 | n<10 | n<10 | n<10 | n<10 |
| 30 STEM | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 26 | 0 | 0 | 26 | 0 | 0 |
| 32 Government and Public Administration | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 34 Information Technology | 37 | 0 | n<10 | n<10 | 0 | 0 |
| 35 Manufacturing | N<10 | N<10 | n<10 | n<10 | 0 | n<10 |
| 36 Transportation, Distribution, & Logistics | 39 | 13 | n<10 | 25 | n<10 | 0 |

5 Academic Performance (2S1 - 2S3)

The Academic Proficiency Performance Measures (2S1: Reading/Language Arts; 2S2: Mathematics; 2S3: Science) in the Arkansas Perkins V State Plan are designed to align with the achievement measures in Arkansas' approved ESSA Plan. This alignment provides schools with a unified focus on increased rigor and relevance in student learning opportunities within a student-focused learning system to improve academic proficiency and increase students' readiness for college, career, and community engagement.

The academic performance measures include Concentrators* who are full-academic-year students (i.e., students who are continuously enrolled in a particular school on or before October through the first data pull for the regular or alternate assessment).

Assessments included:

ATLAS (grades 8-10) Dynamic Learning Maps (grades 8-10) ACT (grades 11-12; uses 3-year best score; if no ACT is available, ATLAS will be used) ACT Aspire* (ACT Aspire scores are only used for students who do not have another more recent assessment).

The ATLAS and DLM assessments is broken into four proficiency levels, and students with Level 3 or Level 4 are considered "proficient." For ACT, the scores required to meet proficiency standards are: Reading = 22; Math = 22; Science = 23.

As is done for ESSA/School Letter Grades, LEA score is determined by the percentage of students who meet proficiency standards.

$$ACAD = \frac{\text{Number of CTE Concentrators* who achieved proficiency on their assessment}}{\text{Number of CTE Concentrators* who took the assessment}}$$

5.1 CAR Summary

Academic Proficiency Across Schools (Statewide)



Table 5.1: Academic Proficiency Summary: State and District — ELA (2S1)

| LEA | Perkins Tested | Perkins Proficient | Perkins % | LEARNS Tested | LEARNS Proficient | LEARNS % |
|-----------------------------|-------------------|-----------------------|--------------|------------------|----------------------|-------------|
| Arkansas | 57,979 | 25,565 | 44.1 | 49,965 | 21,358 | 42.7 |
| BISMARCK SCHOOL DISTRICT | 148 | 77 | 52.0 | 142 | 71 | 50 |

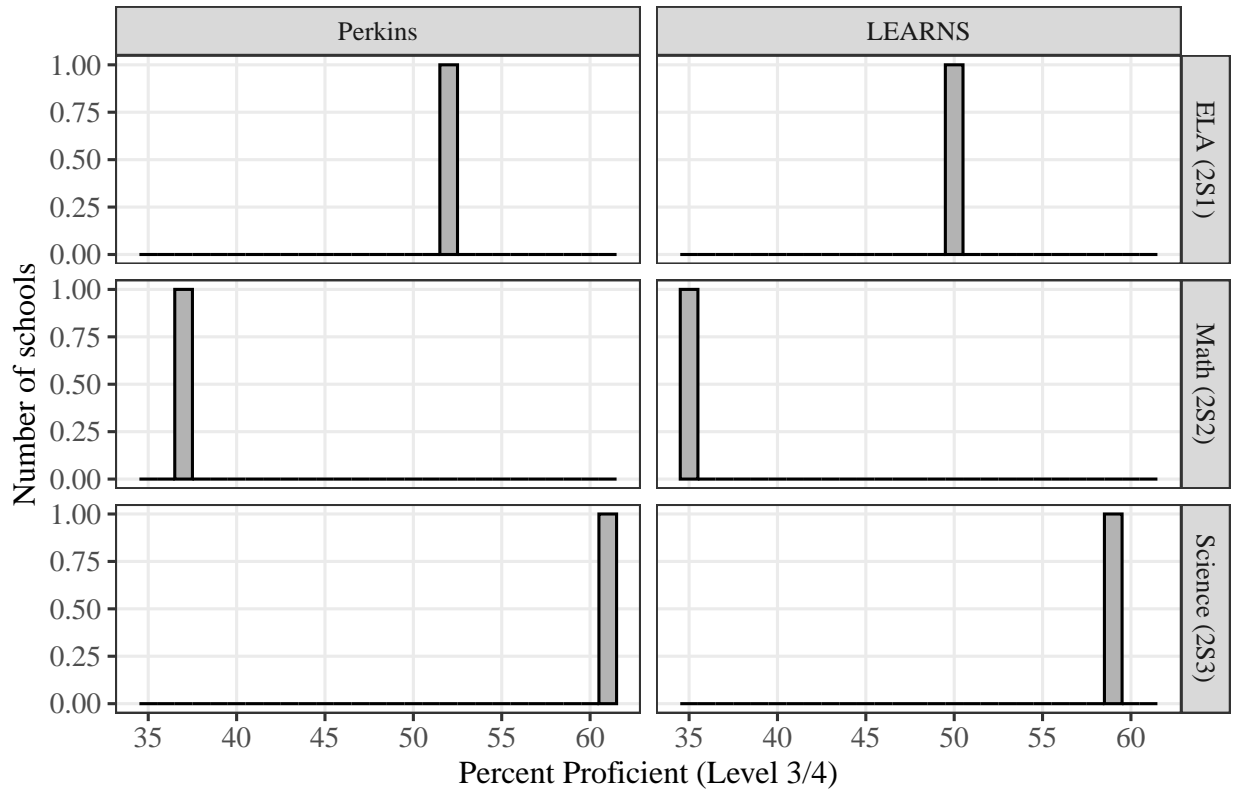
Table 5.2: Academic Proficiency Summary: State and District — Math (2S2)

| LEA | Perkins Tested | Perkins Proficient | Perkins % | LEARNS Tested | LEARNS Proficient | LEARNS % |
|-----------------------------|-------------------|-----------------------|--------------|------------------|----------------------|-------------|
| Arkansas | 57,807 | 17,038 | 29.5 | 49,844 | 13,985 | 28.1 |
| BISMARCK SCHOOL DISTRICT | 146 | 54 | 37.0 | 140 | 49 | 35 |

Table 5.3: Academic Proficiency Summary: State and District — Science (2S3)

| LEA | Perkins Tested | Perkins Proficient | Perkins % | LEARNS Tested | LEARNS Proficient | LEARNS % |
|-----------------------------|-------------------|-----------------------|--------------|------------------|----------------------|-------------|
| Arkansas | 57,775 | 26,735 | 46.3 | 49,840 | 22,415 | 45.0 |
| BISMARCK SCHOOL DISTRICT | 147 | 89 | 60.5 | 141 | 83 | 58.9 |

Academic Proficiency Across Schools in District



5.2 State-level academics summary

Table 5.4: State Academic Performance by Subgroup — ELA (2S1)

| Group | Perkins Tested | Perkins Proficient | Perkins % | LEARNS Tested | LEARNS Proficient | LEARNS % |
|---|-------------------|-----------------------|--------------|------------------|----------------------|-------------|
| 01 All Students | 57,979 | 25,565 | 44.1% | 49,965 | 21,358 | 42.7% |
| Gender | | | | | | |
| 02 Male | 29,605 | 11,951 | 40.4% | 25,786 | 10,220 | 39.6% |
| 03 Female | 28,374 | 13,614 | 48.0% | 24,179 | 11,138 | 46.1% |
| Race | | | | | | |
| 04 Native American | 343 | 165 | 48.1% | 304 | 142 | 46.7% |
| 05 Asian | 1,031 | 652 | 63.2% | 887 | 548 | 61.8% |
| 06 African-American | 9,568 | 2,146 | 22.4% | 8,194 | 1,812 | 22.1% |
| 07 Hispanic | 8,576 | 3,090 | 36.0% | 7,318 | 2,586 | 35.3% |
| 08 Hawaiian/Pacific Islander | 362 | 55 | 15.2% | 324 | 46 | 14.2% |
| 09 Caucasian | 36,100 | 18,512 | 51.3% | 31,242 | 15,435 | 49.4% |
| 10 Two or More | 1,999 | 945 | 47.3% | 1,696 | 789 | 46.5% |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 5,990 | 566 | 9.4% | 5,315 | 494 | 9.3% |
| 12 Economically Disadvantaged | 37,254 | 13,119 | 35.2% | 32,388 | 11,134 | 34.4% |
| 13 Non-traditional | 57,355 | 25,323 | 44.2% | 49,466 | 21,163 | 42.8% |
| 14 Single Parent | 199 | 46 | 23.1% | 170 | 36 | 21.2% |
| 15 English Learner | 2,998 | 200 | 6.7% | 2,552 | 170 | 6.7% |
| 16 Homeless | 1,861 | 541 | 29.1% | 1,659 | 457 | 27.5% |
| 17 Foster Care | 146 | 48 | 32.9% | 122 | 39 | 32.0% |
| 18 Military Dependent | 751 | 413 | 55.0% | 632 | 345 | 54.6% |
| 19 Migrant | 237 | 56 | 23.6% | 214 | 50 | 23.4% |
| Clusters | | | | | | |
| 20 All Clusters | 134,042 | 61,032 | 45.5% | 111,274 | 48,858 | 43.9% |
| 21 Agriculture, Food, & Natural Resources | 18,337 | 6,912 | 37.7% | 15,995 | 6,060 | 37.9% |
| 22 Business Management & Administration | 16,559 | 8,026 | 48.5% | 13,504 | 6,570 | 48.7% |
| 23 Finance | 6,921 | 3,286 | 47.5% | 6,441 | 3,121 | 48.5% |
| 24 Hospitality & Tourism | 16,854 | 6,890 | 40.9% | 15,407 | 6,411 | 41.6% |
| 25 Marketing | 9,297 | 4,375 | 47.1% | 8,538 | 4,078 | 47.8% |
| 26 Education and Training | 15,890 | 9,345 | 58.8% | 8,285 | 3,455 | 41.7% |
| 27 Human Services | 13,202 | 4,739 | 35.9% | 12,282 | 4,426 | 36.0% |
| 28 Architecture and Construction | 2,156 | 741 | 34.4% | 1,854 | 662 | 35.7% |
| 29 Health Sciences | 7,835 | 4,121 | 52.6% | 6,381 | 3,402 | 53.3% |
| 30 STEM | 3,140 | 1,887 | 60.1% | 2,214 | 1,316 | 59.4% |
| 31 Arts, A/V, Technology & Communications | 3,335 | 1,582 | 47.4% | 2,791 | 1,292 | 46.3% |
| 32 Government and Public Administration | 1,895 | 731 | 38.6% | 1,595 | 613 | 38.4% |
| 33 Law, Public Safety, Corrections, & Security | 1,400 | 584 | 41.7% | 1,268 | 537 | 42.4% |
| 34 Information Technology | 4,444 | 2,686 | 60.4% | 3,857 | 2,336 | 60.6% |
| 35 Manufacturing | 2,621 | 696 | 26.6% | 1,583 | 428 | 27.0% |
| 36 Transportation, Distribution, & Logistics | 10,156 | 4,431 | 43.6% | 9,279 | 4,151 | 44.7% |

Table 5.5: State Academic Performance by Subgroup — Math (2S2)

| Group | Perkins Tested | Perkins Proficient | Perkins % | LEARNS Tested | LEARNS Proficient | LEARNS % |
|---|-------------------|-----------------------|--------------|------------------|----------------------|-------------|
| 01 All Students | 57,807 | 17,038 | 29.5% | 49,844 | 13,985 | 28.1% |
| Gender | | | | | | |
| 02 Male | 29,500 | 9,392 | 31.8% | 25,710 | 7,956 | 30.9% |
| 03 Female | 28,307 | 7,646 | 27.0% | 24,134 | 6,029 | 25.0% |
| Race | | | | | | |
| 04 Native American | 343 | 106 | 30.9% | 304 | 90 | 29.6% |
| 05 Asian | 1,018 | 581 | 57.1% | 877 | 492 | 56.1% |
| 06 African-American | 9,552 | 853 | 8.9% | 8,183 | 680 | 8.3% |
| 07 Hispanic | 8,546 | 1,901 | 22.2% | 7,296 | 1,577 | 21.6% |
| 08 Hawaiian/Pacific Islander | 361 | 26 | 7.2% | 323 | 21 | 6.5% |
| 09 Caucasian | 35,992 | 12,948 | 36.0% | 31,168 | 10,623 | 34.1% |
| 10 Two or More | 1,995 | 623 | 31.2% | 1,693 | 502 | 29.7% |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 5,977 | 241 | 4.0% | 5,307 | 210 | 4.0% |
| 12 Economically Disadvantaged | 37,175 | 7,604 | 20.5% | 32,333 | 6,319 | 19.5% |
| 13 Non-traditional | 57,186 | 16,892 | 29.5% | 49,348 | 13,870 | 28.1% |
| 14 Single Parent | 198 | 27 | 13.6% | 169 | 19 | 11.2% |
| 15 English Learner | 2,979 | 107 | 3.6% | 2,539 | 89 | 3.5% |
| 16 Homeless | 1,854 | 241 | 13.0% | 1,654 | 201 | 12.2% |
| 17 Foster Care | 146 | 27 | 18.5% | 122 | 23 | 18.9% |
| 18 Military Dependent | 749 | 293 | 39.1% | 631 | 240 | 38.0% |
| 19 Migrant | 233 | 37 | 15.9% | 211 | 33 | 15.6% |
| Clusters | | | | | | |
| 20 All Clusters | 133,714 | 39,506 | 29.5% | 111,054 | 30,813 | 27.7% |
| 21 Agriculture, Food, & Natural Resources | 18,295 | 4,616 | 25.2% | 15,965 | 4,045 | 25.3% |
| 22 Business Management & Administration | 16,508 | 5,177 | 31.4% | 13,480 | 4,175 | 31.0% |
| 23 Finance | 6,907 | 2,131 | 30.9% | 6,429 | 2,013 | 31.3% |
| 24 Hospitality & Tourism | 16,816 | 4,094 | 24.3% | 15,382 | 3,803 | 24.7% |
| 25 Marketing | 9,272 | 2,830 | 30.5% | 8,520 | 2,626 | 30.8% |
| 26 Education and Training | 15,857 | 6,229 | 39.3% | 8,271 | 1,804 | 21.8% |
| 27 Human Services | 13,174 | 2,392 | 18.2% | 12,260 | 2,229 | 18.2% |
| 28 Architecture and Construction | 2,151 | 580 | 27.0% | 1,851 | 514 | 27.8% |
| 29 Health Sciences | 7,818 | 2,598 | 33.2% | 6,367 | 2,150 | 33.8% |
| 30 STEM | 3,135 | 1,666 | 53.1% | 2,212 | 1,180 | 53.3% |
| 31 Arts, A/V, Technology & Communications | 3,330 | 959 | 28.8% | 2,787 | 771 | 27.7% |
| 32 Government and Public Administration | 1,890 | 420 | 22.2% | 1,590 | 350 | 22.0% |
| 33 Law, Public Safety, Corrections, & Security | 1,399 | 281 | 20.1% | 1,267 | 259 | 20.4% |
| 34 Information Technology | 4,417 | 2,217 | 50.2% | 3,836 | 1,944 | 50.7% |
| 35 Manufacturing | 2,616 | 454 | 17.4% | 1,580 | 278 | 17.6% |
| 36 Transportation, Distribution, & Logistics | 10,129 | 2,862 | 28.3% | 9,257 | 2,672 | 28.9% |

Table 5.6: State Academic Performance by Subgroup — Science (2S3)

| Group | Perkins Tested | Perkins Proficient | Perkins % | LEARNS Tested | LEARNS Proficient | LEARNS % |
|---|-------------------|-----------------------|--------------|------------------|----------------------|-------------|
| 01 All Students | 57,775 | 26,735 | 46.3% | 49,840 | 22,415 | 45.0% |
| Gender | | | | | | |
| 02 Male | 29,498 | 13,630 | 46.2% | 25,723 | 11,672 | 45.4% |
| 03 Female | 28,277 | 13,105 | 46.3% | 24,117 | 10,743 | 44.5% |
| Race | | | | | | |
| 04 Native American | 342 | 169 | 49.4% | 304 | 144 | 47.4% |
| 05 Asian | 1,020 | 702 | 68.8% | 878 | 595 | 67.8% |
| 06 African-American | 9,552 | 2,154 | 22.6% | 8,186 | 1,829 | 22.3% |
| 07 Hispanic | 8,529 | 3,267 | 38.3% | 7,288 | 2,736 | 37.5% |
| 08 Hawaiian/Pacific Islander | 360 | 62 | 17.2% | 322 | 53 | 16.5% |
| 09 Caucasian | 35,982 | 19,420 | 54.0% | 31,172 | 16,269 | 52.2% |
| 10 Two or More | 1,990 | 961 | 48.3% | 1,690 | 789 | 46.7% |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 5,973 | 620 | 10.4% | 5,305 | 546 | 10.3% |
| 12 Economically Disadvantaged | 37,146 | 13,832 | 37.2% | 32,325 | 11,787 | 36.5% |
| 13 Non-traditional | 57,152 | 26,493 | 46.4% | 49,342 | 22,222 | 45.0% |
| 14 Single Parent | 198 | 53 | 26.8% | 170 | 44 | 25.9% |
| 15 English Learner | 2,964 | 301 | 10.2% | 2,533 | 261 | 10.3% |
| 16 Homeless | 1,852 | 549 | 29.6% | 1,654 | 475 | 28.7% |
| 17 Foster Care | 145 | 43 | 29.7% | 122 | 37 | 30.3% |
| 18 Military Dependent | 750 | 434 | 57.9% | 631 | 362 | 57.4% |
| 19 Migrant | 232 | 58 | 25.0% | 212 | 52 | 24.5% |
| Clusters | | | | | | |
| 20 All Clusters | 133,643 | 63,131 | 47.2% | 111,033 | 50,580 | 45.6% |
| 21 Agriculture, Food, & Natural Resources | 18,293 | 7,662 | 41.9% | 15,970 | 6,735 | 42.2% |
| 22 Business Management & Administration | 16,493 | 8,169 | 49.5% | 13,476 | 6,678 | 49.6% |
| 23 Finance | 6,899 | 3,364 | 48.8% | 6,423 | 3,176 | 49.4% |
| 24 Hospitality & Tourism | 16,802 | 7,112 | 42.3% | 15,375 | 6,606 | 43.0% |
| 25 Marketing | 9,269 | 4,479 | 48.3% | 8,517 | 4,148 | 48.7% |
| 26 Education and Training | 15,854 | 9,296 | 58.6% | 8,269 | 3,377 | 40.8% |
| 27 Human Services | 13,164 | 4,761 | 36.2% | 12,254 | 4,457 | 36.4% |
| 28 Architecture and Construction | 2,150 | 894 | 41.6% | 1,850 | 792 | 42.8% |
| 29 Health Sciences | 7,804 | 4,190 | 53.7% | 6,362 | 3,449 | 54.2% |
| 30 STEM | 3,135 | 2,061 | 65.7% | 2,212 | 1,456 | 65.8% |
| 31 Arts, A/V, Technology & Communications | 3,322 | 1,557 | 46.9% | 2,783 | 1,266 | 45.5% |
| 32 Government and Public Administration | 1,893 | 725 | 38.3% | 1,593 | 619 | 38.9% |
| 33 Law, Public Safety, Corrections, & Security | 1,399 | 593 | 42.4% | 1,267 | 551 | 43.5% |
| 34 Information Technology | 4,428 | 2,823 | 63.8% | 3,848 | 2,461 | 64.0% |
| 35 Manufacturing | 2,615 | 843 | 32.2% | 1,579 | 529 | 33.5% |
| 36 Transportation, Distribution, & Logistics | 10,123 | 4,602 | 45.5% | 9,255 | 4,280 | 46.2% |

5.3 District-level academics summary

Table 5.7: District Academic Performance by Subgroup — ELA (2S1)

| Group | Perkins Tested | Perkins Proficient | Perkins % | LEARNS Tested | LEARNS Proficient | LEARNS % |
|---|-------------------|-----------------------|--------------|------------------|----------------------|-------------|
| 01 All Students | 148 | 77 | 52.0% | 142 | 71 | 50.0% |
| Gender | | | | | | |
| 02 Male | 73 | 34 | 46.6% | 71 | 32 | 45.1% |
| 03 Female | 75 | 43 | 57.3% | 71 | 39 | 54.9% |
| Race | | | | | | |
| 04 Native American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 05 Asian | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 06 African-American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 07 Hispanic | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 08 Hawaiian/Pacific Islander | — | — | — | — | — | — |
| 09 Caucasian | 136 | 69 | 50.7% | 130 | 63 | 48.5% |
| 10 Two or More | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | RV | RV | 7.1% | RV | RV | 7.1% |
| 12 Economically Disadvantaged | 109 | 52 | 47.7% | 108 | 51 | 47.2% |
| 13 Non-traditional | 148 | 77 | 52.0% | 142 | 71 | 50.0% |
| 14 Single Parent | — | — | — | — | — | — |
| 15 English Learner | — | — | — | — | — | — |
| 16 Homeless | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 17 Foster Care | — | — | — | — | — | — |
| 18 Military Dependent | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 19 Migrant | — | — | — | — | — | — |
| Clusters | | | | | | |
| 20 All Clusters | 411 | 234 | 56.9% | 386 | 218 | 56.5% |
| 21 Agriculture, Food, & Natural Resources | 65 | 27 | 41.5% | 65 | 27 | 41.5% |
| 22 Business Management & Administration | 36 | 24 | 66.7% | 36 | 24 | 66.7% |
| 23 Finance | 33 | 22 | 66.7% | 33 | 22 | 66.7% |
| 24 Hospitality & Tourism | 98 | 56 | 57.1% | 98 | 56 | 57.1% |
| 25 Marketing | 35 | 24 | 68.6% | 34 | 23 | 67.6% |
| 26 Education and Training | 28 | 18 | 64.3% | N<10 | n<10 | N<10 |
| 27 Human Services | 66 | 36 | 54.5% | 66 | 36 | 54.5% |
| 28 Architecture and Construction | — | — | — | — | — | — |
| 29 Health Sciences | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 30 STEM | — | — | — | — | — | — |
| 31 Arts, A/V, Technology & Communications | — | — | — | — | — | — |
| 32 Government and Public Administration | — | — | — | — | — | — |
| 33 Law, Public Safety, Corrections, & Security | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 34 Information Technology | — | — | — | — | — | — |
| 35 Manufacturing | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 36 Transportation, Distribution, & Logistics | 36 | 24 | 66.7% | 36 | 24 | 66.7% |

Table 5.8: District Academic Performance by Subgroup — Math (2S2)

| Group | Perkins Tested | Perkins Proficient | Perkins % | LEARNS Tested | LEARNS Proficient | LEARNS % |
|---|-------------------|-----------------------|--------------|------------------|----------------------|-------------|
| 01 All Students | 146 | 54 | 37.0% | 140 | 49 | 35.0% |
| Gender | | | | | | |
| 02 Male | 71 | 23 | 32.4% | 69 | 21 | 30.4% |
| 03 Female | 75 | 31 | 41.3% | 71 | 28 | 39.4% |
| Race | | | | | | |
| 04 Native American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 05 Asian | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 06 African-American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 07 Hispanic | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 08 Hawaiian/Pacific Islander | — | — | — | — | — | — |
| 09 Caucasian | 134 | 49 | 36.6% | 128 | 44 | 34.4% |
| 10 Two or More | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | RV | RV | 7.1% | RV | RV | 7.1% |
| 12 Economically Disadvantaged | 108 | 36 | 33.3% | 107 | 36 | 33.6% |
| 13 Non-traditional | 146 | 54 | 37.0% | 140 | 49 | 35.0% |
| 14 Single Parent | — | — | — | — | — | — |
| 15 English Learner | — | — | — | — | — | — |
| 16 Homeless | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 17 Foster Care | — | — | — | — | — | — |
| 18 Military Dependent | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 19 Migrant | — | — | — | — | — | — |
| Clusters | | | | | | |
| 20 All Clusters | 408 | 147 | 36.0% | 383 | 131 | 34.2% |
| 21 Agriculture, Food, & Natural Resources | 64 | 20 | 31.2% | 64 | 20 | 31.2% |
| 22 Business Management & Administration | 36 | 12 | 33.3% | 36 | 12 | 33.3% |
| 23 Finance | 33 | 11 | 33.3% | 33 | 11 | 33.3% |
| 24 Hospitality & Tourism | 97 | 36 | 37.1% | 97 | 36 | 37.1% |
| 25 Marketing | 35 | 11 | 31.4% | 34 | 11 | 32.4% |
| 26 Education and Training | 28 | 18 | 64.3% | N<10 | n<10 | N<10 |
| 27 Human Services | 65 | 25 | 38.5% | 65 | 25 | 38.5% |
| 28 Architecture and Construction | — | — | — | — | — | — |
| 29 Health Sciences | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 30 STEM | — | — | — | — | — | — |
| 31 Arts, A/V, Technology & Communications | — | — | — | — | — | — |
| 32 Government and Public Administration | — | — | — | — | — | — |
| 33 Law, Public Safety, Corrections, & Security | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 34 Information Technology | — | — | — | — | — | — |
| 35 Manufacturing | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 36 Transportation, Distribution, & Logistics | 36 | 12 | 33.3% | 36 | 12 | 33.3% |

Table 5.9: District Academic Performance by Subgroup — Science (2S3)

| Group | Perkins Tested | Perkins Proficient | Perkins % | LEARNS Tested | LEARNS Proficient | LEARNS % |
|--|----------------|--------------------|-----------|---------------|-------------------|----------|
| 01 All Students | 147 | 89 | 60.5% | 141 | 83 | 58.9% |
| Gender | | | | | | |
| 02 Male | 72 | 40 | 55.6% | 70 | 38 | 54.3% |
| 03 Female | 75 | 49 | 65.3% | 71 | 45 | 63.4% |
| Race | | | | | | |
| 04 Native American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 05 Asian | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 06 African-American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 07 Hispanic | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 08 Hawaiian/Pacific Islander | — | — | — | — | — | — |
| 09 Caucasian | 135 | 82 | 60.7% | 129 | 76 | 58.9% |
| 10 Two or More | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | RV | RV | 14.3% | RV | RV | 14.3% |
| 12 Economically Disadvantaged | 108 | 61 | 56.5% | 107 | 60 | 56.1% |
| 13 Non-traditional | 147 | 89 | 60.5% | 141 | 83 | 58.9% |
| 14 Single Parent | — | — | — | — | — | — |
| 15 English Learner | — | — | — | — | — | — |
| 16 Homeless | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 17 Foster Care | — | — | — | — | — | — |
| 18 Military Dependent | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 19 Migrant | — | — | — | — | — | — |
| Clusters | | | | | | |
| 20 All Clusters | 410 | 246 | 60.0% | 385 | 224 | 58.2% |
| 21 Agriculture, Food, & Natural Resources | 64 | 38 | 59.4% | 64 | 38 | 59.4% |
| 22 Business Management & Administration | 36 | 21 | 58.3% | 36 | 21 | 58.3% |
| 23 Finance | 33 | 19 | 57.6% | 33 | 19 | 57.6% |
| 24 Hospitality & Tourism | 98 | 59 | 60.2% | 98 | 59 | 60.2% |
| 25 Marketing | 35 | 21 | 60.0% | 34 | 20 | 58.8% |
| 26 Education and Training | RV | RV | 82.1% | N<10 | n<10 | N<10 |
| 27 Human Services | 66 | 39 | 59.1% | 66 | 39 | 59.1% |
| 28 Architecture and Construction | — | — | — | — | — | — |
| 29 Health Sciences | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 30 STEM | — | — | — | — | — | — |
| 31 Arts, A/V, Technology & Communications | — | — | — | — | — | — |
| 32 Government and Public Administration | — | — | — | — | — | — |
| 33 Law, Public Safety, Corrections, & Security | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 34 Information Technology | — | — | — | — | — | — |
| 35 Manufacturing | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 36 Transportation, Distribution, & Logistics | 36 | 21 | 58.3% | 36 | 21 | 58.3% |

5.4 State-level academics by status

Table 5.10: Status-level State Academic Counts (2S1) — ELA — Perkins Definitions

| Group | Total Tested | CTE Tested | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|--------------|------------|---------|--------------|------------------------|------------|
| 01 All Students | 155,303 | 57,979 | 9,226 | 22,070 | 16,403 | 9,162 |
| Gender | | | | | | |
| 02 Male | 79,826 | 29,605 | 3,733 | 9,830 | 7,421 | 4,530 |
| 03 Female | 75,477 | 28,374 | 5,493 | 12,240 | 8,982 | 4,632 |
| Race | | | | | | |
| 04 Native American | 892 | 343 | 38 | 134 | 97 | 68 |
| 05 Asian | 2,669 | 1,031 | 203 | 723 | 473 | 179 |
| 06 African-American | 28,864 | 9,568 | 928 | 1,948 | 1,397 | 749 |
| 07 Hispanic | 24,931 | 8,576 | 1,063 | 2,783 | 2,046 | 1,044 |
| 08 Hawaiian/Pacific Islander | 1,796 | 362 | 42 | 93 | 42 | 13 |
| 09 Caucasian | 90,094 | 36,100 | 6,563 | 15,436 | 11,730 | 6,782 |
| 10 Two or More | 6,057 | 1,999 | 389 | 953 | 618 | 327 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 18,931 | 5,990 | 213 | 434 | 340 | 226 |
| 12 Economically Disadvantaged | 104,165 | 37,254 | 4,840 | 11,080 | 8,314 | 4,805 |
| 13 Non-traditional | 118,229 | 57,355 | 0 | 21,510 | 16,218 | 9,105 |
| 14 Single Parent | 616 | 199 | 22 | 43 | 29 | 17 |
| 15 English Learner | 11,841 | 2,998 | 80 | 219 | 132 | 68 |
| 16 Homeless | 5,607 | 1,861 | 191 | 456 | 330 | 211 |
| 17 Foster Care | 606 | 146 | 28 | 45 | 35 | 13 |
| 18 Military Dependent | 2,074 | 751 | 201 | 391 | 254 | 159 |
| 19 Migrant | 960 | 237 | 24 | 61 | 37 | 19 |
| Clusters | | | | | | |
| 20 All Clusters | 586,463 | 134,042 | 0 | 161,935 | 47,028 | 14,004 |
| 21 Agriculture, Food, & Natural Resources | 44,475 | 18,337 | 0 | 9,147 | 4,067 | 2,845 |
| 22 Business Management & Administration | 54,580 | 16,559 | 0 | 15,056 | 6,255 | 1,771 |
| 23 Finance | 43,116 | 6,921 | 0 | 13,933 | 2,665 | 621 |
| 24 Hospitality & Tourism | 71,001 | 16,854 | 0 | 19,882 | 5,607 | 1,283 |
| 25 Marketing | 43,719 | 9,297 | 0 | 13,404 | 3,339 | 1,036 |
| 26 Education and Training | 51,252 | 15,890 | 0 | 12,862 | 8,512 | 833 |
| 27 Human Services | 47,883 | 13,202 | 0 | 11,312 | 3,623 | 1,116 |
| 28 Architecture and Construction | 7,287 | 2,156 | 0 | 1,754 | 484 | 257 |
| 29 Health Sciences | 21,888 | 7,835 | 0 | 6,412 | 2,859 | 1,262 |
| 30 STEM | 11,441 | 3,140 | 0 | 3,683 | 1,300 | 587 |
| 31 Arts, A/V, Technology & Communications | 44,964 | 3,335 | 0 | 14,871 | 1,288 | 294 |
| 32 Government and Public Administration | 4,739 | 1,895 | 0 | 798 | 519 | 212 |
| 33 Law, Public Safety, Corrections, & Security | 5,515 | 1,400 | 0 | 1,673 | 377 | 207 |
| 34 Information Technology | 82,360 | 4,444 | 0 | 22,201 | 2,158 | 528 |
| 35 Manufacturing | 8,069 | 2,621 | 0 | 1,660 | 474 | 222 |
| 36 Transportation, Distribution, & Logistics | 44,174 | 10,156 | 0 | 13,287 | 3,501 | 930 |

Table 5.11: Status-level State Academic Counts (2S2) — Math — Perkins Definitions

| Group | Total Tested | CTE Tested | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|--------------|------------|---------|--------------|------------------------|------------|
| 01 All Students | 153,327 | 57,807 | 8,585 | 17,242 | 11,293 | 5,745 |
| Gender | | | | | | |
| 02 Male | 78,761 | 29,500 | 4,098 | 9,038 | 6,028 | 3,364 |
| 03 Female | 74,566 | 28,307 | 4,487 | 8,204 | 5,265 | 2,381 |
| Race | | | | | | |
| 04 Native American | 879 | 343 | 35 | 103 | 66 | 40 |
| 05 Asian | 2,545 | 1,018 | 198 | 630 | 418 | 163 |
| 06 African-American | 28,517 | 9,552 | 645 | 1,066 | 600 | 253 |
| 07 Hispanic | 24,514 | 8,546 | 1,060 | 2,087 | 1,274 | 627 |
| 08 Hawaiian/Pacific Islander | 1,777 | 361 | 71 | 82 | n<10 | n<10 |
| 09 Caucasian | 89,127 | 35,992 | 6,253 | 12,592 | 8,480 | 4,468 |
| 10 Two or More | 5,968 | 1,995 | 323 | 682 | 435 | 188 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 18,804 | 5,977 | 295 | 346 | 170 | 71 |
| 12 Economically Disadvantaged | 102,991 | 37,175 | 4,571 | 8,120 | 5,007 | 2,597 |
| 13 Non-traditional | 117,129 | 57,186 | 0 | 16,845 | 11,178 | 5,714 |
| 14 Single Parent | 608 | 198 | 11 | 23 | 17 | 10 |
| 15 English Learner | 11,512 | 2,979 | 184 | 221 | 77 | 30 |
| 16 Homeless | 5,513 | 1,854 | 172 | 309 | 155 | 86 |
| 17 Foster Care | 597 | 146 | 23 | 27 | 17 | 10 |
| 18 Military Dependent | 2,039 | 749 | 167 | 302 | 185 | 108 |
| 19 Migrant | 929 | 233 | 17 | 51 | 24 | 13 |
| Clusters | | | | | | |
| 20 All Clusters | 582,539 | 133,714 | 0 | 112,594 | 31,070 | 8,436 |
| 21 Agriculture, Food, & Natural Resources | 44,268 | 18,295 | 0 | 7,012 | 2,846 | 1,770 |
| 22 Business Management & Administration | 54,225 | 16,508 | 0 | 10,695 | 4,114 | 1,063 |
| 23 Finance | 42,847 | 6,907 | 0 | 9,563 | 1,722 | 409 |
| 24 Hospitality & Tourism | 70,511 | 16,816 | 0 | 13,688 | 3,442 | 652 |
| 25 Marketing | 43,444 | 9,272 | 0 | 9,216 | 2,187 | 643 |
| 26 Education and Training | 50,926 | 15,857 | 0 | 8,458 | 5,847 | 382 |
| 27 Human Services | 47,568 | 13,174 | 0 | 7,453 | 1,948 | 444 |
| 28 Architecture and Construction | 7,239 | 2,151 | 0 | 1,428 | 387 | 193 |
| 29 Health Sciences | 21,774 | 7,818 | 0 | 4,384 | 1,834 | 764 |
| 30 STEM | 11,333 | 3,135 | 0 | 3,035 | 1,156 | 510 |
| 31 Arts, A/V, Technology & Communications | 44,666 | 3,330 | 0 | 9,285 | 770 | 189 |
| 32 Government and Public Administration | 4,717 | 1,890 | 0 | 534 | 300 | 120 |
| 33 Law, Public Safety, Corrections, & Security | 5,496 | 1,399 | 0 | 926 | 173 | 108 |
| 34 Information Technology | 81,595 | 4,417 | 0 | 16,409 | 1,752 | 465 |
| 35 Manufacturing | 8,029 | 2,616 | 0 | 1,368 | 304 | 150 |
| 36 Transportation, Distribution, & Logistics | 43,901 | 10,129 | 0 | 9,140 | 2,288 | 574 |

Table 5.12: Status-level State Academic Counts (2S3) — Science — Perkins Definitions

| Group | Total Tested | CTE Tested | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|--------------|------------|---------|--------------|------------------------|------------|
| 01 All Students | 151,911 | 57,775 | 9,946 | 23,675 | 17,062 | 9,673 |
| Gender | | | | | | |
| 02 Male | 78,047 | 29,498 | 4,840 | 12,180 | 8,506 | 5,124 |
| 03 Female | 73,864 | 28,277 | 5,106 | 11,495 | 8,556 | 4,549 |
| Race | | | | | | |
| 04 Native American | 862 | 342 | 41 | 133 | 104 | 65 |
| 05 Asian | 2,551 | 1,020 | 214 | 716 | 496 | 206 |
| 06 African-American | 28,291 | 9,552 | 873 | 1,942 | 1,386 | 768 |
| 07 Hispanic | 24,018 | 8,529 | 1,217 | 2,960 | 2,136 | 1,131 |
| 08 Hawaiian/Pacific Islander | 1,711 | 360 | 59 | 111 | 45 | 17 |
| 09 Caucasian | 88,579 | 35,982 | 7,135 | 16,844 | 12,269 | 7,151 |
| 10 Two or More | 5,899 | 1,990 | 407 | 969 | 626 | 335 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 18,502 | 5,973 | 413 | 611 | 398 | 222 |
| 12 Economically Disadvantaged | 101,730 | 37,146 | 5,385 | 12,055 | 8,742 | 5,090 |
| 13 Non-traditional | 116,534 | 57,152 | 0 | 23,104 | 16,876 | 9,617 |
| 14 Single Parent | 596 | 198 | 15 | 44 | 33 | 20 |
| 15 English Learner | 10,978 | 2,964 | 181 | 301 | 203 | 98 |
| 16 Homeless | 5,289 | 1,852 | 220 | 489 | 339 | 210 |
| 17 Foster Care | 582 | 145 | 37 | 46 | 28 | 15 |
| 18 Military Dependent | 1,981 | 750 | 191 | 396 | 263 | 171 |
| 19 Migrant | 887 | 232 | 28 | 67 | 38 | 20 |
| Clusters | | | | | | |
| 20 All Clusters | 580,181 | 133,643 | 0 | 170,457 | 48,577 | 14,554 |
| 21 Agriculture, Food, & Natural Resources | 44,025 | 18,293 | 0 | 10,260 | 4,547 | 3,115 |
| 22 Business Management & Administration | 53,995 | 16,493 | 0 | 15,950 | 6,376 | 1,793 |
| 23 Finance | 42,665 | 6,899 | 0 | 14,729 | 2,716 | 648 |
| 24 Hospitality & Tourism | 70,131 | 16,802 | 0 | 20,668 | 5,792 | 1,320 |
| 25 Marketing | 43,255 | 9,269 | 0 | 14,153 | 3,414 | 1,065 |
| 26 Education and Training | 50,757 | 15,854 | 0 | 13,142 | 8,510 | 786 |
| 27 Human Services | 47,342 | 13,164 | 0 | 11,580 | 3,694 | 1,067 |
| 28 Architecture and Construction | 7,228 | 2,150 | 0 | 2,025 | 568 | 326 |
| 29 Health Sciences | 21,730 | 7,804 | 0 | 6,536 | 2,913 | 1,277 |
| 30 STEM | 11,341 | 3,135 | 0 | 4,010 | 1,422 | 639 |
| 31 Arts, A/V, Technology & Communications | 44,438 | 3,322 | 0 | 15,105 | 1,257 | 300 |
| 32 Government and Public Administration | 4,696 | 1,893 | 0 | 845 | 504 | 221 |
| 33 Law, Public Safety, Corrections, & Security | 5,483 | 1,399 | 0 | 1,656 | 395 | 198 |
| 34 Information Technology | 81,363 | 4,428 | 0 | 23,727 | 2,263 | 560 |
| 35 Manufacturing | 8,013 | 2,615 | 0 | 2,007 | 573 | 270 |
| 36 Transportation, Distribution, & Logistics | 43,719 | 10,123 | 0 | 14,064 | 3,633 | 969 |

Table 5.13: Status-level State Academic Counts (2S1) — ELA — LEARNS Definitions

| Group | Total Tested | CTE Tested | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|--------------|------------|---------|--------------|------------------------|------------|
| 01 All Students | 155,303 | 49,965 | 10,696 | 24,807 | 12,196 | 9,162 |
| Gender | | | | | | |
| 02 Male | 79,826 | 25,786 | 4,271 | 11,023 | 5,690 | 4,530 |
| 03 Female | 75,477 | 24,179 | 6,425 | 13,784 | 6,506 | 4,632 |
| Race | | | | | | |
| 04 Native American | 892 | 304 | 46 | 149 | 74 | 68 |
| 05 Asian | 2,669 | 887 | 234 | 796 | 369 | 179 |
| 06 African-American | 28,864 | 8,194 | 1,061 | 2,149 | 1,063 | 749 |
| 07 Hispanic | 24,931 | 7,318 | 1,210 | 3,140 | 1,542 | 1,044 |
| 08 Hawaiian/Pacific Islander | 1,796 | 324 | 45 | 99 | 33 | 13 |
| 09 Caucasian | 90,094 | 31,242 | 7,635 | 17,441 | 8,653 | 6,782 |
| 10 Two or More | 6,057 | 1,696 | 465 | 1,033 | 462 | 327 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 18,931 | 5,315 | 235 | 484 | 268 | 226 |
| 12 Economically Disadvantaged | 104,165 | 32,388 | 5,482 | 12,423 | 6,329 | 4,805 |
| 13 Non-traditional | 118,229 | 49,466 | 1,318 | 24,352 | 12,058 | 9,105 |
| 14 Single Parent | 616 | 170 | 24 | 51 | 19 | 17 |
| 15 English Learner | 11,841 | 2,552 | 95 | 234 | 102 | 68 |
| 16 Homeless | 5,607 | 1,659 | 221 | 510 | 246 | 211 |
| 17 Foster Care | 606 | 122 | 34 | 48 | 26 | 13 |
| 18 Military Dependent | 2,074 | 632 | 227 | 433 | 186 | 159 |
| 19 Migrant | 960 | 214 | 27 | 64 | 31 | 19 |
| Clusters | | | | | | |
| 20 All Clusters | 586,463 | 111,274 | 33,595 | 152,464 | 34,854 | 14,004 |
| 21 Agriculture, Food, & Natural Resources | 44,475 | 15,995 | 2,179 | 7,820 | 3,215 | 2,845 |
| 22 Business Management & Administration | 54,580 | 13,504 | 2,844 | 13,668 | 4,799 | 1,771 |
| 23 Finance | 43,116 | 6,441 | 900 | 13,454 | 2,500 | 621 |
| 24 Hospitality & Tourism | 71,001 | 15,407 | 1,035 | 19,326 | 5,128 | 1,283 |
| 25 Marketing | 43,719 | 8,538 | 897 | 12,858 | 3,042 | 1,036 |
| 26 Education and Training | 51,252 | 8,285 | 7,241 | 11,511 | 2,622 | 833 |
| 27 Human Services | 47,883 | 12,282 | 2,590 | 10,434 | 3,310 | 1,116 |
| 28 Architecture and Construction | 7,287 | 1,854 | 356 | 1,510 | 405 | 257 |
| 29 Health Sciences | 21,888 | 6,381 | 1,698 | 5,450 | 2,140 | 1,262 |
| 30 STEM | 11,441 | 2,214 | 1,884 | 2,821 | 729 | 587 |
| 31 Arts, A/V, Technology & Communications | 44,964 | 2,791 | 556 | 14,605 | 998 | 294 |
| 32 Government and Public Administration | 4,739 | 1,595 | 155 | 761 | 401 | 212 |
| 33 Law, Public Safety, Corrections, & Security | 5,515 | 1,268 | 308 | 1,412 | 330 | 207 |
| 34 Information Technology | 82,360 | 3,857 | 10,039 | 22,252 | 1,808 | 528 |
| 35 Manufacturing | 8,069 | 1,583 | 170 | 1,758 | 206 | 222 |
| 36 Transportation, Distribution, & Logistics | 44,174 | 9,279 | 743 | 12,824 | 3,221 | 930 |

Table 5.14: Status-level State Academic Counts (2S2) — Math — LEARNS Definitions

| Group | Total Tested | CTE Tested | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|--------------|------------|---------|--------------|------------------------|------------|
| 01 All Students | 153,327 | 49,844 | 9,689 | 19,191 | 8,240 | 5,745 |
| Gender | | | | | | |
| 02 Male | 78,761 | 25,710 | 4,563 | 10,009 | 4,592 | 3,364 |
| 03 Female | 74,566 | 24,134 | 5,126 | 9,182 | 3,648 | 2,381 |
| Race | | | | | | |
| 04 Native American | 879 | 304 | 41 | 113 | 50 | 40 |
| 05 Asian | 2,545 | 877 | 228 | 689 | 329 | 163 |
| 06 African-American | 28,517 | 8,183 | 718 | 1,166 | 427 | 253 |
| 07 Hispanic | 24,514 | 7,296 | 1,150 | 2,321 | 950 | 627 |
| 08 Hawaiian/Pacific Islander | 1,777 | 323 | 73 | 85 | n<10 | n<10 |
| 09 Caucasian | 89,127 | 31,168 | 7,100 | 14,070 | 6,155 | 4,468 |
| 10 Two or More | 5,968 | 1,693 | 379 | 747 | 314 | 188 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 18,804 | 5,307 | 312 | 360 | 139 | 71 |
| 12 Economically Disadvantaged | 102,991 | 32,333 | 5,007 | 8,969 | 3,722 | 2,597 |
| 13 Non-traditional | 117,129 | 49,348 | 977 | 18,890 | 8,156 | 5,714 |
| 14 Single Parent | 608 | 169 | 13 | 29 | n<10 | n<10 |
| 15 English Learner | 11,512 | 2,539 | 201 | 222 | 59 | 30 |
| 16 Homeless | 5,513 | 1,654 | 192 | 329 | 115 | 86 |
| 17 Foster Care | 597 | 122 | 27 | 27 | 13 | 10 |
| 18 Military Dependent | 2,039 | 631 | 183 | 339 | 132 | 108 |
| 19 Migrant | 929 | 211 | 21 | 51 | 20 | 13 |
| Clusters | | | | | | |
| 20 All Clusters | 582,539 | 111,054 | 23,685 | 105,498 | 22,377 | 8,436 |
| 21 Agriculture, Food, & Natural Resources | 44,268 | 15,965 | 1,663 | 5,920 | 2,275 | 1,770 |
| 22 Business Management & Administration | 54,225 | 13,480 | 2,089 | 9,608 | 3,112 | 1,063 |
| 23 Finance | 42,847 | 6,429 | 553 | 9,265 | 1,604 | 409 |
| 24 Hospitality & Tourism | 70,511 | 15,382 | 696 | 13,283 | 3,151 | 652 |
| 25 Marketing | 43,444 | 8,520 | 584 | 8,874 | 1,983 | 643 |
| 26 Education and Training | 50,926 | 8,271 | 5,605 | 7,278 | 1,422 | 382 |
| 27 Human Services | 47,568 | 12,260 | 1,740 | 6,814 | 1,785 | 444 |
| 28 Architecture and Construction | 7,239 | 1,851 | 240 | 1,280 | 321 | 193 |
| 29 Health Sciences | 21,774 | 6,367 | 1,077 | 3,764 | 1,386 | 764 |
| 30 STEM | 11,333 | 2,212 | 1,535 | 2,377 | 670 | 510 |
| 31 Arts, A/V, Technology & Communications | 44,666 | 2,787 | 396 | 9,077 | 582 | 189 |
| 32 Government and Public Administration | 4,717 | 1,590 | 115 | 489 | 230 | 120 |
| 33 Law, Public Safety, Corrections, & Security | 5,496 | 1,267 | 200 | 748 | 151 | 108 |
| 34 Information Technology | 81,595 | 3,836 | 6,595 | 16,444 | 1,479 | 465 |
| 35 Manufacturing | 8,029 | 1,580 | 118 | 1,426 | 128 | 150 |
| 36 Transportation, Distribution, & Logistics | 43,901 | 9,257 | 479 | 8,851 | 2,098 | 574 |

Table 5.15: Status-level State Academic Counts (2S3) — Science — LEARNS Definitions

| Group | Total Tested | CTE Tested | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|--------------|------------|---------|--------------|------------------------|------------|
| 01 All Students | 151,911 | 49,840 | 11,432 | 26,509 | 12,742 | 9,673 |
| Gender | | | | | | |
| 02 Male | 78,047 | 25,723 | 5,453 | 13,525 | 6,548 | 5,124 |
| 03 Female | 73,864 | 24,117 | 5,979 | 12,984 | 6,194 | 4,549 |
| Race | | | | | | |
| 04 Native American | 862 | 304 | 48 | 151 | 79 | 65 |
| 05 Asian | 2,551 | 878 | 248 | 789 | 389 | 206 |
| 06 African-American | 28,291 | 8,186 | 991 | 2,149 | 1,061 | 768 |
| 07 Hispanic | 24,018 | 7,288 | 1,364 | 3,344 | 1,605 | 1,131 |
| 08 Hawaiian/Pacific Islander | 1,711 | 322 | 64 | 115 | 36 | 17 |
| 09 Caucasian | 88,579 | 31,172 | 8,243 | 18,887 | 9,118 | 7,151 |
| 10 Two or More | 5,899 | 1,690 | 474 | 1,074 | 454 | 335 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 18,502 | 5,305 | 447 | 651 | 324 | 222 |
| 12 Economically Disadvantaged | 101,730 | 32,325 | 6,053 | 13,432 | 6,697 | 5,090 |
| 13 Non-traditional | 116,534 | 49,342 | 1,322 | 26,053 | 12,605 | 9,617 |
| 14 Single Parent | 596 | 170 | 16 | 52 | 24 | 20 |
| 15 English Learner | 10,978 | 2,533 | 196 | 326 | 163 | 98 |
| 16 Homeless | 5,289 | 1,654 | 255 | 528 | 265 | 210 |
| 17 Foster Care | 582 | 122 | 44 | 45 | 22 | 15 |
| 18 Military Dependent | 1,981 | 631 | 215 | 444 | 191 | 171 |
| 19 Migrant | 887 | 212 | 33 | 68 | 32 | 20 |
| Clusters | | | | | | |
| 20 All Clusters | 580,181 | 111,033 | 34,959 | 160,480 | 36,026 | 14,554 |
| 21 Agriculture, Food, & Natural Resources | 44,025 | 15,970 | 2,421 | 8,766 | 3,620 | 3,115 |
| 22 Business Management & Administration | 53,995 | 13,476 | 2,991 | 14,450 | 4,885 | 1,793 |
| 23 Finance | 42,665 | 6,423 | 977 | 14,209 | 2,528 | 648 |
| 24 Hospitality & Tourism | 70,131 | 15,375 | 1,063 | 20,111 | 5,286 | 1,320 |
| 25 Marketing | 43,255 | 8,517 | 952 | 13,589 | 3,083 | 1,065 |
| 26 Education and Training | 50,757 | 8,269 | 7,291 | 11,770 | 2,591 | 786 |
| 27 Human Services | 47,342 | 12,254 | 2,642 | 10,677 | 3,390 | 1,067 |
| 28 Architecture and Construction | 7,228 | 1,850 | 391 | 1,770 | 466 | 326 |
| 29 Health Sciences | 21,730 | 6,362 | 1,761 | 5,536 | 2,172 | 1,277 |
| 30 STEM | 11,341 | 2,212 | 2,003 | 3,109 | 817 | 639 |
| 31 Arts, A/V, Technology & Communications | 44,438 | 2,783 | 557 | 14,839 | 966 | 300 |
| 32 Government and Public Administration | 4,696 | 1,593 | 166 | 785 | 398 | 221 |
| 33 Law, Public Safety, Corrections, & Security | 5,483 | 1,267 | 315 | 1,383 | 353 | 198 |
| 34 Information Technology | 81,363 | 3,848 | 10,434 | 23,774 | 1,901 | 560 |
| 35 Manufacturing | 8,013 | 1,579 | 190 | 2,131 | 259 | 270 |
| 36 Transportation, Distribution, & Logistics | 43,719 | 9,255 | 805 | 13,581 | 3,311 | 969 |

5.5 District-level academics by status

Table 5.16: Status-level District Academic Counts (2S1) — ELA — Perkins Definitions

| Group | Total Tested | CTE Tested | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|--------------|------------|---------|--------------|------------------------|------------|
| 01 All Students | 298 | 148 | 11 | 58 | 45 | 32 |
| Gender | | | | | | |
| 02 Male | 168 | 73 | n<10 | 33 | 21 | n<10 |
| 03 Female | 130 | 75 | n<10 | 25 | 24 | n<10 |
| Race | | | | | | |
| 04 Native American | N<10 | N<10 | 0 | n<10 | 0 | n<10 |
| 05 Asian | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 06 African-American | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 07 Hispanic | 16 | N<10 | n<10 | n<10 | n<10 | n<10 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 270 | 136 | 10 | 53 | 41 | 28 |
| 10 Two or More | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 31 | 14 | n<10 | 0 | 0 | n<10 |
| 12 Economically Disadvantaged | 202 | 109 | n<10 | 28 | 29 | n<10 |
| 13 Non-traditional | 274 | 148 | 0 | 58 | 45 | 32 |
| 14 Single Parent | N<10 | 0 | 0 | 0 | 0 | 0 |
| 15 English Learner | N<10 | 0 | 0 | 0 | 0 | 0 |
| 16 Homeless | 23 | N<10 | n<10 | n<10 | 0 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | N<10 | 0 | n<10 | 0 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | | |
| 20 All Clusters | 1,513 | 411 | 0 | 484 | 184 | 50 |
| 21 Agriculture, Food, & Natural Resources | 141 | 65 | 0 | 29 | 15 | 12 |
| 22 Business Management & Administration | 128 | 36 | 0 | 42 | n<10 | n<10 |
| 23 Finance | 127 | 33 | 0 | 44 | 22 | 0 |
| 24 Hospitality & Tourism | 217 | 98 | 0 | 51 | 43 | 13 |
| 25 Marketing | 127 | 35 | 0 | 42 | 14 | 10 |
| 26 Education and Training | 161 | 28 | 0 | 72 | 18 | 0 |
| 27 Human Services | 145 | 66 | 0 | 39 | 23 | 13 |
| 28 Architecture and Construction | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 29 Health Sciences | 43 | N<10 | 0 | 21 | n<10 | n<10 |
| 30 STEM | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 142 | 0 | 0 | 75 | 0 | 0 |
| 32 Government and Public Administration | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 34 Information Technology | 136 | 0 | 0 | 18 | 0 | 0 |
| 35 Manufacturing | N<10 | N<10 | n<10 | n<10 | 0 | 0 |
| 36 Transportation, Distribution, & Logistics | 128 | 36 | 0 | 43 | 24 | 0 |

Table 5.17: Status-level District Academic Counts (2S2) — Math — Perkins Definitions

| Group | Total Tested | CTE Tested | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|--------------|------------|---------|--------------|------------------------|------------|
| 01 All Students | 294 | 146 | n<10 | 59 | 28 | n<10 |
| Gender | | | | | | |
| 02 Male | 164 | 71 | n<10 | 37 | 14 | n<10 |
| 03 Female | 130 | 75 | n<10 | 22 | n<10 | 17 |
| Race | | | | | | |
| 04 Native American | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 05 Asian | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 06 African-American | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 07 Hispanic | 16 | N<10 | n<10 | n<10 | n<10 | 0 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 266 | 134 | n<10 | 52 | 26 | n<10 |
| 10 Two or More | N<10 | N<10 | n<10 | n<10 | 0 | 0 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 31 | 14 | n<10 | n<10 | 0 | n<10 |
| 12 Economically Disadvantaged | 200 | 108 | n<10 | 32 | n<10 | 18 |
| 13 Non-traditional | 271 | 146 | 0 | 59 | 28 | 26 |
| 14 Single Parent | N<10 | 0 | 0 | 0 | 0 | 0 |
| 15 English Learner | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 16 Homeless | 22 | N<10 | 0 | n<10 | 0 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | N<10 | 0 | n<10 | 0 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | | |
| 20 All Clusters | 1,507 | 408 | 0 | 425 | 110 | 37 |
| 21 Agriculture, Food, & Natural Resources | 139 | 64 | 0 | 31 | 10 | 10 |
| 22 Business Management & Administration | 128 | 36 | 0 | 41 | n<10 | n<10 |
| 23 Finance | 127 | 33 | 0 | 41 | 11 | 0 |
| 24 Hospitality & Tourism | 216 | 97 | 0 | 54 | n<10 | n<10 |
| 25 Marketing | 127 | 35 | 0 | 41 | n<10 | n<10 |
| 26 Education and Training | 160 | 28 | 0 | 54 | 18 | 0 |
| 27 Human Services | 144 | 65 | 0 | 33 | 15 | 10 |
| 28 Architecture and Construction | N<10 | 0 | 0 | 0 | 0 | 0 |
| 29 Health Sciences | 43 | N<10 | 0 | n<10 | n<10 | 0 |
| 30 STEM | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 141 | 0 | 0 | 57 | 0 | 0 |
| 32 Government and Public Administration | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | N<10 | n<10 | n<10 | 0 | 0 |
| 34 Information Technology | 136 | 0 | 0 | 17 | 0 | 0 |
| 35 Manufacturing | N<10 | N<10 | n<10 | n<10 | 0 | 0 |
| 36 Transportation, Distribution, & Logistics | 128 | 36 | 0 | 40 | 12 | 0 |

Table 5.18: Status-level District Academic Counts (2S3) — Science — Perkins Definitions

| Group | Total Tested | CTE Tested | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|--------------|------------|---------|--------------|------------------------|------------|
| 01 All Students | 293 | 147 | 10 | 71 | 48 | 41 |
| Gender | | | | | | |
| 02 Male | 165 | 72 | n<10 | 45 | 22 | n<10 |
| 03 Female | 128 | 75 | n<10 | 26 | 26 | n<10 |
| Race | | | | | | |
| 04 Native American | N<10 | N<10 | 0 | n<10 | 0 | n<10 |
| 05 Asian | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 06 African-American | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 07 Hispanic | 16 | N<10 | n<10 | n<10 | n<10 | 0 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 266 | 135 | n<10 | 64 | 44 | n<10 |
| 10 Two or More | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 30 | 14 | n<10 | n<10 | n<10 | n<10 |
| 12 Economically Disadvantaged | 199 | 108 | n<10 | 37 | 32 | n<10 |
| 13 Non-traditional | 269 | 147 | 0 | 71 | 48 | 41 |
| 14 Single Parent | N<10 | 0 | 0 | 0 | 0 | 0 |
| 15 English Learner | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 16 Homeless | 23 | N<10 | n<10 | n<10 | n<10 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | N<10 | 0 | n<10 | 0 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | | |
| 20 All Clusters | 1,492 | 410 | 0 | 576 | 188 | 58 |
| 21 Agriculture, Food, & Natural Resources | 137 | 64 | 0 | 38 | 21 | 17 |
| 22 Business Management & Administration | 127 | 36 | 0 | 55 | n<10 | n<10 |
| 23 Finance | 126 | 33 | 0 | 57 | 19 | 0 |
| 24 Hospitality & Tourism | 214 | 98 | 0 | 68 | 45 | 14 |
| 25 Marketing | 126 | 35 | 0 | 55 | 11 | 10 |
| 26 Education and Training | 158 | 28 | 0 | 77 | 23 | 0 |
| 27 Human Services | 142 | 66 | 0 | 43 | 24 | 15 |
| 28 Architecture and Construction | N<10 | 0 | 0 | 0 | 0 | 0 |
| 29 Health Sciences | 43 | N<10 | 0 | 21 | n<10 | n<10 |
| 30 STEM | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 139 | 0 | 0 | 82 | 0 | 0 |
| 32 Government and Public Administration | N<10 | 0 | 0 | 0 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 34 Information Technology | 135 | 0 | 0 | 21 | 0 | 0 |
| 35 Manufacturing | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 36 Transportation, Distribution, & Logistics | 127 | 36 | 0 | 55 | 21 | 0 |

Table 5.19: Status-level District Academic Counts (2S1) — ELA — LEARNS Definitions

| Group | Total Tested | CTE Tested | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|--------------|------------|---------|--------------|------------------------|------------|
| 01 All Students | 298 | 142 | 14 | 61 | 39 | 32 |
| Gender | | | | | | |
| 02 Male | 168 | 71 | n<10 | 33 | 19 | n<10 |
| 03 Female | 130 | 71 | n<10 | 28 | 20 | n<10 |
| Race | | | | | | |
| 04 Native American | N<10 | N<10 | 0 | n<10 | 0 | n<10 |
| 05 Asian | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 06 African-American | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 07 Hispanic | 16 | N<10 | n<10 | n<10 | n<10 | n<10 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 270 | 130 | 13 | 56 | 35 | 28 |
| 10 Two or More | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 31 | 14 | n<10 | 0 | 0 | n<10 |
| 12 Economically Disadvantaged | 202 | 108 | n<10 | 29 | 28 | n<10 |
| 13 Non-traditional | 274 | 142 | n<10 | 61 | 39 | n<10 |
| 14 Single Parent | N<10 | 0 | 0 | 0 | 0 | 0 |
| 15 English Learner | N<10 | 0 | 0 | 0 | 0 | 0 |
| 16 Homeless | 23 | N<10 | n<10 | n<10 | 0 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | | |
| 20 All Clusters | 1,513 | 386 | 87 | 465 | 168 | 50 |
| 21 Agriculture, Food, & Natural Resources | 141 | 65 | n<10 | 28 | 15 | n<10 |
| 22 Business Management & Administration | 128 | 36 | 0 | 42 | n<10 | n<10 |
| 23 Finance | 127 | 33 | 0 | 44 | 22 | 0 |
| 24 Hospitality & Tourism | 217 | 98 | 0 | 51 | 43 | 13 |
| 25 Marketing | 127 | 34 | 0 | 43 | 13 | 10 |
| 26 Education and Training | 161 | N<10 | n<10 | 72 | n<10 | 0 |
| 27 Human Services | 145 | 66 | 0 | 39 | 23 | 13 |
| 28 Architecture and Construction | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 29 Health Sciences | 43 | N<10 | 17 | n<10 | n<10 | n<10 |
| 30 STEM | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 142 | 0 | 0 | 75 | 0 | 0 |
| 32 Government and Public Administration | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 34 Information Technology | 136 | 0 | 52 | 18 | 0 | 0 |
| 35 Manufacturing | N<10 | N<10 | n<10 | n<10 | 0 | 0 |
| 36 Transportation, Distribution, & Logistics | 128 | 36 | 0 | 43 | 24 | 0 |

Table 5.20: Status-level District Academic Counts (2S2) — Math — LEARNS Definitions

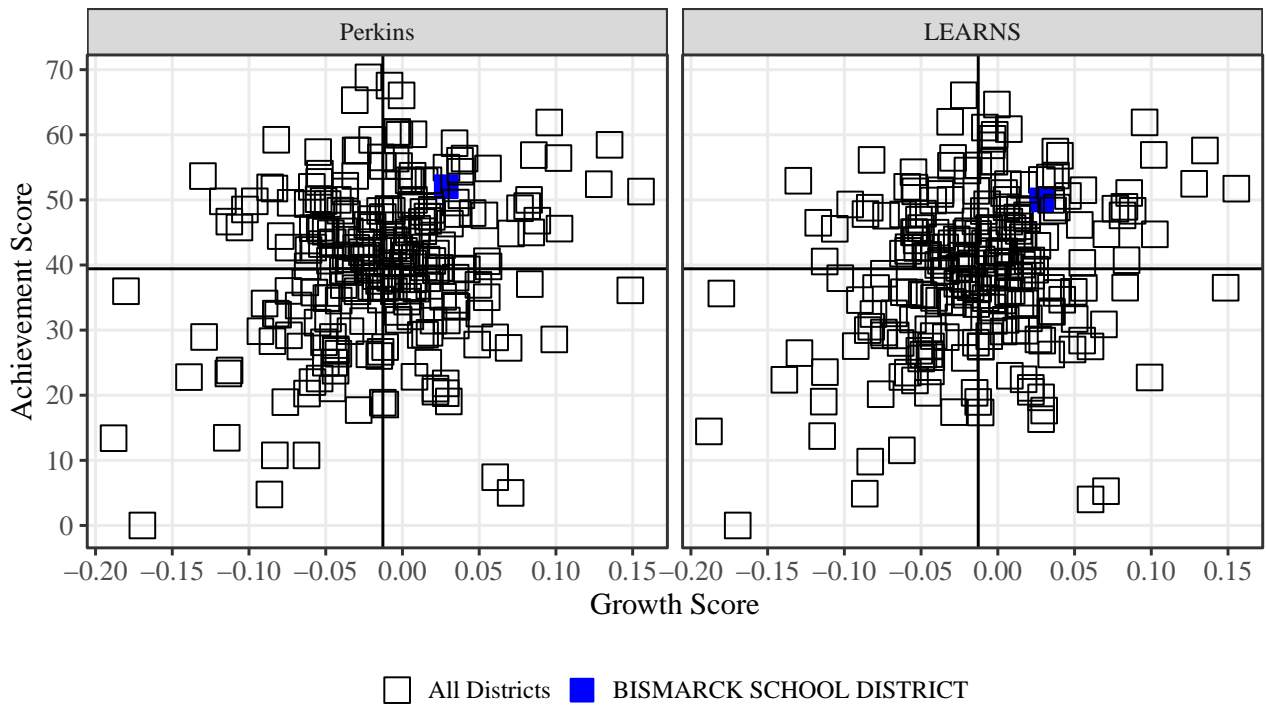
| Group | Total Tested | CTE Tested | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|--------------|------------|---------|--------------|------------------------|------------|
| 01 All Students | 294 | 140 | 12 | 61 | 23 | 26 |
| Gender | | | | | | |
| 02 Male | 164 | 69 | n<10 | 37 | 12 | n<10 |
| 03 Female | 130 | 71 | n<10 | 24 | n<10 | 17 |
| Race | | | | | | |
| 04 Native American | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 05 Asian | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 06 African-American | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 07 Hispanic | 16 | N<10 | n<10 | n<10 | n<10 | 0 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 266 | 128 | n<10 | 54 | n<10 | 23 |
| 10 Two or More | N<10 | N<10 | n<10 | n<10 | 0 | 0 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 31 | 14 | n<10 | n<10 | 0 | n<10 |
| 12 Economically Disadvantaged | 200 | 107 | n<10 | 32 | n<10 | 18 |
| 13 Non-traditional | 271 | 140 | n<10 | 61 | n<10 | 26 |
| 14 Single Parent | N<10 | 0 | 0 | 0 | 0 | 0 |
| 15 English Learner | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 16 Homeless | 22 | N<10 | 0 | n<10 | 0 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | | |
| 20 All Clusters | 1,507 | 383 | 68 | 415 | 94 | 37 |
| 21 Agriculture, Food, & Natural Resources | 139 | 64 | n<10 | 30 | n<10 | 10 |
| 22 Business Management & Administration | 128 | 36 | 0 | 41 | n<10 | n<10 |
| 23 Finance | 127 | 33 | 0 | 41 | 11 | 0 |
| 24 Hospitality & Tourism | 216 | 97 | 0 | 54 | n<10 | n<10 |
| 25 Marketing | 127 | 34 | 0 | 41 | n<10 | n<10 |
| 26 Education and Training | 160 | N<10 | n<10 | 56 | n<10 | 0 |
| 27 Human Services | 144 | 65 | 0 | 33 | 15 | 10 |
| 28 Architecture and Construction | N<10 | 0 | 0 | 0 | 0 | 0 |
| 29 Health Sciences | 43 | N<10 | 10 | n<10 | n<10 | 0 |
| 30 STEM | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 141 | 0 | 0 | 57 | 0 | 0 |
| 32 Government and Public Administration | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | N<10 | n<10 | n<10 | 0 | 0 |
| 34 Information Technology | 136 | 0 | 42 | 17 | 0 | 0 |
| 35 Manufacturing | N<10 | N<10 | n<10 | n<10 | 0 | 0 |
| 36 Transportation, Distribution, & Logistics | 128 | 36 | 0 | 40 | 12 | 0 |

Table 5.21: Status-level District Academic Counts (2S3) — Science — LEARNS Definitions

| Group | Total Tested | CTE Tested | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|--------------|------------|---------|--------------|------------------------|------------|
| 01 All Students | 293 | 141 | 13 | 74 | 42 | 41 |
| Gender | | | | | | |
| 02 Male | 165 | 70 | 10 | 45 | 20 | 18 |
| 03 Female | 128 | 71 | n<10 | 29 | n<10 | 23 |
| Race | | | | | | |
| 04 Native American | N<10 | N<10 | 0 | n<10 | 0 | n<10 |
| 05 Asian | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 06 African-American | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 07 Hispanic | 16 | N<10 | n<10 | n<10 | n<10 | 0 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 266 | 129 | 10 | 67 | 38 | 38 |
| 10 Two or More | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 30 | 14 | n<10 | n<10 | n<10 | n<10 |
| 12 Economically Disadvantaged | 199 | 107 | n<10 | 38 | 31 | n<10 |
| 13 Non-traditional | 269 | 141 | n<10 | 74 | 42 | n<10 |
| 14 Single Parent | N<10 | 0 | 0 | 0 | 0 | 0 |
| 15 English Learner | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 16 Homeless | 23 | N<10 | n<10 | n<10 | n<10 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | | |
| 20 All Clusters | 1,492 | 385 | 99 | 562 | 166 | 58 |
| 21 Agriculture, Food, & Natural Resources | 137 | 64 | 0 | 38 | 21 | 17 |
| 22 Business Management & Administration | 127 | 36 | 0 | 55 | n<10 | n<10 |
| 23 Finance | 126 | 33 | 0 | 57 | 19 | 0 |
| 24 Hospitality & Tourism | 214 | 98 | 0 | 68 | 45 | 14 |
| 25 Marketing | 126 | 34 | 0 | 56 | 10 | 10 |
| 26 Education and Training | 158 | N<10 | n<10 | 78 | n<10 | 0 |
| 27 Human Services | 142 | 66 | 0 | 43 | 24 | 15 |
| 28 Architecture and Construction | N<10 | 0 | 0 | 0 | 0 | 0 |
| 29 Health Sciences | 43 | N<10 | 15 | n<10 | n<10 | n<10 |
| 30 STEM | N<10 | 0 | n<10 | n<10 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 139 | 0 | 0 | 82 | 0 | 0 |
| 32 Government and Public Administration | N<10 | 0 | 0 | 0 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | N<10 | 0 | n<10 | n<10 | 0 |
| 34 Information Technology | 135 | 0 | 63 | 21 | 0 | 0 |
| 35 Manufacturing | N<10 | N<10 | n<10 | n<10 | 0 | 0 |
| 36 Transportation, Distribution, & Logistics | 127 | 36 | 0 | 55 | 21 | 0 |

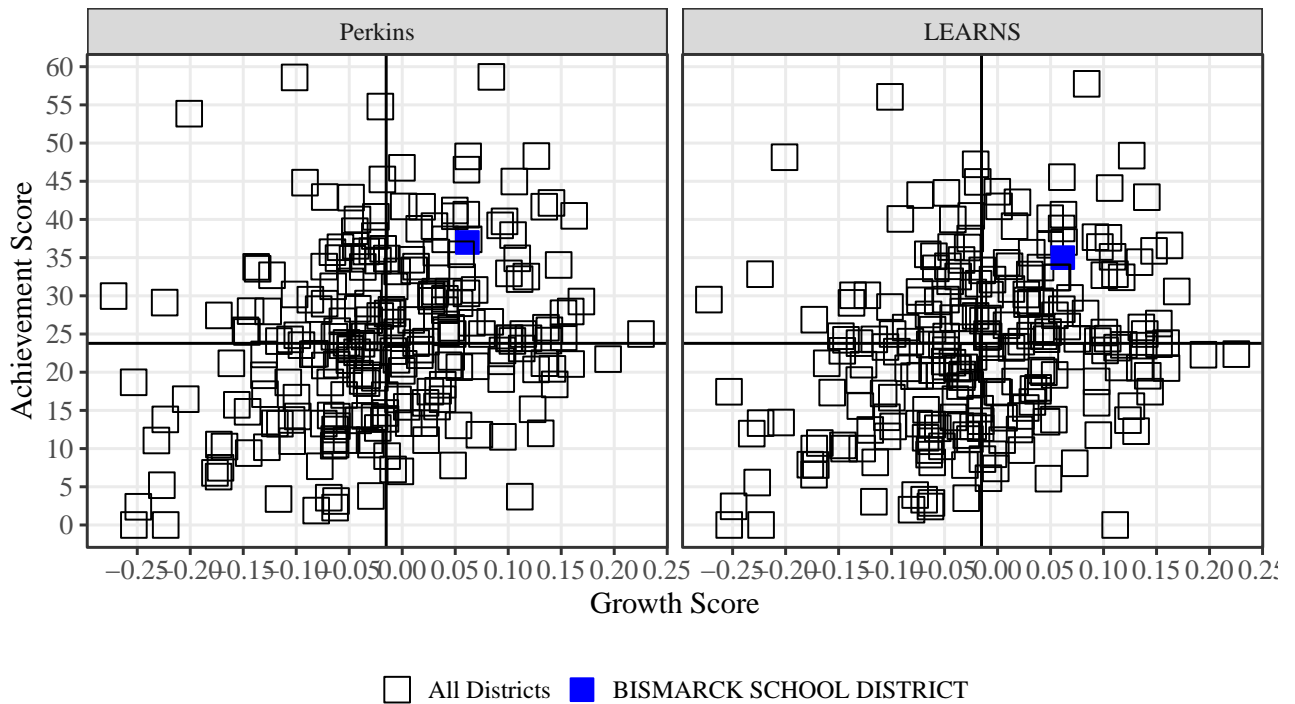
5.6 Achievement x Growth (All Students)

Achievement x Growth for ELA



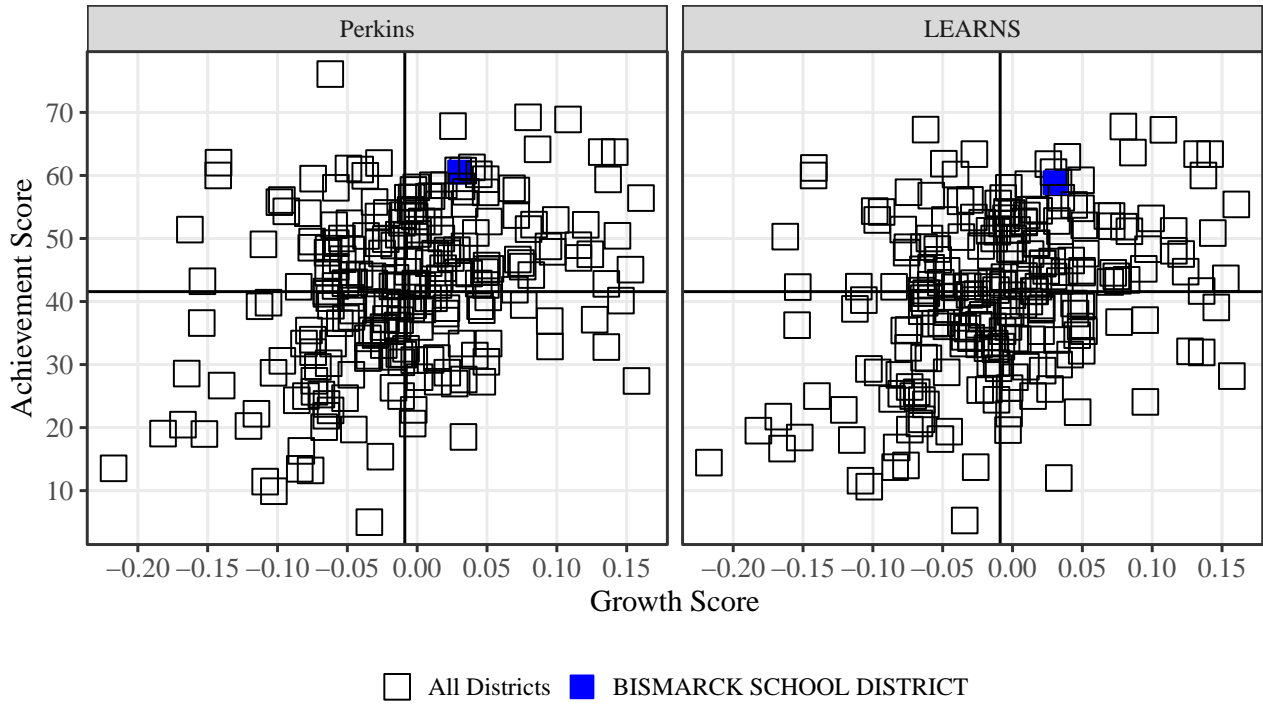
The black lines represent the mean of all data displayed.
Any groups with a denominator < 10 are not displayed in the graph.

Achievement x Growth for MATH



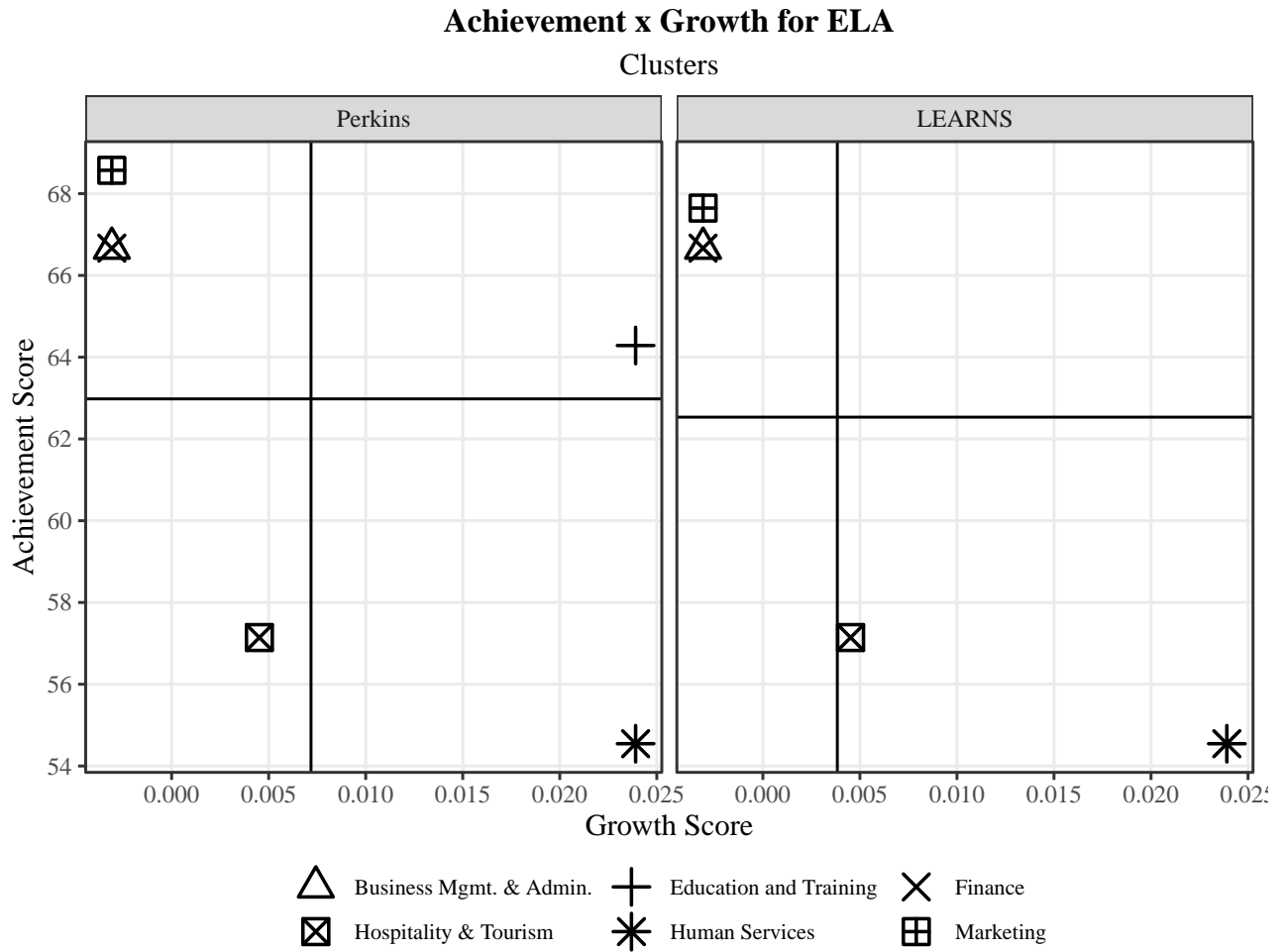
The black lines represent the mean of all data displayed.
Any groups with a denominator < 10 are not displayed in the graph.

Achievement x Growth for SCI



The black lines represent the mean of all data displayed.
Any groups with a denominator < 10 are not displayed in the graph.

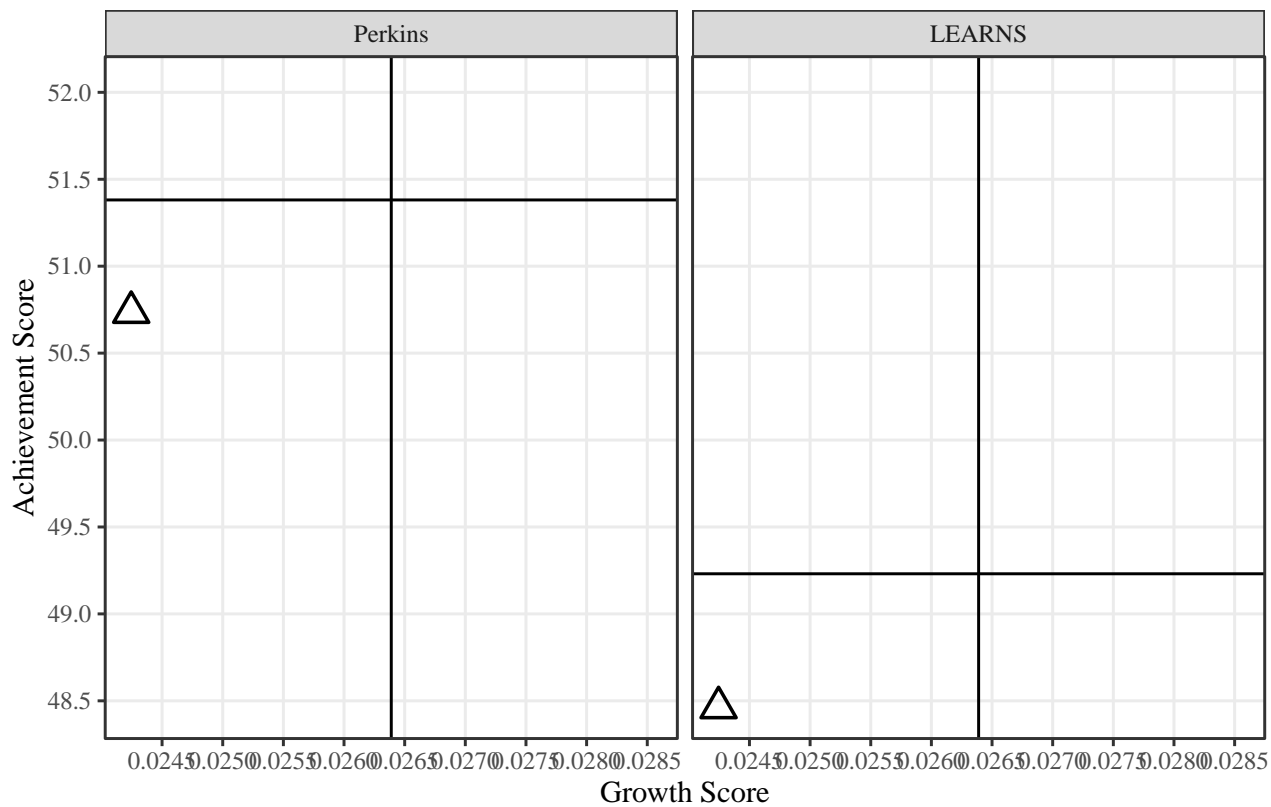
5.7 Achievement x Growth (By Groups)



The black lines represent the mean within each model.
 Any group with a denominator < 10 is not shown in these plots.

Achievement x Growth for ELA

Demographics

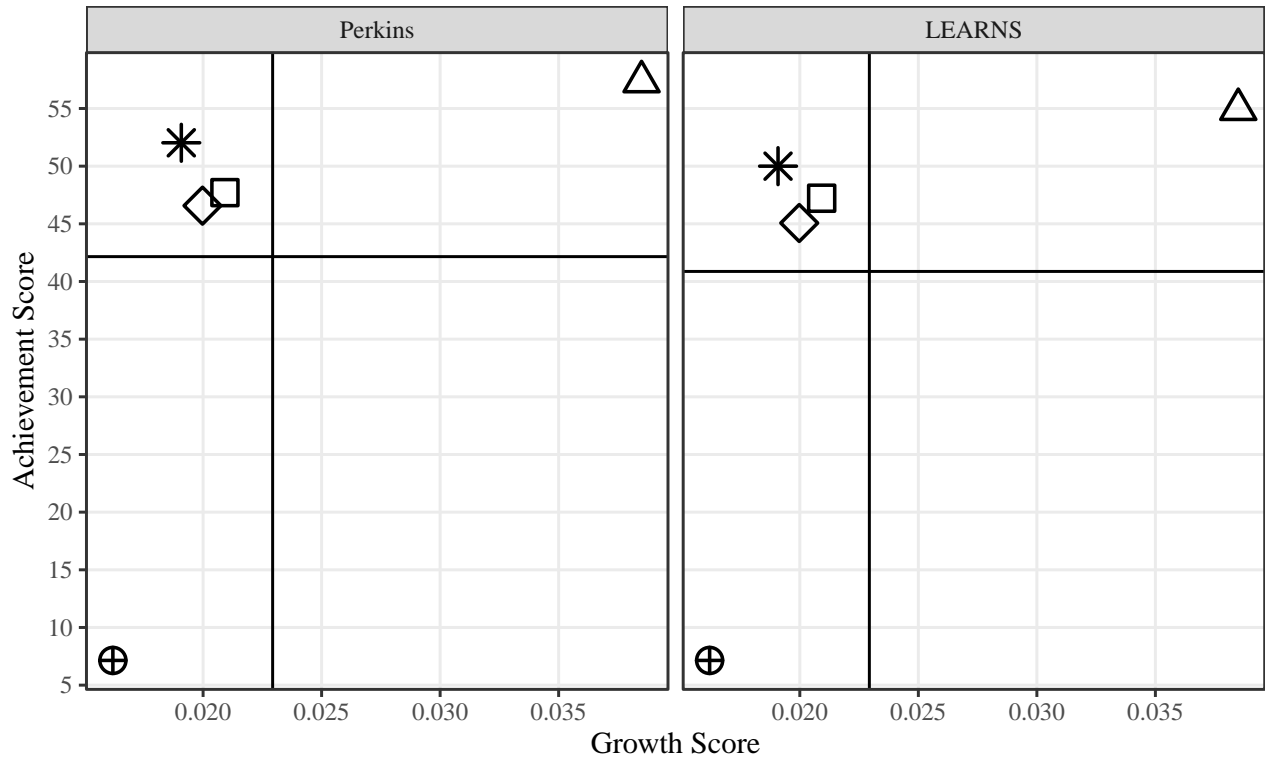


△ Caucasian

The black lines represent the mean within each model.
 Any group with a denominator < 10 is not shown in these plots.

Achievement x Growth for ELA

Special Populations

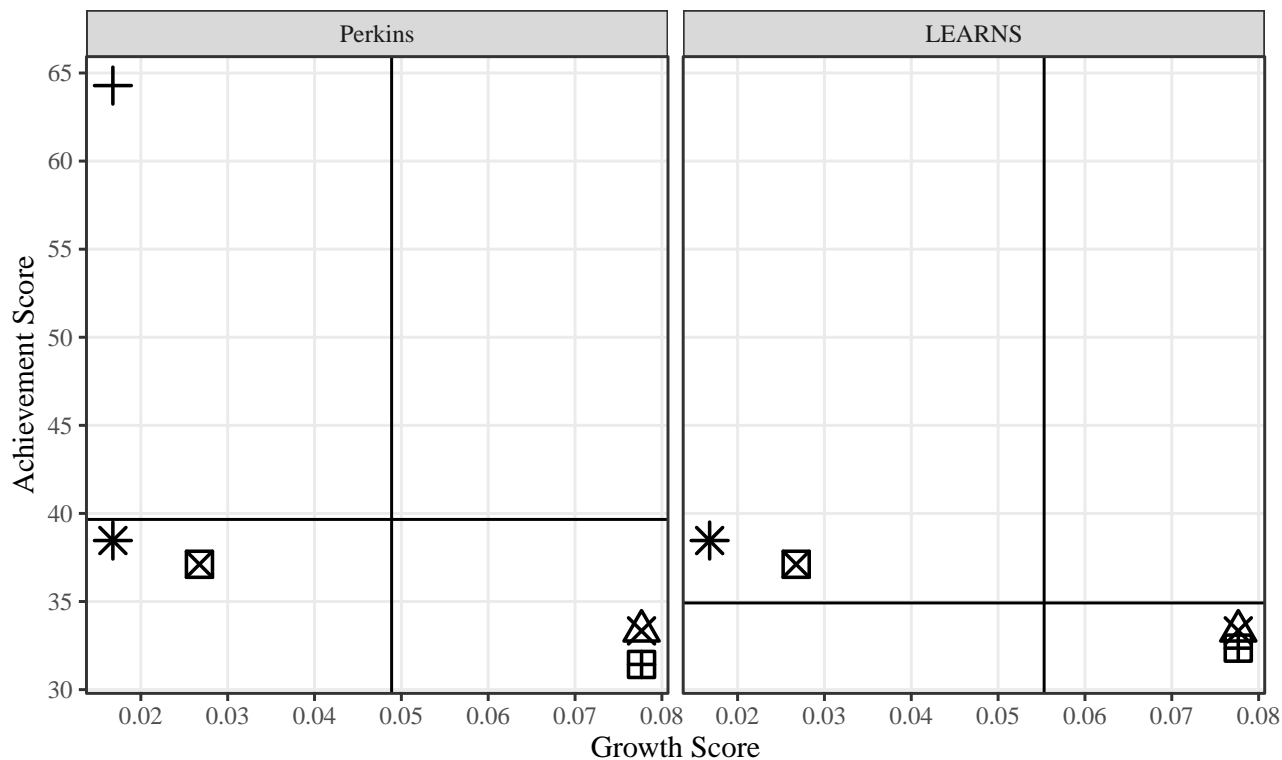


- Economically Disadvantaged
- Female
- Male
- * Non-traditional
- + Students with Disabilities

The black lines represent the mean within each model.
 Any group with a denominator < 10 is not shown in these plots.

Achievement x Growth for MATH

Clusters

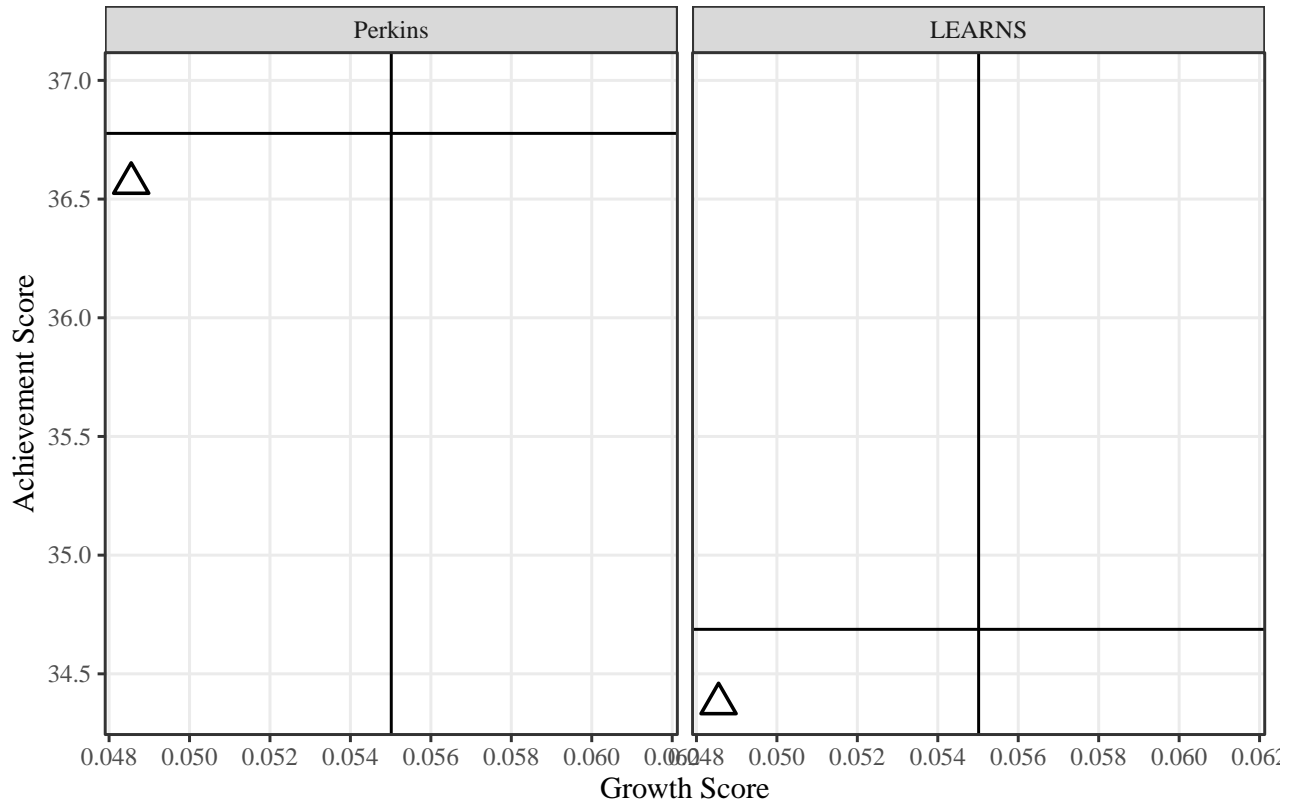


- △ Business Mgmt. & Admin.
- + Education and Training
- × Finance
- ⊠ Hospitality & Tourism
- * Human Services
- ⊞ Marketing

The black lines represent the mean within each model.
 Any group with a denominator < 10 is not shown in these plots.

Achievement x Growth for MATH

Demographics

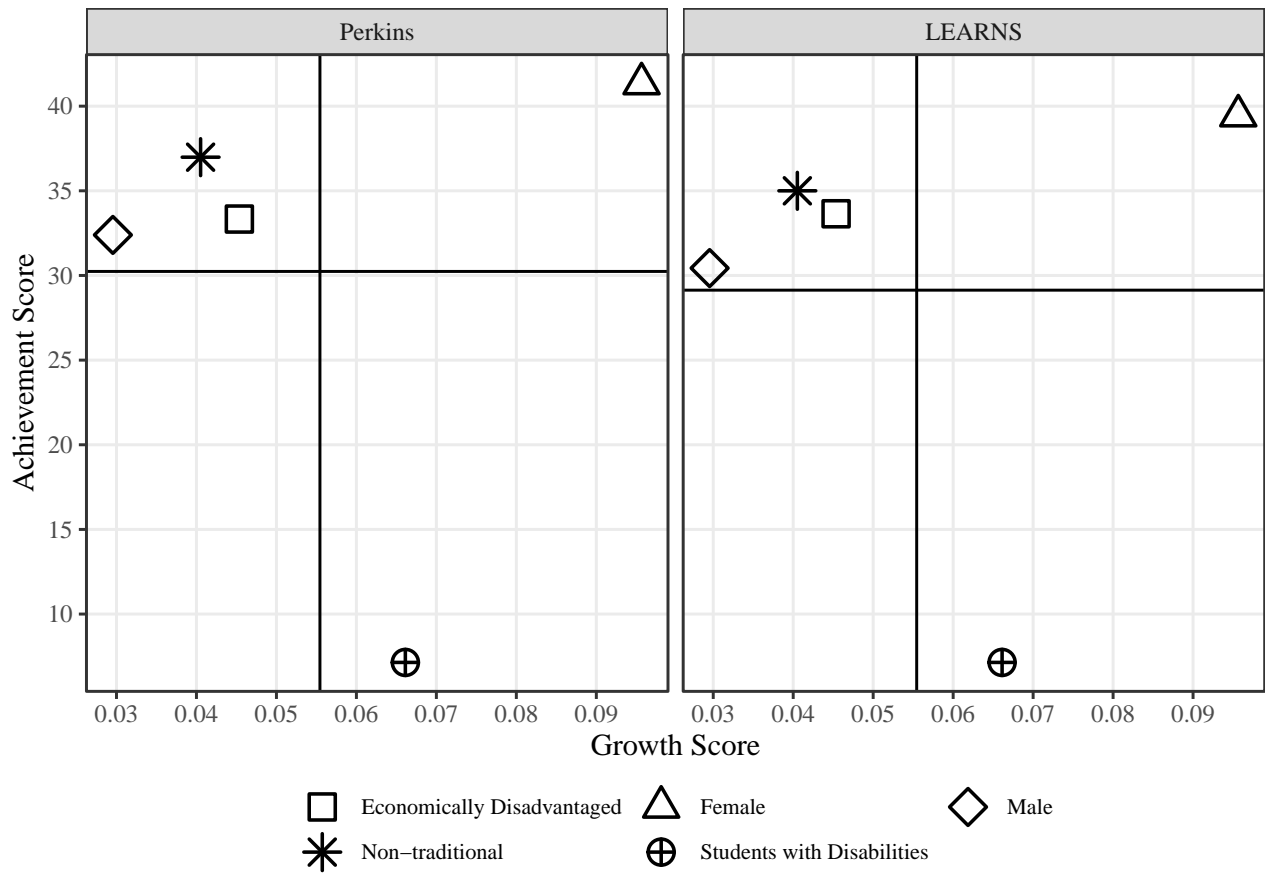


△ Caucasian

The black lines represent the mean within each model.
 Any group with a denominator < 10 is not shown in these plots.

Achievement x Growth for MATH

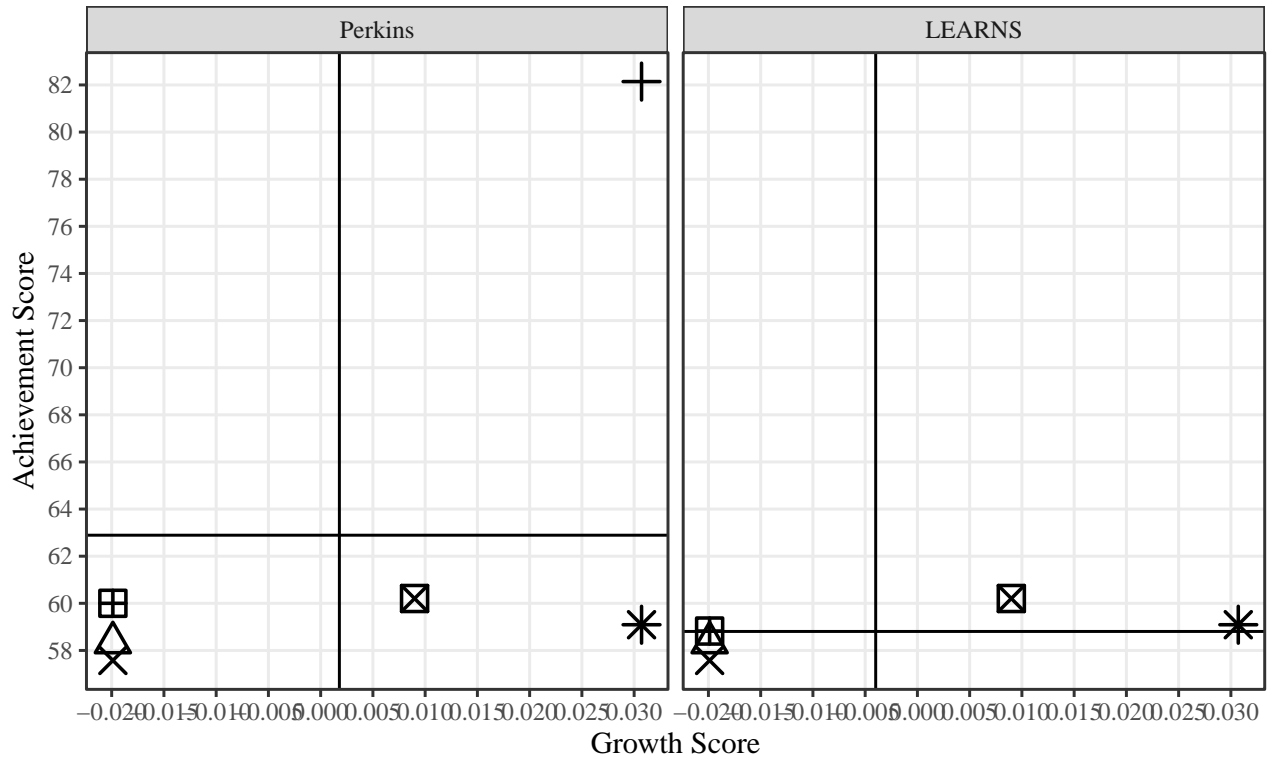
Special Populations



The black lines represent the mean within each model.
 Any group with a denominator < 10 is not shown in these plots.

Achievement x Growth for SCI

Clusters

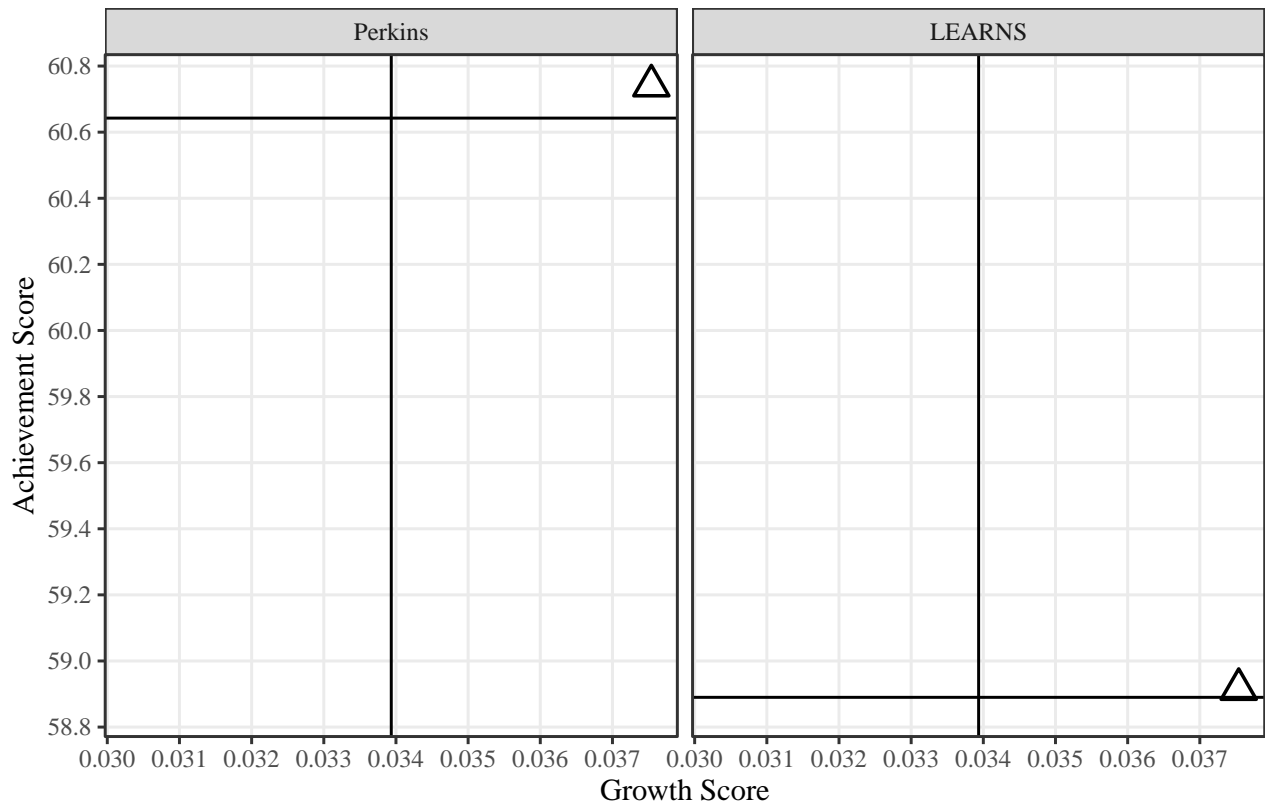


- | | | |
|---------------------------|--------------------------|-------------|
| △ Business Mgmt. & Admin. | + Education and Training | X Finance |
| ⊗ Hospitality & Tourism | * Human Services | ⊞ Marketing |

The black lines represent the mean within each model.
 Any group with a denominator < 10 is not shown in these plots.

Achievement x Growth for SCI

Demographics

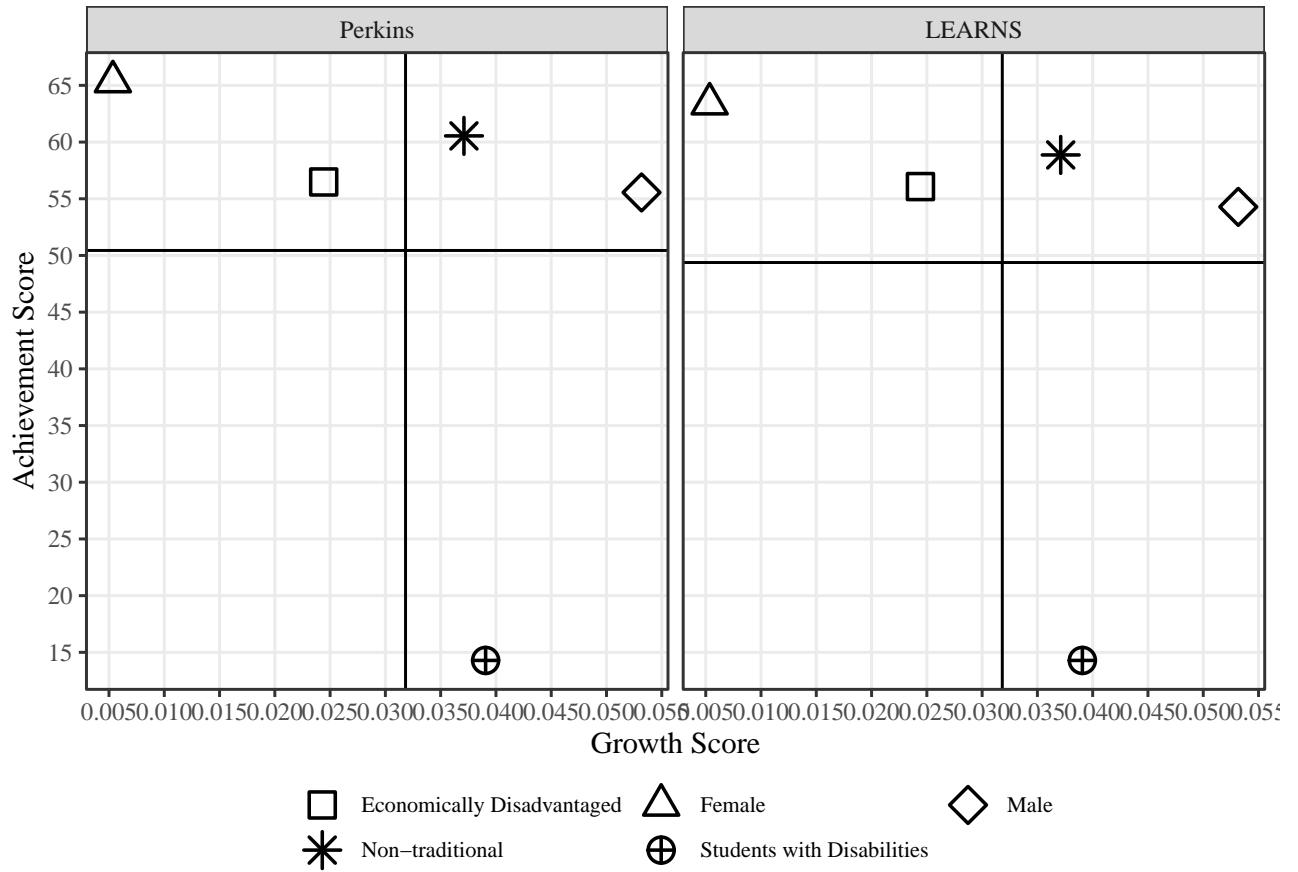


△ Caucasian

The black lines represent the mean within each model.
 Any group with a denominator < 10 is not shown in these plots.

Achievement x Growth for SCI

Special Populations



The black lines represent the mean within each model.
 Any group with a denominator < 10 is not shown in these plots.

6 Post-secondary Placement (3S1)

Post-secondary placement is a lagging Performance Measure. Students included in the 2025 report are graduates from the 2024 school year. This measure assesses the number of CTE Concentrators* who—in the second quarter after leaving secondary education—are in post-secondary education or advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed. The 2025 data reported include the Grade 12 2024 CTE Concentrators* who exited high school (graduated or withdrew during the 2023-24 school year). **Note:** *Because we only collect post-sec placement data on Concentrators*, non-CTE students and participants are intentionally left off the tables in this section.*

$$\text{Post-secondary Placement} = \frac{\text{Number of CTE Concentrators* in the 2024 graduation cohort who were enrolled in postsecondary education, advanced training, military service, a national service program, a Peace Corps volunteer assignment, or employed in the second quarter after exiting high school.}}{\text{Number of CTE Concentrators* in the 2024 graduation cohort who exited high school (graduated or left) during the prior school year.}}$$

6.1 CAR Summary

Post-secondary Placement Rate Across Schools (Statewide)

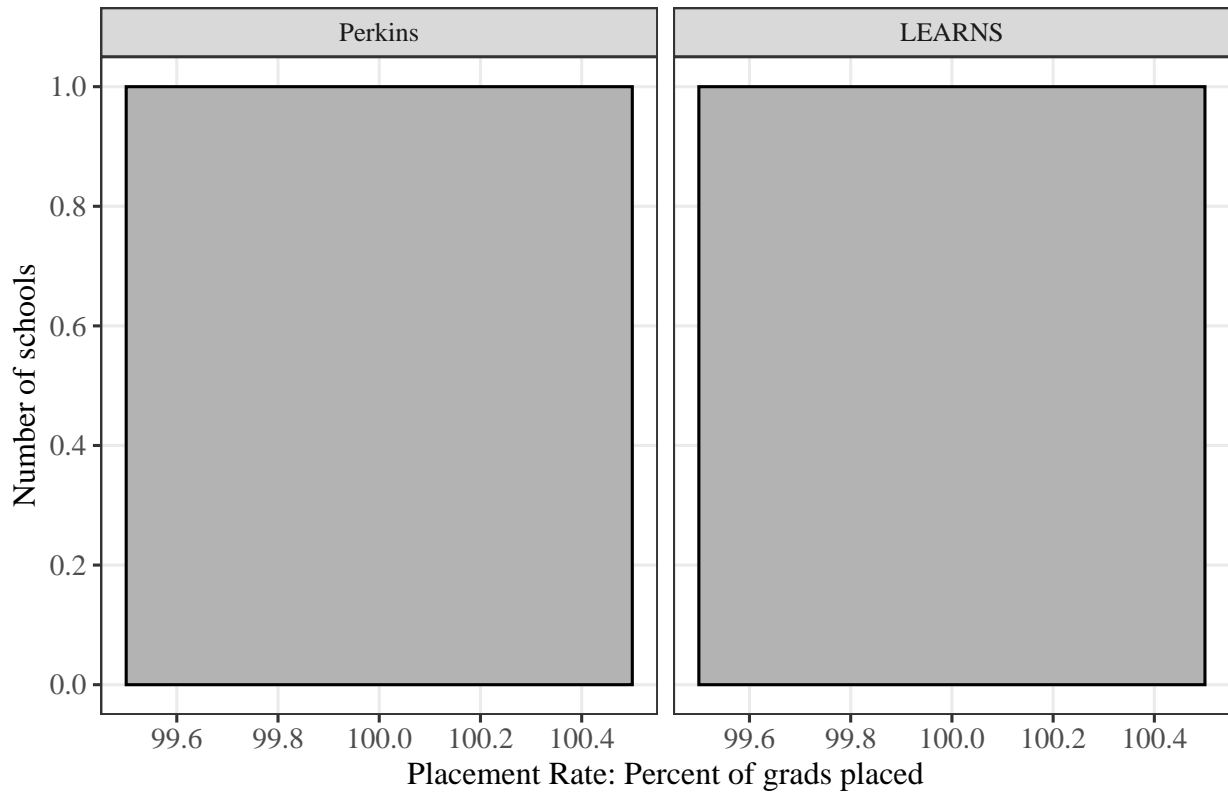


6 Post-secondary Placement (3S1)

Table 6.1: Post-secondary Placement (3S1) Summary: State and District

| LEA | Perkins Grads | Perkins Placed | Perkins % | LEARNS Grads | LEARNS Placed | LEARNS % |
|-----------------------------|------------------|-------------------|--------------|-----------------|------------------|-------------|
| Arkansas | 21,475 | 19,979 | 93.0 | 21,456 | 19,966 | 93.1 |
| BISMARCK SCHOOL DISTRICT | 51 | 51 | 100 | 51 | 51 | 100 |

Post-secondary Placement Across Schools in District



6.2 State-level post-sec placement summary

Table 6.2: State Post-secondary Placement (3S1) Summary by Subgroup

| Group | Perkins Grads | Perkins Placed | Perkins % | LEARNS Grads | LEARNS Placed | LEARNS % |
|---|------------------|-------------------|--------------|-----------------|------------------|-------------|
| 01 All Students | 21,475 | 19,979 | 93.0% | 21,456 | 19,966 | 93.1% |
| Gender | | | | | | |
| 02 Male | 11,160 | 10,264 | 92.0% | 11,152 | 10,259 | 92.0% |
| 03 Female | 10,315 | 9,715 | 94.2% | 10,304 | 9,707 | 94.2% |
| Race | | | | | | |
| 04 Native American | RV | RV | 94.5% | RV | RV | 94.5% |
| 05 Asian | 328 | 300 | 91.5% | 328 | 300 | 91.5% |
| 06 African-American | 3,653 | 3,320 | 90.9% | 3,648 | 3,316 | 90.9% |
| 07 Hispanic | 3,115 | 2,795 | 89.7% | 3,110 | 2,793 | 89.8% |
| 08 Hawaiian/Pacific Islander | 142 | 85 | 59.9% | 142 | 85 | 59.9% |
| 09 Caucasian | 13,419 | 12,718 | 94.8% | 13,411 | 12,712 | 94.8% |
| 10 Two or More | 690 | 640 | 92.8% | 689 | 639 | 92.7% |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 2,307 | 1,951 | 84.6% | 2,306 | 1,950 | 84.6% |
| 12 Economically Disadvantaged | 12,498 | 11,422 | 91.4% | 12,484 | 11,412 | 91.4% |
| 13 Non-traditional | 21,113 | 19,650 | 93.1% | 21,094 | 19,637 | 93.1% |
| 14 Single Parent | — | — | — | — | — | — |
| 15 English Learner | 1,103 | 941 | 85.3% | 1,100 | 940 | 85.5% |
| 16 Homeless | 776 | 701 | 90.3% | 775 | 700 | 90.3% |
| 17 Foster Care | RV | RV | 82.4% | RV | RV | 82.4% |
| 18 Military Dependent | 291 | 267 | 91.8% | 291 | 267 | 91.8% |
| 19 Migrant | 76 | 63 | 82.9% | 76 | 63 | 82.9% |
| Clusters | | | | | | |
| 20 All Clusters | 56,119 | 52,538 | 93.6% | 56,077 | 52,507 | 93.6% |
| 21 Agriculture, Food, & Natural Resources | 7,234 | 6,708 | 92.7% | 7,231 | 6,706 | 92.7% |
| 22 Business Management & Administration | 6,787 | 6,418 | 94.6% | 6,779 | 6,413 | 94.6% |
| 23 Finance | 2,990 | 2,849 | 95.3% | 2,988 | 2,848 | 95.3% |
| 24 Hospitality & Tourism | 7,151 | 6,661 | 93.1% | 7,144 | 6,656 | 93.2% |
| 25 Marketing | 3,954 | 3,756 | 95.0% | 3,952 | 3,755 | 95.0% |
| 26 Education and Training | 3,851 | 3,580 | 93.0% | 3,845 | 3,574 | 93.0% |
| 27 Human Services | 5,482 | 5,045 | 92.0% | 5,477 | 5,041 | 92.0% |
| 28 Architecture and Construction | 1,092 | 990 | 90.7% | 1,091 | 989 | 90.7% |
| 29 Health Sciences | 4,018 | 3,836 | 95.5% | 4,016 | 3,834 | 95.5% |
| 30 STEM | 2,154 | 2,030 | 94.2% | 2,153 | 2,029 | 94.2% |
| 31 Arts, A/V, Technology & Communications | 1,320 | 1,200 | 90.9% | 1,320 | 1,200 | 90.9% |
| 32 Government and Public Administration | 680 | 610 | 89.7% | 680 | 610 | 89.7% |
| 33 Law, Public Safety, Corrections, & Security | 845 | 787 | 93.1% | 845 | 787 | 93.1% |
| 34 Information Technology | 2,425 | 2,286 | 94.3% | 2,424 | 2,285 | 94.3% |
| 35 Manufacturing | 1,310 | 1,211 | 92.4% | 1,310 | 1,211 | 92.4% |
| 36 Transportation, Distribution, & Logistics | 4,826 | 4,571 | 94.7% | 4,822 | 4,569 | 94.8% |

\end{center}

6.3 District-level post-sec placement summary

Table 6.3: District Post-secondary Placement (3S1) Summary by Subgroup

| Group | Perkins Grads | Perkins Placed | Perkins % | LEARNs Grads | LEARNs Placed | LEARNs % |
|--|------------------|-------------------|--------------|-----------------|------------------|-------------|
| 01 All Students | RV | RV | > 95.00% | RV | RV | > 95.00% |
| Gender | | | | | | |
| 02 Male | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 03 Female | RV | RV | > 95.00% | RV | RV | > 95.00% |
| Race | | | | | | |
| 04 Native American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 05 Asian | — | — | — | — | — | — |
| 06 African-American | — | — | — | — | — | — |
| 07 Hispanic | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 08 Hawaiian/Pacific Islander | — | — | — | — | — | — |
| 09 Caucasian | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 10 Two or More | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 12 Economically Disadvantaged | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 13 Non-traditional | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 14 Single Parent | — | — | — | — | — | — |
| 15 English Learner | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 16 Homeless | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 17 Foster Care | — | — | — | — | — | — |
| 18 Military Dependent | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 19 Migrant | — | — | — | — | — | — |
| Clusters | | | | | | |
| 20 All Clusters | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 21 Agriculture, Food, & Natural Resources | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 22 Business Management & Administration | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 23 Finance | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 24 Hospitality & Tourism | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 25 Marketing | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 26 Education and Training | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 27 Human Services | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 28 Architecture and Construction | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 29 Health Sciences | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 30 STEM | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 31 Arts, A/V, Technology & Communications | — | — | — | — | — | — |
| 32 Government and Public Administration | — | — | — | — | — | — |
| 33 Law, Public Safety, Corrections, & Security | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 34 Information Technology | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 35 Manufacturing | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 36 Transportation, Distribution, & Logistics | RV | RV | > 95.00% | RV | RV | > 95.00% |

6.4 State-level post-sec placement by status

Table 6.4: Status-level State Placement Counts — Perkins Definitions

| Group | Grads | Distinct Concentrators | Completers | Grads Placed |
|--|--------|------------------------|------------|--------------|
| 01 All Students | 21,475 | 7,871 | 12,108 | 19,979 |
| Gender | | | | |
| 02 Male | 11,160 | 3,868 | 6,396 | 10,264 |
| 03 Female | 10,315 | 4,003 | 5,712 | 9,715 |
| Race | | | | |
| 04 Native American | 128 | 58 | 63 | 121 |
| 05 Asian | 328 | 115 | 185 | 300 |
| 06 African-American | 3,653 | 1,544 | 1,776 | 3,320 |
| 07 Hispanic | 3,115 | 1,129 | 1,666 | 2,795 |
| 08 Hawaiian/Pacific Islander | 142 | 41 | 44 | 85 |
| 09 Caucasian | 13,419 | 4,716 | 8,002 | 12,718 |
| 10 Two or More | 690 | 268 | 372 | 640 |
| Special Populations | | | | |
| 11 Students with Disabilities | 2,307 | 795 | 1,156 | 1,951 |
| 12 Economically Disadvantaged | 12,498 | 4,539 | 6,883 | 11,422 |
| 13 Non-traditional | 21,113 | 7,699 | 11,951 | 19,650 |
| 14 Single Parent | 0 | 0 | 0 | 0 |
| 15 English Learner | 1,103 | 429 | 512 | 941 |
| 16 Homeless | 776 | 285 | 416 | 701 |
| 17 Foster Care | 51 | 25 | 17 | 42 |
| 18 Military Dependent | 291 | 96 | 171 | 267 |
| 19 Migrant | 76 | 24 | 39 | 63 |
| Clusters | | | | |
| 20 All Clusters | 56,119 | 32,707 | 19,831 | 52,538 |
| 21 Agriculture, Food, & Natural Resources | 7,234 | 3,100 | 3,608 | 6,708 |
| 22 Business Management & Administration | 6,787 | 4,223 | 2,195 | 6,418 |
| 23 Finance | 2,990 | 2,165 | 684 | 2,849 |
| 24 Hospitality & Tourism | 7,151 | 4,663 | 1,998 | 6,661 |
| 25 Marketing | 3,954 | 2,633 | 1,123 | 3,756 |
| 26 Education and Training | 3,851 | 2,502 | 1,078 | 3,580 |
| 27 Human Services | 5,482 | 3,279 | 1,766 | 5,045 |
| 28 Architecture and Construction | 1,092 | 495 | 495 | 990 |
| 29 Health Sciences | 4,018 | 1,761 | 2,075 | 3,836 |
| 30 STEM | 2,154 | 1,221 | 809 | 2,030 |
| 31 Arts, A/V, Technology & Communications | 1,320 | 765 | 435 | 1,200 |
| 32 Government and Public Administration | 680 | 277 | 333 | 610 |
| 33 Law, Public Safety, Corrections, & Security | 845 | 446 | 341 | 787 |
| 34 Information Technology | 2,425 | 1,733 | 553 | 2,286 |
| 35 Manufacturing | 1,310 | 404 | 807 | 1,211 |
| 36 Transportation, Distribution, & Logistics | 4,826 | 3,040 | 1,531 | 4,571 |

Table 6.5: Status-level State Placement Counts — LEARNS Definitions

| Group | Grads | Distinct Concentrators | Completers | Grads Placed |
|--|--------|------------------------|------------|--------------|
| 01 All Students | 21,456 | 7,858 | 12,108 | 19,966 |
| Gender | | | | |
| 02 Male | 11,152 | 3,863 | 6,396 | 10,259 |
| 03 Female | 10,304 | 3,995 | 5,712 | 9,707 |
| Race | | | | |
| 04 Native American | 128 | 58 | 63 | 121 |
| 05 Asian | 328 | 115 | 185 | 300 |
| 06 African-American | 3,648 | 1,540 | 1,776 | 3,316 |
| 07 Hispanic | 3,110 | 1,127 | 1,666 | 2,793 |
| 08 Hawaiian/Pacific Islander | 142 | 41 | 44 | 85 |
| 09 Caucasian | 13,411 | 4,710 | 8,002 | 12,712 |
| 10 Two or More | 689 | 267 | 372 | 639 |
| Special Populations | | | | |
| 11 Students with Disabilities | 2,306 | 794 | 1,156 | 1,950 |
| 12 Economically Disadvantaged | 12,484 | 4,529 | 6,883 | 11,412 |
| 13 Non-traditional | 21,094 | 7,686 | 11,951 | 19,637 |
| 14 Single Parent | 0 | 0 | 0 | 0 |
| 15 English Learner | 1,100 | 428 | 512 | 940 |
| 16 Homeless | 775 | 284 | 416 | 700 |
| 17 Foster Care | 51 | 25 | 17 | 42 |
| 18 Military Dependent | 291 | 96 | 171 | 267 |
| 19 Migrant | 76 | 24 | 39 | 63 |
| Clusters | | | | |
| 20 All Clusters | 56,077 | 32,676 | 19,831 | 52,507 |
| 21 Agriculture, Food, & Natural Resources | 7,231 | 3,098 | 3,608 | 6,706 |
| 22 Business Management & Administration | 6,779 | 4,218 | 2,195 | 6,413 |
| 23 Finance | 2,988 | 2,164 | 684 | 2,848 |
| 24 Hospitality & Tourism | 7,144 | 4,658 | 1,998 | 6,656 |
| 25 Marketing | 3,952 | 2,632 | 1,123 | 3,755 |
| 26 Education and Training | 3,845 | 2,496 | 1,078 | 3,574 |
| 27 Human Services | 5,477 | 3,275 | 1,766 | 5,041 |
| 28 Architecture and Construction | 1,091 | 494 | 495 | 989 |
| 29 Health Sciences | 4,016 | 1,759 | 2,075 | 3,834 |
| 30 STEM | 2,153 | 1,220 | 809 | 2,029 |
| 31 Arts, A/V, Technology & Communications | 1,320 | 765 | 435 | 1,200 |
| 32 Government and Public Administration | 680 | 277 | 333 | 610 |
| 33 Law, Public Safety, Corrections, & Security | 845 | 446 | 341 | 787 |
| 34 Information Technology | 2,424 | 1,732 | 553 | 2,285 |
| 35 Manufacturing | 1,310 | 404 | 807 | 1,211 |
| 36 Transportation, Distribution, & Logistics | 4,822 | 3,038 | 1,531 | 4,569 |

6.5 District-level post-sec placement by status

Table 6.6: Status-level District Placement Counts — Perkins Definitions

| Group | Grads | Distinct Concentrators | Completers | Grads Placed |
|--|-------|------------------------|------------|--------------|
| 01 All Students | 51 | 13 | 38 | 51 |
| Gender | | | | |
| 02 Male | 23 | n<10 | n<10 | 23 |
| 03 Female | 28 | n<10 | n<10 | 28 |
| Race | | | | |
| 04 Native American | N<10 | n<10 | n<10 | n<10 |
| 05 Asian | 0 | 0 | 0 | 0 |
| 06 African-American | 0 | 0 | 0 | 0 |
| 07 Hispanic | N<10 | n<10 | n<10 | n<10 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 |
| 09 Caucasian | 44 | 10 | 34 | 44 |
| 10 Two or More | N<10 | n<10 | n<10 | n<10 |
| Special Populations | | | | |
| 11 Students with Disabilities | N<10 | n<10 | n<10 | n<10 |
| 12 Economically Disadvantaged | 37 | 11 | 26 | 37 |
| 13 Non-traditional | 51 | 13 | 38 | 51 |
| 14 Single Parent | 0 | 0 | 0 | 0 |
| 15 English Learner | N<10 | n<10 | n<10 | n<10 |
| 16 Homeless | N<10 | n<10 | n<10 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | n<10 | n<10 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 |
| Clusters | | | | |
| 20 All Clusters | 138 | 80 | 58 | 138 |
| 21 Agriculture, Food, & Natural Resources | 23 | n<10 | n<10 | 23 |
| 22 Business Management & Administration | 13 | 13 | 0 | 13 |
| 23 Finance | 10 | 10 | 0 | 10 |
| 24 Hospitality & Tourism | 27 | 15 | 12 | 27 |
| 25 Marketing | 10 | n<10 | n<10 | 10 |
| 26 Education and Training | N<10 | n<10 | n<10 | n<10 |
| 27 Human Services | 20 | n<10 | n<10 | 20 |
| 28 Architecture and Construction | N<10 | n<10 | n<10 | n<10 |
| 29 Health Sciences | N<10 | n<10 | n<10 | n<10 |
| 30 STEM | N<10 | n<10 | n<10 | n<10 |
| 31 Arts, A/V, Technology & Communications | 0 | 0 | 0 | 0 |
| 32 Government and Public Administration | 0 | 0 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | n<10 | n<10 | n<10 |
| 34 Information Technology | N<10 | n<10 | n<10 | n<10 |
| 35 Manufacturing | N<10 | n<10 | n<10 | n<10 |
| 36 Transportation, Distribution, & Logistics | 10 | 10 | 0 | 10 |

Table 6.7: Status-level District Placement Counts — LEARNS Definitions

| Group | Grads | Distinct Concentrators | Completers | Grads Placed |
|--|-------|------------------------|------------|--------------|
| 01 All Students | 51 | 13 | 38 | 51 |
| Gender | | | | |
| 02 Male | 23 | n<10 | n<10 | 23 |
| 03 Female | 28 | n<10 | n<10 | 28 |
| Race | | | | |
| 04 Native American | N<10 | n<10 | n<10 | n<10 |
| 05 Asian | 0 | 0 | 0 | 0 |
| 06 African-American | 0 | 0 | 0 | 0 |
| 07 Hispanic | N<10 | n<10 | n<10 | n<10 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 |
| 09 Caucasian | 44 | 10 | 34 | 44 |
| 10 Two or More | N<10 | n<10 | n<10 | n<10 |
| Special Populations | | | | |
| 11 Students with Disabilities | N<10 | n<10 | n<10 | n<10 |
| 12 Economically Disadvantaged | 37 | 11 | 26 | 37 |
| 13 Non-traditional | 51 | 13 | 38 | 51 |
| 14 Single Parent | 0 | 0 | 0 | 0 |
| 15 English Learner | N<10 | n<10 | n<10 | n<10 |
| 16 Homeless | N<10 | n<10 | n<10 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | n<10 | n<10 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 |
| Clusters | | | | |
| 20 All Clusters | 138 | 80 | 58 | 138 |
| 21 Agriculture, Food, & Natural Resources | 23 | n<10 | n<10 | 23 |
| 22 Business Management & Administration | 13 | 13 | 0 | 13 |
| 23 Finance | 10 | 10 | 0 | 10 |
| 24 Hospitality & Tourism | 27 | 15 | 12 | 27 |
| 25 Marketing | 10 | n<10 | n<10 | 10 |
| 26 Education and Training | N<10 | n<10 | n<10 | n<10 |
| 27 Human Services | 20 | n<10 | n<10 | 20 |
| 28 Architecture and Construction | N<10 | n<10 | n<10 | n<10 |
| 29 Health Sciences | N<10 | n<10 | n<10 | n<10 |
| 30 STEM | N<10 | n<10 | n<10 | n<10 |
| 31 Arts, A/V, Technology & Communications | 0 | 0 | 0 | 0 |
| 32 Government and Public Administration | 0 | 0 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | n<10 | n<10 | n<10 |
| 34 Information Technology | N<10 | n<10 | n<10 | n<10 |
| 35 Manufacturing | N<10 | n<10 | n<10 | n<10 |
| 36 Transportation, Distribution, & Logistics | 10 | 10 | 0 | 10 |

7 Non-traditional Gender (4S1)

The term non-traditional fields means occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Only concentrators are included in this measure. Concentrators are counted for Grades 9 - 12 for each concentration earned starting in their seventh grade year through the students' grade levels in the year in which this measure is reported.

Three clusters (Business Management & Administration, Marketing, and Government and Public Administration) do not have any traditional-gender-designated pathways, thus no students in these clusters are "non-traditional."

Note: *Because a student cannot be in a non-traditional pathway if they are not in any CTE pathways, non-CTE students are intentionally left off the tables in this section.*

$$\text{Non-trad} = \frac{\text{Number of students who are CTE Concentrators* and belong to the gender group that represents <25\% of the workforce in the associated occupation/field (i.e., the "non-traditional" gender) for the specific program of study.}}{\text{Number of all CTE Concentrators* enrolled in programs of study classified as leading to non-traditional career fields (i.e., fields where one gender comprises <25\% of the workforce).}}$$

7.1 CAR Summary

Non-traditional Participation Rate Across Schools (Statewide)

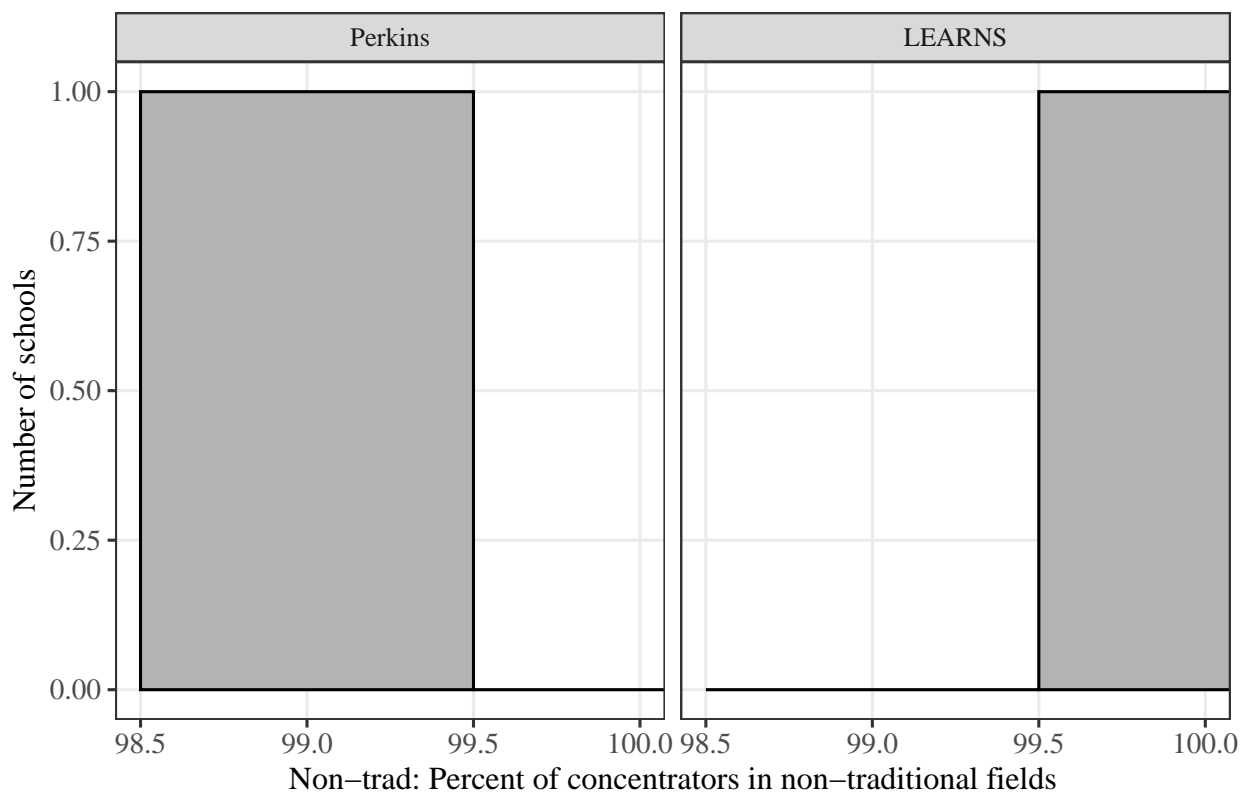


7 Non-traditional Gender (4S1)

Table 7.1: Non-traditional Gender (4S1) Summary: State and District

| LEA | Perkins Total | Perkins Non-trad | Perkins % | LEARNS Total | LEARNS Non-trad | LEARNS % |
|-----------------------------|------------------|---------------------|--------------|-----------------|--------------------|-------------|
| Arkansas | 57,488 | 51,274 | 89.2 | 49,331 | 43,412 | 88.0 |
| BISMARCK SCHOOL DISTRICT | 149 | 148 | 99.3 | 142 | 142 | 100 |

Non-traditional Participation Across Schools in District



7.2 State-level non-trad summary

Table 7.2: State Non-traditional Gender (4S1) Summary by Subgroup

| Group | Perkins Total | Perkins Non-trad | Perkins % | LEARNS Total | LEARNS Non-trad | LEARNS % |
|---|------------------|---------------------|--------------|-----------------|--------------------|-------------|
| 01 All Students | 57,488 | 51,274 | 89.2% | 49,331 | 43,412 | 88.0% |
| Gender | | | | | | |
| 02 Male | 29,411 | 27,012 | 91.8% | 25,521 | 23,203 | 90.9% |
| 03 Female | 28,077 | 24,262 | 86.4% | 23,810 | 20,209 | 84.9% |
| Race | | | | | | |
| 04 Native American | 341 | 304 | 89.1% | 300 | 266 | 88.7% |
| 05 Asian | 1,029 | 919 | 89.3% | 875 | 770 | 88.0% |
| 06 African-American | 9,427 | 8,088 | 85.8% | 8,048 | 6,897 | 85.7% |
| 07 Hispanic | 8,489 | 7,521 | 88.6% | 7,211 | 6,297 | 87.3% |
| 08 Hawaiian/Pacific Islander | 361 | 324 | 89.8% | 321 | 285 | 88.8% |
| 09 Caucasian | 35,865 | 32,420 | 90.4% | 30,904 | 27,488 | 88.9% |
| 10 Two or More | 1,976 | 1,698 | 85.9% | 1,672 | 1,409 | 84.3% |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 5,928 | 5,431 | 91.6% | 5,251 | 4,799 | 91.4% |
| 12 Economically Disadvantaged | 36,895 | 32,903 | 89.2% | 31,951 | 28,261 | 88.5% |
| 13 Non-traditional | 57,488 | 51,274 | 89.2% | 49,331 | 43,412 | 88.0% |
| 14 Single Parent | 197 | 175 | 88.8% | 168 | 149 | 88.7% |
| 15 English Learner | 2,972 | 2,649 | 89.1% | 2,518 | 2,228 | 88.5% |
| 16 Homeless | 1,841 | 1,667 | 90.5% | 1,643 | 1,482 | 90.2% |
| 17 Foster Care | 142 | 128 | 90.1% | 118 | 105 | 89.0% |
| 18 Military Dependent | 725 | 608 | 83.9% | 608 | 498 | 81.9% |
| 19 Migrant | 235 | 211 | 89.8% | 213 | 193 | 90.6% |
| Clusters | | | | | | |
| 20 All Clusters | 221,861 | 86,465 | 39.0% | 181,918 | 69,813 | 38.4% |
| 21 Agriculture, Food, & Natural Resources | 28,695 | 18,312 | 63.8% | 23,489 | 15,938 | 67.9% |
| 22 Business Management & Administration | — | — | — | — | — | — |
| 23 Finance | 25,310 | 6,801 | 26.9% | 22,039 | 6,283 | 28.5% |
| 24 Hospitality & Tourism | 25,303 | 9,477 | 37.5% | 21,740 | 8,462 | 38.9% |
| 25 Marketing | — | — | — | — | — | — |
| 26 Education and Training | 31,309 | 15,919 | 50.8% | 21,668 | 8,288 | 38.2% |
| 27 Human Services | 24,360 | 7,786 | 32.0% | 21,177 | 7,241 | 34.2% |
| 28 Architecture and Construction | 5,090 | 2,157 | 42.4% | 3,743 | 1,854 | 49.5% |
| 29 Health Sciences | 10,214 | 4,118 | 40.3% | 8,667 | 3,605 | 41.6% |
| 30 STEM | 7,758 | 3,147 | 40.6% | 5,283 | 2,217 | 42.0% |
| 31 Arts, A/V, Technology & Communications | 3,898 | 1,430 | 36.7% | 3,190 | 1,145 | 35.9% |
| 32 Government and Public Administration | — | — | — | — | — | — |
| 33 Law, Public Safety, Corrections, & Security | 565 | 42 | 7.4% | 343 | 41 | 12.0% |
| 34 Information Technology | 26,779 | 4,466 | 16.7% | 22,981 | 3,864 | 16.8% |
| 35 Manufacturing | 5,821 | 2,632 | 45.2% | 4,478 | 1,587 | 35.4% |
| 36 Transportation, Distribution, & Logistics | 26,759 | 10,178 | 38.0% | 23,120 | 9,288 | 40.2% |

7.3 District-level non-trad summary

Table 7.3: District Non-traditional Gender (4S1) Summary by Subgroup

| Group | Perkins Total | Perkins Non-trad | Perkins % | LEARNNS Total | LEARNNS Non-trad | LEARNNS % |
|---|------------------|---------------------|--------------|------------------|---------------------|--------------|
| 01 All Students | RV | RV | > 95.00% | RV | RV | > 95.00% |
| Gender | | | | | | |
| 02 Male | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 03 Female | RV | RV | > 95.00% | RV | RV | > 95.00% |
| Race | | | | | | |
| 04 Native American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 05 Asian | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 06 African-American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 07 Hispanic | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 08 Hawaiian/Pacific Islander | — | — | — | — | — | — |
| 09 Caucasian | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 10 Two or More | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 12 Economically Disadvantaged | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 13 Non-traditional | RV | RV | > 95.00% | RV | RV | > 95.00% |
| 14 Single Parent | — | — | — | — | — | — |
| 15 English Learner | — | — | — | — | — | — |
| 16 Homeless | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 17 Foster Care | — | — | — | — | — | — |
| 18 Military Dependent | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 19 Migrant | — | — | — | — | — | — |
| Clusters | | | | | | |
| 20 All Clusters | 539 | 305 | 56.6% | 502 | 279 | 55.6% |
| 21 Agriculture, Food, & Natural Resources | 81 | 66 | 81.5% | 77 | 65 | 84.4% |
| 22 Business Management & Administration | — | — | — | — | — | — |
| 23 Finance | 74 | 33 | 44.6% | 70 | 33 | 47.1% |
| 24 Hospitality & Tourism | 89 | 67 | 75.3% | 87 | 67 | 77.0% |
| 25 Marketing | — | — | — | — | — | — |
| 26 Education and Training | 100 | 28 | 28.0% | RV | RV | 8.1% |
| 27 Human Services | 89 | 66 | 74.2% | 87 | 66 | 75.9% |
| 28 Architecture and Construction | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 29 Health Sciences | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 30 STEM | N<10 | n<10 | N<10 | — | — | — |
| 31 Arts, A/V, Technology & Communications | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 32 Government and Public Administration | — | — | — | — | — | — |
| 33 Law, Public Safety, Corrections, & Security | — | — | — | — | — | — |
| 34 Information Technology | RV | RV | < 5.00% | RV | RV | < 5.00% |
| 35 Manufacturing | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 36 Transportation, Distribution, & Logistics | 75 | 36 | 48.0% | 71 | 36 | 50.7% |

7.4 State-level non-trad by status

Table 7.4: Status-level State Non-traditional Counts — Perkins Definitions

| Group | Total | Participants | Distinct Concentrators | Completers | Non-trad |
|--|---------|--------------|------------------------|------------|----------|
| 01 All Students | 57,488 | 69,112 | 35,990 | 15,284 | 51,274 |
| Gender | | | | | |
| 02 Male | 29,411 | 34,984 | 17,831 | 9,181 | 27,012 |
| 03 Female | 28,077 | 34,128 | 18,159 | 6,103 | 24,262 |
| Race | | | | | |
| 04 Native American | 341 | 435 | 205 | 99 | 304 |
| 05 Asian | 1,029 | 1,352 | 706 | 213 | 919 |
| 06 African-American | 9,427 | 12,483 | 5,973 | 2,115 | 8,088 |
| 07 Hispanic | 8,489 | 11,324 | 5,569 | 1,952 | 7,521 |
| 08 Hawaiian/Pacific Islander | 361 | 890 | 256 | 68 | 324 |
| 09 Caucasian | 35,865 | 39,716 | 22,067 | 10,353 | 32,420 |
| 10 Two or More | 1,976 | 2,912 | 1,214 | 484 | 1,698 |
| Special Populations | | | | | |
| 11 Students with Disabilities | 5,928 | 7,831 | 3,747 | 1,684 | 5,431 |
| 12 Economically Disadvantaged | 36,895 | 45,504 | 23,080 | 9,823 | 32,903 |
| 13 Non-traditional | 57,488 | 69,112 | 35,990 | 15,284 | 51,274 |
| 14 Single Parent | 197 | 287 | 123 | 52 | 175 |
| 15 English Learner | 2,972 | 5,273 | 2,010 | 639 | 2,649 |
| 16 Homeless | 1,841 | 2,386 | 1,121 | 546 | 1,667 |
| 17 Foster Care | 142 | 262 | 95 | 33 | 128 |
| 18 Military Dependent | 725 | 977 | 409 | 199 | 608 |
| 19 Migrant | 235 | 438 | 150 | 61 | 211 |
| Clusters | | | | | |
| 20 All Clusters | 221,861 | 289,033 | 67,700 | 18,765 | 86,465 |
| 21 Agriculture, Food, & Natural Resources | 28,695 | 26,178 | 11,165 | 7,147 | 18,312 |
| 22 Business Management & Administration | 0 | 0 | 0 | 0 | 0 |
| 23 Finance | 25,310 | 36,048 | 5,992 | 809 | 6,801 |
| 24 Hospitality & Tourism | 25,303 | 34,310 | 7,421 | 2,056 | 9,477 |
| 25 Marketing | 0 | 0 | 0 | 0 | 0 |
| 26 Education and Training | 31,309 | 35,585 | 14,165 | 1,754 | 15,919 |
| 27 Human Services | 24,360 | 34,765 | 6,554 | 1,232 | 7,786 |
| 28 Architecture and Construction | 5,090 | 5,084 | 1,477 | 680 | 2,157 |
| 29 Health Sciences | 10,214 | 10,063 | 3,709 | 409 | 4,118 |
| 30 STEM | 7,758 | 7,305 | 2,286 | 861 | 3,147 |
| 31 Arts, A/V, Technology & Communications | 3,898 | 5,829 | 1,194 | 236 | 1,430 |
| 32 Government and Public Administration | 0 | 0 | 0 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | 565 | 633 | n<10 | n<10 | 42 |
| 34 Information Technology | 26,779 | 53,194 | 3,693 | 773 | 4,466 |
| 35 Manufacturing | 5,821 | 5,457 | 1,836 | 796 | 2,632 |
| 36 Transportation, Distribution, & Logistics | 26,759 | 34,582 | 8,172 | 2,006 | 10,178 |

7 Non-traditional Gender (4S1)

Table 7.5: Status-level State Non-traditional Counts — LEARNS Definitions

| Group | Total | Participants | Distinct Concentrators | Completers | Non-trad |
|--|---------|--------------|------------------------|------------|----------|
| 01 All Students | 49,331 | 73,506 | 28,128 | 15,284 | 43,412 |
| Gender | | | | | |
| 02 Male | 25,521 | 37,267 | 14,022 | 9,181 | 23,203 |
| 03 Female | 23,810 | 36,239 | 14,106 | 6,103 | 20,209 |
| Race | | | | | |
| 04 Native American | 300 | 448 | 167 | 99 | 266 |
| 05 Asian | 875 | 1,432 | 557 | 213 | 770 |
| 06 African-American | 8,048 | 13,023 | 4,782 | 2,115 | 6,897 |
| 07 Hispanic | 7,211 | 12,087 | 4,345 | 1,952 | 6,297 |
| 08 Hawaiian/Pacific Islander | 321 | 899 | 217 | 68 | 285 |
| 09 Caucasian | 30,904 | 42,576 | 17,135 | 10,353 | 27,488 |
| 10 Two or More | 1,672 | 3,041 | 925 | 484 | 1,409 |
| Special Populations | | | | | |
| 11 Students with Disabilities | 5,251 | 8,117 | 3,115 | 1,684 | 4,799 |
| 12 Economically Disadvantaged | 31,951 | 48,022 | 18,438 | 9,823 | 28,261 |
| 13 Non-traditional | 49,331 | 73,506 | 28,128 | 15,284 | 43,412 |
| 14 Single Parent | 168 | 302 | 97 | 52 | 149 |
| 15 English Learner | 2,518 | 5,455 | 1,589 | 639 | 2,228 |
| 16 Homeless | 1,643 | 2,443 | 936 | 546 | 1,482 |
| 17 Foster Care | 118 | 268 | 72 | 33 | 105 |
| 18 Military Dependent | 608 | 1,033 | 299 | 199 | 498 |
| 19 Migrant | 213 | 439 | 132 | 61 | 193 |
| Clusters | | | | | |
| 20 All Clusters | 181,918 | 274,852 | 51,048 | 18,765 | 69,813 |
| 21 Agriculture, Food, & Natural Resources | 23,489 | 22,244 | 8,791 | 7,147 | 15,938 |
| 22 Business Management & Administration | 0 | 0 | 0 | 0 | 0 |
| 23 Finance | 22,039 | 34,743 | 5,474 | 809 | 6,283 |
| 24 Hospitality & Tourism | 21,740 | 32,717 | 6,406 | 2,056 | 8,462 |
| 25 Marketing | 0 | 0 | 0 | 0 | 0 |
| 26 Education and Training | 21,668 | 33,354 | 6,534 | 1,754 | 8,288 |
| 27 Human Services | 21,177 | 33,161 | 6,009 | 1,232 | 7,241 |
| 28 Architecture and Construction | 3,743 | 4,507 | 1,174 | 680 | 1,854 |
| 29 Health Sciences | 8,667 | 9,836 | 3,196 | 409 | 3,605 |
| 30 STEM | 5,283 | 5,723 | 1,356 | 861 | 2,217 |
| 31 Arts, A/V, Technology & Communications | 3,190 | 5,520 | 909 | 236 | 1,145 |
| 32 Government and Public Administration | 0 | 0 | 0 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | 343 | 393 | n<10 | n<10 | 41 |
| 34 Information Technology | 22,981 | 53,308 | 3,091 | 773 | 3,864 |
| 35 Manufacturing | 4,478 | 5,908 | 791 | 796 | 1,587 |
| 36 Transportation, Distribution, & Logistics | 23,120 | 33,438 | 7,282 | 2,006 | 9,288 |

7.5 District-level non-trad by status

Table 7.6: Status-level District Non-traditional Counts — Perkins Definitions

| Group | Total | Participants | Distinct Concentrators | Completers | Non-trad |
|--|-------|--------------|------------------------|------------|----------|
| 01 All Students | 149 | 128 | 98 | 50 | 148 |
| Gender | | | | | |
| 02 Male | 74 | 80 | 52 | 22 | 74 |
| 03 Female | 75 | 48 | 46 | 28 | 74 |
| Race | | | | | |
| 04 Native American | N<10 | n<10 | n<10 | n<10 | n<10 |
| 05 Asian | N<10 | n<10 | n<10 | n<10 | n<10 |
| 06 African-American | N<10 | n<10 | n<10 | n<10 | n<10 |
| 07 Hispanic | N<10 | n<10 | n<10 | n<10 | n<10 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 137 | 116 | 92 | 44 | 136 |
| 10 Two or More | N<10 | n<10 | n<10 | n<10 | n<10 |
| Special Populations | | | | | |
| 11 Students with Disabilities | 14 | n<10 | 10 | n<10 | 14 |
| 12 Economically Disadvantaged | 109 | 76 | 71 | 37 | 108 |
| 13 Non-traditional | 149 | 128 | 98 | 50 | 148 |
| 14 Single Parent | 0 | 0 | 0 | 0 | 0 |
| 15 English Learner | 0 | n<10 | n<10 | 0 | 0 |
| 16 Homeless | N<10 | n<10 | n<10 | n<10 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | n<10 | n<10 | n<10 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | |
| 20 All Clusters | 539 | 588 | 227 | 78 | 305 |
| 21 Agriculture, Food, & Natural Resources | 81 | 77 | 35 | 31 | 66 |
| 22 Business Management & Administration | 0 | 0 | 0 | 0 | 0 |
| 23 Finance | 74 | 95 | 33 | 0 | 33 |
| 24 Hospitality & Tourism | 89 | 78 | 44 | 23 | 67 |
| 25 Marketing | 0 | 0 | 0 | 0 | 0 |
| 26 Education and Training | 100 | 133 | 28 | 0 | 28 |
| 27 Human Services | 89 | 79 | 43 | 23 | 66 |
| 28 Architecture and Construction | N<10 | n<10 | n<10 | n<10 | n<10 |
| 29 Health Sciences | N<10 | n<10 | n<10 | n<10 | n<10 |
| 30 STEM | N<10 | n<10 | n<10 | n<10 | n<10 |
| 31 Arts, A/V, Technology & Communications | N<10 | n<10 | n<10 | n<10 | n<10 |
| 32 Government and Public Administration | 0 | 0 | 0 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | 0 | 0 | 0 | 0 | 0 |
| 34 Information Technology | 15 | 25 | 0 | 0 | 0 |
| 35 Manufacturing | N<10 | n<10 | n<10 | n<10 | n<10 |
| 36 Transportation, Distribution, & Logistics | 75 | 93 | 36 | 0 | 36 |

Table 7.7: Status-level District Non-traditional Counts — LEARNS Definitions

| Group | Total | Participants | Distinct Concentrators | Completers | Non-trad |
|--|-------|--------------|------------------------|------------|----------|
| 01 All Students | 142 | 127 | 92 | 50 | 142 |
| Gender | | | | | |
| 02 Male | 71 | 78 | 49 | 22 | 71 |
| 03 Female | 71 | 49 | 43 | 28 | 71 |
| Race | | | | | |
| 04 Native American | N<10 | n<10 | n<10 | n<10 | n<10 |
| 05 Asian | N<10 | n<10 | n<10 | n<10 | n<10 |
| 06 African-American | N<10 | n<10 | n<10 | n<10 | n<10 |
| 07 Hispanic | N<10 | n<10 | n<10 | n<10 | n<10 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 130 | 115 | 86 | 44 | 130 |
| 10 Two or More | N<10 | n<10 | n<10 | n<10 | n<10 |
| Special Populations | | | | | |
| 11 Students with Disabilities | 14 | n<10 | 10 | n<10 | 14 |
| 12 Economically Disadvantaged | 108 | 75 | 71 | 37 | 108 |
| 13 Non-traditional | 142 | 127 | 92 | 50 | 142 |
| 14 Single Parent | 0 | 0 | 0 | 0 | 0 |
| 15 English Learner | 0 | n<10 | n<10 | 0 | 0 |
| 16 Homeless | N<10 | n<10 | n<10 | n<10 | n<10 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | n<10 | n<10 | n<10 | n<10 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | |
| 20 All Clusters | 502 | 580 | 201 | 78 | 279 |
| 21 Agriculture, Food, & Natural Resources | 77 | 72 | 34 | 31 | 65 |
| 22 Business Management & Administration | 0 | 0 | 0 | 0 | 0 |
| 23 Finance | 70 | 94 | 33 | 0 | 33 |
| 24 Hospitality & Tourism | 87 | 77 | 44 | 23 | 67 |
| 25 Marketing | 0 | 0 | 0 | 0 | 0 |
| 26 Education and Training | 86 | 136 | n<10 | 0 | n<10 |
| 27 Human Services | 87 | 78 | 43 | 23 | 66 |
| 28 Architecture and Construction | N<10 | n<10 | n<10 | n<10 | n<10 |
| 29 Health Sciences | N<10 | n<10 | n<10 | n<10 | n<10 |
| 30 STEM | 0 | n<10 | n<10 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | N<10 | n<10 | n<10 | n<10 | n<10 |
| 32 Government and Public Administration | 0 | 0 | 0 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | 0 | 0 | 0 | 0 | 0 |
| 34 Information Technology | 14 | 25 | 0 | 0 | 0 |
| 35 Manufacturing | N<10 | n<10 | n<10 | n<10 | n<10 |
| 36 Transportation, Distribution, & Logistics | 71 | 92 | 36 | 0 | 36 |

8 Program Quality: Concentrators* w/ H2 Certifications (5S1)

Arkansas' first measure of program quality is the rate of attainment of "H2" designated Certification (or Industry Recognized Credentials (IRCs)) by current-year/graduating Concentrators*.

$$\text{Program Quality (5S1)} = \frac{\text{The number of current-year graduating seniors who are CTE Concentrators* and earned H2-designated IRCs}}{\text{The number of current-year graduating seniors who are CTE Concentrators*}}$$

8.1 CAR Summary

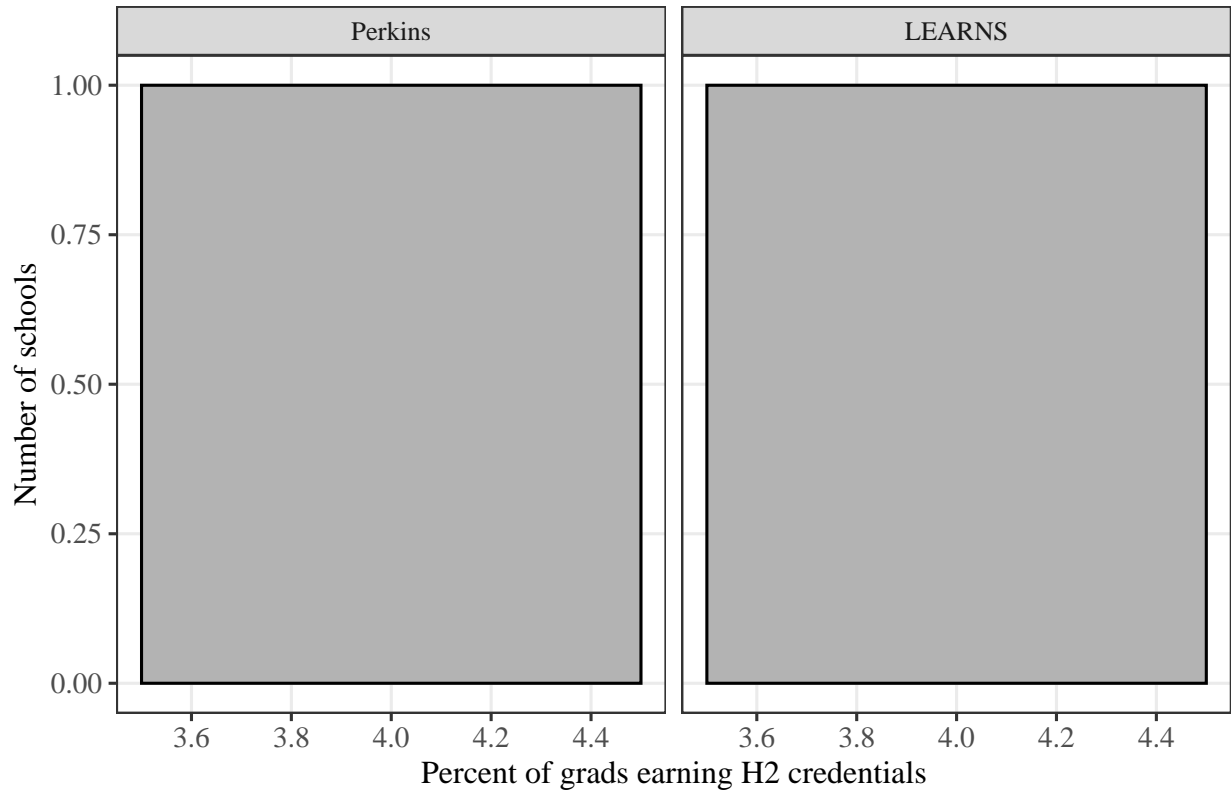
H2 Credentials Rate Across Schools (Statewide)



Table 8.1: H2 Credentials Summary: State and District

| LEA | Perkins Grads | Perkins H2 Certs | Perkins % | LEARNS Grads | LEARNS H2 Certs | LEARNS % |
|--------------------------|---------------|------------------|-----------|--------------|-----------------|----------|
| Arkansas | 24,347 | 1,281 | 5.3 | 21,763 | 1,195 | 5.5 |
| BISMARCK SCHOOL DISTRICT | 52 | 2 | 3.8 | 46 | 2 | 4.3 |

H2 Credentials Across Schools in District



8.2 State-level H2 certifications summary

Table 8.2: State H2 Credentials Summary by Subgroup

| Group | Perkins Grads | Perkins H2 Certs | Perkins % | LEARNS Grads | LEARNS H2 Certs | LEARNS % |
|---|------------------|---------------------|--------------|-----------------|--------------------|-------------|
| 01 All Students | 24,347 | 1,281 | 5.3% | 21,763 | 1,195 | 5.5% |
| Gender | | | | | | |
| 02 Male | 12,363 | 795 | 6.4% | 11,192 | 747 | 6.7% |
| 03 Female | 11,984 | 486 | 4.1% | 10,571 | 448 | 4.2% |
| Race | | | | | | |
| 04 Native American | RV | RV | 5.1% | RV | RV | 5.6% |
| 05 Asian | 419 | 38 | 9.1% | 344 | 33 | 9.6% |
| 06 African-American | 4,254 | 93 | 2.2% | 3,838 | 84 | 2.2% |
| 07 Hispanic | 3,581 | 265 | 7.4% | 3,211 | 242 | 7.5% |
| 08 Hawaiian/Pacific Islander | 169 | 10 | 5.9% | RV | RV | 5.8% |
| 09 Caucasian | 14,961 | 823 | 5.5% | 13,341 | 777 | 5.8% |
| 10 Two or More | 826 | 45 | 5.4% | 749 | 43 | 5.7% |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 2,850 | 95 | 3.3% | 2,657 | 92 | 3.5% |
| 12 Economically Disadvantaged | 17,282 | 772 | 4.5% | 15,717 | 719 | 4.6% |
| 13 Non-traditional | — | — | — | — | — | — |
| 14 Single Parent | RV | RV | < 5.00% | RV | RV | < 5.00% |
| 15 English Learner | 1,559 | 102 | 6.5% | 1,416 | 94 | 6.6% |
| 16 Homeless | 1,519 | 45 | 3.0% | 1,381 | 44 | 3.2% |
| 17 Foster Care | RV | RV | < 5.00% | RV | RV | < 5.00% |
| 18 Military Dependent | 413 | 27 | 6.5% | 370 | 25 | 6.8% |
| 19 Migrant | RV | RV | < 5.00% | RV | RV | < 5.00% |
| Clusters | | | | | | |
| 20 All Clusters | 62,652 | 3,289 | 5.2% | 53,402 | 2,800 | 5.2% |
| 21 Agriculture, Food, & Natural Resources | 7,609 | 560 | 7.4% | 6,799 | 507 | 7.5% |
| 22 Business Management & Administration | 7,375 | 366 | 5.0% | 6,587 | 344 | 5.2% |
| 23 Finance | 3,263 | 120 | 3.7% | 3,072 | 119 | 3.9% |
| 24 Hospitality & Tourism | 7,805 | 225 | 2.9% | 7,255 | 218 | 3.0% |
| 25 Marketing | 4,273 | 147 | 3.4% | 3,967 | 142 | 3.6% |
| 26 Education and Training | 8,250 | 367 | 4.4% | 4,201 | 133 | 3.2% |
| 27 Human Services | 6,005 | 145 | 2.4% | 5,638 | 137 | 2.4% |
| 28 Architecture and Construction | 1,094 | 243 | 22.2% | 1,006 | 215 | 21.4% |
| 29 Health Sciences | 4,017 | 328 | 8.2% | 3,474 | 296 | 8.5% |
| 30 STEM | 1,542 | 188 | 12.2% | 1,176 | 161 | 13.7% |
| 31 Arts, A/V, Technology & Communications | 1,657 | 45 | 2.7% | 1,423 | 39 | 2.7% |
| 32 Government and Public Administration | 822 | RV | < 3.00% | 738 | RV | < 3.00% |
| 33 Law, Public Safety, Corrections, & Security | 790 | 31 | 3.9% | 732 | 30 | 4.1% |
| 34 Information Technology | 1,715 | 107 | 6.2% | 1,587 | 98 | 6.2% |
| 35 Manufacturing | 1,514 | 189 | 12.5% | 1,132 | 141 | 12.5% |
| 36 Transportation, Distribution, & Logistics | 4,921 | 207 | 4.2% | 4,615 | 202 | 4.4% |

8.3 District-level H2 certifications summary

Table 8.3: District H2 Credentials Summary by Subgroup

| Group | Perkins Grads | Perkins H2 Certs | Perkins % | LEARNs Grads | LEARNs H2 Certs | LEARNs % |
|---|------------------|---------------------|--------------|-----------------|--------------------|-------------|
| 01 All Students | RV | RV | < 5.00% | RV | RV | < 5.00% |
| Gender | | | | | | |
| 02 Male | RV | RV | 8.0% | RV | RV | 8.7% |
| 03 Female | RV | RV | < 5.00% | RV | RV | < 5.00% |
| Race | | | | | | |
| 04 Native American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 05 Asian | — | — | — | — | — | — |
| 06 African-American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 07 Hispanic | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 08 Hawaiian/Pacific Islander | — | — | — | — | — | — |
| 09 Caucasian | RV | RV | < 5.00% | RV | RV | < 5.00% |
| 10 Two or More | — | — | — | — | — | — |
| Special Populations | | | | | | |
| 11 Students with Disabilities | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 12 Economically Disadvantaged | RV | RV | < 5.00% | RV | RV | < 5.00% |
| 13 Non-traditional | — | — | — | — | — | — |
| 14 Single Parent | — | — | — | — | — | — |
| 15 English Learner | — | — | — | — | — | — |
| 16 Homeless | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 17 Foster Care | — | — | — | — | — | — |
| 18 Military Dependent | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 19 Migrant | — | — | — | — | — | — |
| Clusters | | | | | | |
| 20 All Clusters | RV | RV | < 5.00% | RV | RV | < 5.00% |
| 21 Agriculture, Food, & Natural Resources | RV | RV | < 5.00% | RV | RV | < 5.00% |
| 22 Business Management & Administration | RV | RV | 8.3% | RV | RV | 8.3% |
| 23 Finance | RV | RV | 9.1% | RV | RV | 9.1% |
| 24 Hospitality & Tourism | RV | RV | < 5.00% | RV | RV | < 5.00% |
| 25 Marketing | RV | RV | 8.3% | RV | RV | 9.1% |
| 26 Education and Training | RV | RV | < 5.00% | N<10 | n<10 | N<10 |
| 27 Human Services | RV | RV | < 5.00% | RV | RV | < 5.00% |
| 28 Architecture and Construction | — | — | — | — | — | — |
| 29 Health Sciences | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 30 STEM | — | — | — | — | — | — |
| 31 Arts, A/V, Technology & Communications | — | — | — | — | — | — |
| 32 Government and Public Administration | — | — | — | — | — | — |
| 33 Law, Public Safety, Corrections, & Security | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 34 Information Technology | — | — | — | — | — | — |
| 35 Manufacturing | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 36 Transportation, Distribution, & Logistics | RV | RV | 15.4% | RV | RV | 15.4% |

8.4 State-level H2 certifications by status

Table 8.4: Status-level State H2 Credential Counts — Perkins Definitions

| Group | Total Grads | CTE Grads | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|-------------|-----------|---------|--------------|------------------------|------------|
| 01 All Students | 24,347 | 24,347 | 0 | 0 | 465 | 816 |
| Gender | | | | | | |
| 02 Male | 12,363 | 12,363 | 0 | 0 | 284 | 511 |
| 03 Female | 11,984 | 11,984 | 0 | 0 | 181 | 305 |
| Race | | | | | | |
| 04 Native American | 137 | 137 | n<10 | 0 | 0 | n<10 |
| 05 Asian | 419 | 419 | 0 | 0 | 19 | 19 |
| 06 African-American | 4,254 | 4,254 | 0 | 0 | 40 | 53 |
| 07 Hispanic | 3,581 | 3,581 | 0 | 0 | 112 | 153 |
| 08 Hawaiian/Pacific Islander | 169 | 169 | 0 | 0 | n<10 | n<10 |
| 09 Caucasian | 14,961 | 14,961 | 0 | 0 | 270 | 553 |
| 10 Two or More | 826 | 826 | 0 | 0 | 18 | 27 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 2,850 | 2,850 | 0 | 0 | 37 | 58 |
| 12 Economically Disadvantaged | 17,282 | 17,282 | 0 | 0 | 301 | 471 |
| 13 Non-traditional | 0 | 0 | 0 | 0 | 0 | 0 |
| 14 Single Parent | 182 | 182 | n<10 | 0 | n<10 | 0 |
| 15 English Learner | 1,559 | 1,559 | 0 | 0 | 51 | 51 |
| 16 Homeless | 1,519 | 1,519 | 0 | 0 | 13 | 32 |
| 17 Foster Care | 112 | 112 | 0 | 0 | n<10 | n<10 |
| 18 Military Dependent | 413 | 413 | 0 | 0 | 12 | 15 |
| 19 Migrant | 158 | 158 | 0 | 0 | n<10 | n<10 |
| Clusters | | | | | | |
| 20 All Clusters | 153,508 | 62,652 | 0 | 4,275 | 2,117 | 1,172 |
| 21 Agriculture, Food, & Natural Resources | 12,182 | 7,609 | 0 | 264 | 316 | 244 |
| 22 Business Management & Administration | 14,686 | 7,375 | 0 | 377 | 250 | 116 |
| 23 Finance | 11,824 | 3,263 | 0 | 392 | 83 | 37 |
| 24 Hospitality & Tourism | 17,206 | 7,805 | 0 | 509 | 184 | 41 |
| 25 Marketing | 11,973 | 4,273 | 0 | 396 | 116 | 31 |
| 26 Education and Training | 14,692 | 8,250 | 0 | 326 | 326 | 41 |
| 27 Human Services | 12,428 | 6,005 | 0 | 286 | 103 | 42 |
| 28 Architecture and Construction | 2,595 | 1,094 | 0 | 120 | 113 | 130 |
| 29 Health Sciences | 7,788 | 4,017 | 0 | 135 | 139 | 189 |
| 30 STEM | 3,578 | 1,542 | 0 | 129 | 89 | 99 |
| 31 Arts, A/V, Technology & Communications | 10,995 | 1,657 | 0 | 408 | n<10 | n<10 |
| 32 Government and Public Administration | 1,190 | 822 | 0 | 19 | n<10 | n<10 |
| 33 Law, Public Safety, Corrections, & Security | 2,168 | 790 | 0 | 112 | n<10 | n<10 |
| 34 Information Technology | 15,037 | 1,715 | 0 | 207 | 65 | 42 |
| 35 Manufacturing | 2,843 | 1,514 | 0 | 219 | 103 | 86 |
| 36 Transportation, Distribution, & Logistics | 12,323 | 4,921 | 0 | 376 | 151 | 56 |

Table 8.5: Status-level State H2 Credential Counts — LEARNS Definitions

| Group | Total Grads | CTE Grads | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|-------------|-----------|---------|--------------|------------------------|------------|
| 01 All Students | 24,347 | 21,763 | n<10 | n<10 | 379 | 816 |
| Gender | | | | | | |
| 02 Male | 12,363 | 11,192 | n<10 | n<10 | 236 | 511 |
| 03 Female | 11,984 | 10,571 | n<10 | n<10 | 143 | 305 |
| Race | | | | | | |
| 04 Native American | 137 | 125 | n<10 | 0 | 0 | n<10 |
| 05 Asian | 419 | 344 | n<10 | n<10 | 14 | 19 |
| 06 African-American | 4,254 | 3,838 | 0 | n<10 | n<10 | 53 |
| 07 Hispanic | 3,581 | 3,211 | 0 | 23 | 89 | 153 |
| 08 Hawaiian/Pacific Islander | 169 | 155 | 0 | n<10 | n<10 | n<10 |
| 09 Caucasian | 14,961 | 13,341 | n<10 | n<10 | 224 | 553 |
| 10 Two or More | 826 | 749 | 0 | n<10 | n<10 | 27 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 2,850 | 2,657 | 0 | n<10 | n<10 | 58 |
| 12 Economically Disadvantaged | 17,282 | 15,717 | n<10 | n<10 | 248 | 471 |
| 13 Non-traditional | 0 | 0 | 0 | 0 | 0 | 0 |
| 14 Single Parent | 182 | 169 | n<10 | 0 | n<10 | 0 |
| 15 English Learner | 1,559 | 1,416 | n<10 | n<10 | 43 | 51 |
| 16 Homeless | 1,519 | 1,381 | n<10 | 0 | n<10 | 32 |
| 17 Foster Care | 112 | 104 | 0 | 0 | n<10 | n<10 |
| 18 Military Dependent | 413 | 370 | 0 | n<10 | n<10 | 15 |
| 19 Migrant | 158 | 145 | 0 | 0 | n<10 | n<10 |
| Clusters | | | | | | |
| 20 All Clusters | 153,508 | 53,402 | 1,130 | 4,208 | 1,628 | 1,172 |
| 21 Agriculture, Food, & Natural Resources | 12,182 | 6,799 | 42 | 275 | 263 | 244 |
| 22 Business Management & Administration | 14,686 | 6,587 | 33 | 366 | 228 | 116 |
| 23 Finance | 11,824 | 3,072 | 22 | 391 | 82 | 37 |
| 24 Hospitality & Tourism | 17,206 | 7,255 | 10 | 506 | 177 | 41 |
| 25 Marketing | 11,973 | 3,967 | n<10 | 392 | 111 | n<10 |
| 26 Education and Training | 14,692 | 4,201 | 265 | 295 | 92 | 41 |
| 27 Human Services | 12,428 | 5,638 | 101 | 276 | 95 | 42 |
| 28 Architecture and Construction | 2,595 | 1,006 | 28 | 124 | 85 | 130 |
| 29 Health Sciences | 7,788 | 3,474 | 45 | 124 | 107 | 189 |
| 30 STEM | 3,578 | 1,176 | 81 | 142 | 62 | 99 |
| 31 Arts, A/V, Technology & Communications | 10,995 | 1,423 | n<10 | 393 | 34 | n<10 |
| 32 Government and Public Administration | 1,190 | 738 | n<10 | 21 | 14 | n<10 |
| 33 Law, Public Safety, Corrections, & Security | 2,168 | 732 | 53 | 60 | n<10 | n<10 |
| 34 Information Technology | 15,037 | 1,587 | 402 | 212 | 56 | 42 |
| 35 Manufacturing | 2,843 | 1,132 | n<10 | 259 | n<10 | 86 |
| 36 Transportation, Distribution, & Logistics | 12,323 | 4,615 | n<10 | 372 | 146 | n<10 |

8.5 District-level H2 certifications by status

Table 8.6: Status-level District H2 Credential Counts — Perkins Definitions

| Group | Total Grads | CTE Grads | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|-------------|-----------|---------|--------------|------------------------|------------|
| 01 All Students | 52 | 52 | 0 | 0 | n<10 | n<10 |
| Gender | | | | | | |
| 02 Male | 25 | 25 | 0 | 0 | n<10 | n<10 |
| 03 Female | 27 | 27 | 0 | 0 | 0 | 0 |
| Race | | | | | | |
| 04 Native American | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 05 Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| 06 African-American | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 07 Hispanic | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 47 | 47 | 0 | 0 | n<10 | n<10 |
| 10 Two or More | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 12 Economically Disadvantaged | 38 | 38 | n<10 | 0 | 0 | n<10 |
| 13 Non-traditional | 0 | 0 | 0 | 0 | 0 | 0 |
| 14 Single Parent | 0 | 0 | 0 | 0 | 0 | 0 |
| 15 English Learner | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 Homeless | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | | |
| 20 All Clusters | 326 | 138 | 0 | n<10 | n<10 | n<10 |
| 21 Agriculture, Food, & Natural Resources | 26 | 21 | n<10 | n<10 | 0 | 0 |
| 22 Business Management & Administration | 29 | 12 | 0 | n<10 | n<10 | 0 |
| 23 Finance | 29 | 11 | 0 | n<10 | n<10 | 0 |
| 24 Hospitality & Tourism | 42 | 27 | 0 | n<10 | n<10 | 0 |
| 25 Marketing | 28 | 12 | 0 | n<10 | 0 | n<10 |
| 26 Education and Training | 32 | 15 | 0 | 0 | 0 | 0 |
| 27 Human Services | 26 | 16 | 0 | 0 | 0 | 0 |
| 28 Architecture and Construction | N<10 | 0 | 0 | 0 | 0 | 0 |
| 29 Health Sciences | 19 | N<10 | 0 | 0 | 0 | 0 |
| 30 STEM | N<10 | 0 | 0 | 0 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 25 | 0 | 0 | 0 | 0 | 0 |
| 32 Government and Public Administration | N<10 | 0 | 0 | 0 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 34 Information Technology | 28 | 0 | 0 | 0 | 0 | 0 |
| 35 Manufacturing | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 36 Transportation, Distribution, & Logistics | 30 | 13 | n<10 | 0 | n<10 | 0 |

Table 8.7: Status-level District H2 Credential Counts — LEARNS Definitions

| Group | Total Grads | CTE Grads | Non-CTE | Participants | Distinct Concentrators | Completers |
|--|-------------|-----------|---------|--------------|------------------------|------------|
| 01 All Students | 52 | 46 | 0 | 0 | n<10 | n<10 |
| Gender | | | | | | |
| 02 Male | 25 | 23 | 0 | 0 | n<10 | n<10 |
| 03 Female | 27 | 23 | 0 | 0 | 0 | 0 |
| Race | | | | | | |
| 04 Native American | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 05 Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| 06 African-American | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 07 Hispanic | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 08 Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| 09 Caucasian | 47 | 41 | 0 | 0 | n<10 | n<10 |
| 10 Two or More | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Populations | | | | | | |
| 11 Students with Disabilities | N<10 | N<10 | n<10 | 0 | 0 | n<10 |
| 12 Economically Disadvantaged | 38 | 36 | n<10 | 0 | 0 | n<10 |
| 13 Non-traditional | 0 | 0 | 0 | 0 | 0 | 0 |
| 14 Single Parent | 0 | 0 | 0 | 0 | 0 | 0 |
| 15 English Learner | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 Homeless | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 17 Foster Care | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 Military Dependent | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 19 Migrant | 0 | 0 | 0 | 0 | 0 | 0 |
| Clusters | | | | | | |
| 20 All Clusters | 326 | 125 | n<10 | n<10 | n<10 | n<10 |
| 21 Agriculture, Food, & Natural Resources | 26 | 20 | n<10 | n<10 | 0 | 0 |
| 22 Business Management & Administration | 29 | 12 | 0 | n<10 | n<10 | 0 |
| 23 Finance | 29 | 11 | 0 | n<10 | n<10 | 0 |
| 24 Hospitality & Tourism | 42 | 27 | 0 | n<10 | n<10 | 0 |
| 25 Marketing | 28 | 11 | 0 | n<10 | 0 | n<10 |
| 26 Education and Training | 32 | N<10 | 0 | 0 | 0 | 0 |
| 27 Human Services | 26 | 16 | 0 | 0 | 0 | 0 |
| 28 Architecture and Construction | N<10 | 0 | 0 | 0 | 0 | 0 |
| 29 Health Sciences | 19 | N<10 | 0 | 0 | 0 | 0 |
| 30 STEM | N<10 | 0 | 0 | 0 | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 25 | 0 | 0 | 0 | 0 | 0 |
| 32 Government and Public Administration | N<10 | 0 | 0 | 0 | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 34 Information Technology | 28 | 0 | n<10 | n<10 | 0 | 0 |
| 35 Manufacturing | N<10 | N<10 | 0 | 0 | 0 | 0 |
| 36 Transportation, Distribution, & Logistics | 30 | 13 | n<10 | 0 | n<10 | 0 |

9 Program Quality: Completers Graduating w/ Merit/Distinction (5S4)

Arkansas' second measure of program quality is the percentage of graduating Completers who earned merit or distinction. It is NOT required that these Completers earn merit or distinction through completion of an H2 pathway with corresponding H2 IRC. Completers who earn merit or distinction by any means (e.g., concurrent credit, AP, IB, etc.) count towards the numerator of this indicator.

$$\text{Program Quality (5S4)} = \frac{\text{The number of current-year graduating seniors who are CTE Completers and earned diplomas with merit or distinction}}{\text{The number of current-year graduating seniors who are CTE Completers}}$$

9.1 CAR Summary

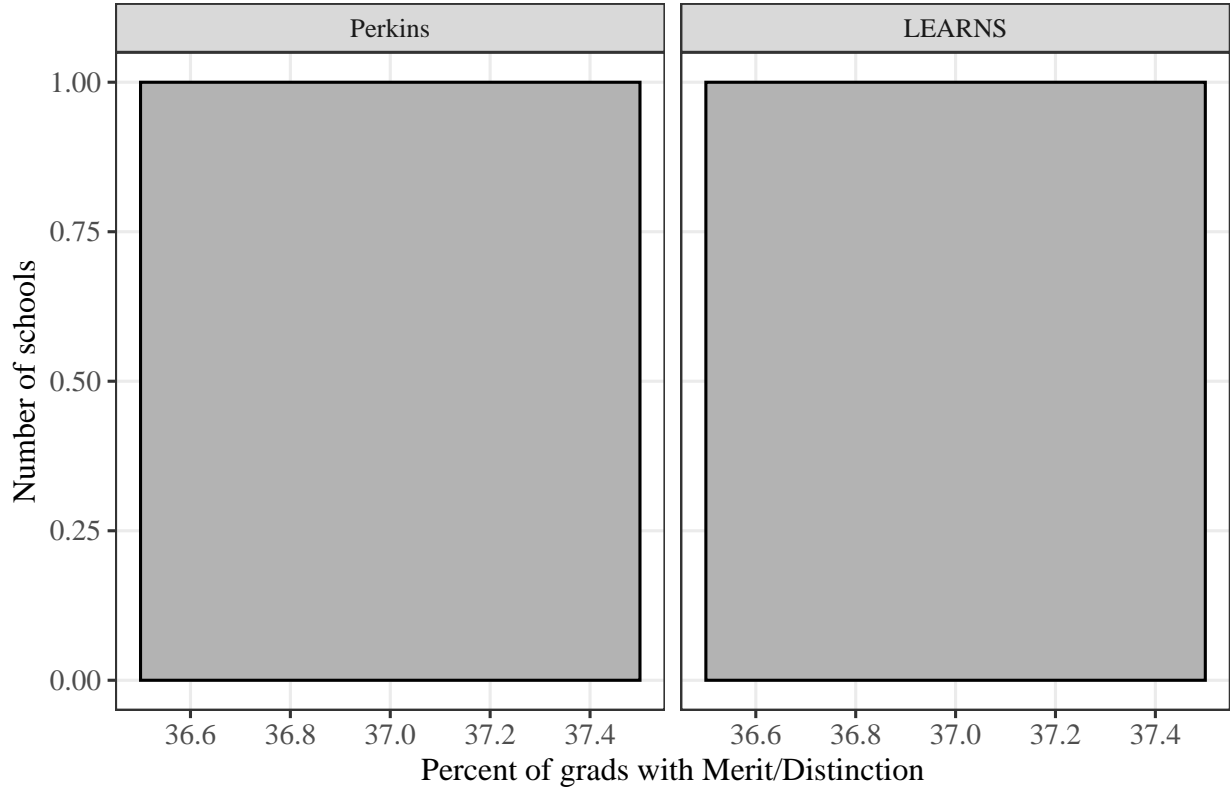
Completer Grads with Merit/Distinction Across Schools (Statewide)



Table 9.1: Merit/Distinction Summary: State and District

| LEA | Perkins Grads | Perkins Merit/Dist | Perkins % | LEARNS Grads | LEARNS Merit/Dist | LEARNS % |
|--------------------------|---------------|--------------------|-----------|--------------|-------------------|----------|
| Arkansas | 12,669 | 3,776 | 29.8 | 12,669 | 3,776 | 29.8 |
| BISMARCK SCHOOL DISTRICT | 35 | 13 | 37.1 | 35 | 13 | 37.1 |

Completer Grads with Merit/Distinction Across Schools in District



9.2 State-level merit/distinction summary

Table 9.2: State Merit/Distinction (5S4) Summary by Subgroup

| Group | Perkins Grads | Perkins Merit/Dist | Perkins % | LEARNS Grads | LEARNS Merit/Dist | LEARNS % |
|---|------------------|-----------------------|--------------|-----------------|----------------------|-------------|
| 01 All Students | 12,669 | 3,776 | 29.8% | 12,669 | 3,776 | 29.8% |
| Gender | | | | | | |
| 02 Male | 6,662 | 1,933 | 29.0% | 6,662 | 1,933 | 29.0% |
| 03 Female | 6,007 | 1,843 | 30.7% | 6,007 | 1,843 | 30.7% |
| Race | | | | | | |
| 04 Native American | 81 | 21 | 25.9% | 81 | 21 | 25.9% |
| 05 Asian | 183 | 89 | 48.6% | 183 | 89 | 48.6% |
| 06 African-American | 2,032 | 352 | 17.3% | 2,032 | 352 | 17.3% |
| 07 Hispanic | 1,779 | 762 | 42.8% | 1,779 | 762 | 42.8% |
| 08 Hawaiian/Pacific Islander | 68 | 11 | 16.2% | 68 | 11 | 16.2% |
| 09 Caucasian | 8,107 | 2,431 | 30.0% | 8,107 | 2,431 | 30.0% |
| 10 Two or More | 419 | 110 | 26.3% | 419 | 110 | 26.3% |
| Special Populations | | | | | | |
| 11 Students with Disabilities | 1,505 | 230 | 15.3% | 1,505 | 230 | 15.3% |
| 12 Economically Disadvantaged | 9,147 | 2,384 | 26.1% | 9,147 | 2,384 | 26.1% |
| 13 Non-traditional | — | — | — | — | — | — |
| 14 Single Parent | 89 | 16 | 18.0% | 89 | 16 | 18.0% |
| 15 English Learner | 734 | 236 | 32.2% | 734 | 236 | 32.2% |
| 16 Homeless | 758 | 133 | 17.5% | 758 | 133 | 17.5% |
| 17 Foster Care | RV | RV | 10.3% | RV | RV | 10.3% |
| 18 Military Dependent | 209 | 63 | 30.1% | 209 | 63 | 30.1% |
| 19 Migrant | 88 | 24 | 27.3% | 88 | 24 | 27.3% |
| Clusters | | | | | | |
| 20 All Clusters | 38,663 | 5,736 | 14.8% | 35,421 | 5,736 | 16.2% |
| 21 Agriculture, Food, & Natural Resources | 5,637 | 879 | 15.6% | 5,232 | 879 | 16.8% |
| 22 Business Management & Administration | 4,543 | 557 | 12.3% | 4,314 | 557 | 12.9% |
| 23 Finance | 2,341 | 205 | 8.8% | 2,282 | 205 | 9.0% |
| 24 Hospitality & Tourism | 4,742 | 414 | 8.7% | 4,637 | 414 | 8.9% |
| 25 Marketing | 2,817 | 324 | 11.5% | 2,734 | 324 | 11.9% |
| 26 Education and Training | 4,025 | 354 | 8.8% | 2,488 | 354 | 14.2% |
| 27 Human Services | 3,425 | 373 | 10.9% | 3,354 | 373 | 11.1% |
| 28 Architecture and Construction | 698 | 186 | 26.6% | 663 | 186 | 28.1% |
| 29 Health Sciences | 2,472 | 751 | 30.4% | 2,331 | 751 | 32.2% |
| 30 STEM | 1,063 | 284 | 26.7% | 864 | 284 | 32.9% |
| 31 Arts, A/V, Technology & Communications | 757 | 89 | 11.8% | 703 | 89 | 12.7% |
| 32 Government and Public Administration | 407 | 55 | 13.5% | 393 | 55 | 14.0% |
| 33 Law, Public Safety, Corrections, & Security | 520 | 79 | 15.2% | 494 | 79 | 16.0% |
| 34 Information Technology | 906 | 250 | 27.6% | 861 | 250 | 29.0% |
| 35 Manufacturing | 991 | 502 | 50.7% | 837 | 502 | 60.0% |
| 36 Transportation, Distribution, & Logistics | 3,319 | 434 | 13.1% | 3,234 | 434 | 13.4% |

9.3 District-level merit/distinction summary

Table 9.3: District Merit/Distinction (5S4) Summary by Subgroup

| Group | Perkins Grads | Perkins Merit/Dist | Perkins % | LEARNS Grads | LEARNS Merit/Dist | LEARNS % |
|---|------------------|-----------------------|--------------|-----------------|----------------------|-------------|
| 01 All Students | 35 | 13 | 37.1% | 35 | 13 | 37.1% |
| Gender | | | | | | |
| 02 Male | RV | RV | 35.3% | RV | RV | 35.3% |
| 03 Female | RV | RV | 38.9% | RV | RV | 38.9% |
| Race | | | | | | |
| 04 Native American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 05 Asian | — | — | — | — | — | — |
| 06 African-American | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 07 Hispanic | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 08 Hawaiian/Pacific Islander | — | — | — | — | — | — |
| 09 Caucasian | 32 | 13 | 40.6% | 32 | 13 | 40.6% |
| 10 Two or More | — | — | — | — | — | — |
| Special Populations | | | | | | |
| 11 Students with Disabilities | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 12 Economically Disadvantaged | RV | RV | 34.6% | RV | RV | 34.6% |
| 13 Non-traditional | — | — | — | — | — | — |
| 14 Single Parent | — | — | — | — | — | — |
| 15 English Learner | — | — | — | — | — | — |
| 16 Homeless | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 17 Foster Care | — | — | — | — | — | — |
| 18 Military Dependent | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 19 Migrant | — | — | — | — | — | — |
| Clusters | | | | | | |
| 20 All Clusters | 107 | 16 | 15.0% | 101 | 16 | 15.8% |
| 21 Agriculture, Food, & Natural Resources | RV | RV | 20.0% | RV | RV | 20.0% |
| 22 Business Management & Administration | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 23 Finance | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 24 Hospitality & Tourism | RV | RV | < 5.00% | RV | RV | < 5.00% |
| 25 Marketing | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 26 Education and Training | RV | RV | < 5.00% | N<10 | n<10 | N<10 |
| 27 Human Services | RV | RV | 7.7% | RV | RV | 7.7% |
| 28 Architecture and Construction | — | — | — | — | — | — |
| 29 Health Sciences | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 30 STEM | — | — | — | — | — | — |
| 31 Arts, A/V, Technology & Communications | — | — | — | — | — | — |
| 32 Government and Public Administration | — | — | — | — | — | — |
| 33 Law, Public Safety, Corrections, & Security | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 34 Information Technology | — | — | — | — | — | — |
| 35 Manufacturing | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |
| 36 Transportation, Distribution, & Logistics | N<10 | n<10 | N<10 | N<10 | n<10 | N<10 |

9.4 State-level merit/distinction by status

Table 9.4: Status-level State Merit/Distinction Counts — Perkins (Completers Only)

| Group | Completer Grads | Merit/ Dist |
|---|--------------------|----------------|
| 01 All Students | 12,669 | 3,776 |
| Gender | | |
| 02 Male | 6,662 | 1,933 |
| 03 Female | 6,007 | 1,843 |
| Race | | |
| 04 Native American | 81 | 21 |
| 05 Asian | 183 | 89 |
| 06 African-American | 2,032 | 352 |
| 07 Hispanic | 1,779 | 762 |
| 08 Hawaiian/Pacific Islander | 68 | 11 |
| 09 Caucasian | 8,107 | 2,431 |
| 10 Two or More | 419 | 110 |
| Special Populations | | |
| 11 Students with Disabilities | 1,505 | 230 |
| 12 Economically Disadvantaged | 9,147 | 2,384 |
| 13 Non-traditional | 0 | 0 |
| 14 Single Parent | 89 | 16 |
| 15 English Learner | 734 | 236 |
| 16 Homeless | 758 | 133 |
| 17 Foster Care | 58 | n<10 |
| 18 Military Dependent | 209 | 63 |
| 19 Migrant | 88 | 24 |
| Clusters | | |
| 20 All Clusters | 38,663 | 5,736 |
| 21 Agriculture, Food, & Natural Resources | 5,637 | 879 |
| 22 Business Management & Administration | 4,543 | 557 |
| 23 Finance | 2,341 | 205 |
| 24 Hospitality & Tourism | 4,742 | 414 |
| 25 Marketing | 2,817 | 324 |
| 26 Education and Training | 4,025 | 354 |
| 27 Human Services | 3,425 | 373 |
| 28 Architecture and Construction | 698 | 186 |
| 29 Health Sciences | 2,472 | 751 |
| 30 STEM | 1,063 | 284 |
| 31 Arts, A/V, Technology & Communications | 757 | 89 |
| 32 Government and Public Administration | 407 | 55 |
| 33 Law, Public Safety, Corrections, & Security | 520 | 79 |
| 34 Information Technology | 906 | 250 |
| 35 Manufacturing | 991 | 502 |
| 36 Transportation, Distribution, & Logistics | 3,319 | 434 |

Table 9.5: Status-level State Merit/Distinction Counts — LEARNS (Completers Only)

| Group | Completer Grads | Merit/ Dist |
|---|--------------------|----------------|
| 01 All Students | 12,669 | 3,776 |
| Gender | | |
| 02 Male | 6,662 | 1,933 |
| 03 Female | 6,007 | 1,843 |
| Race | | |
| 04 Native American | 81 | 21 |
| 05 Asian | 183 | 89 |
| 06 African-American | 2,032 | 352 |
| 07 Hispanic | 1,779 | 762 |
| 08 Hawaiian/Pacific Islander | 68 | 11 |
| 09 Caucasian | 8,107 | 2,431 |
| 10 Two or More | 419 | 110 |
| Special Populations | | |
| 11 Students with Disabilities | 1,505 | 230 |
| 12 Economically Disadvantaged | 9,147 | 2,384 |
| 13 Non-traditional | 0 | 0 |
| 14 Single Parent | 89 | 16 |
| 15 English Learner | 734 | 236 |
| 16 Homeless | 758 | 133 |
| 17 Foster Care | 58 | n<10 |
| 18 Military Dependent | 209 | 63 |
| 19 Migrant | 88 | 24 |
| Clusters | | |
| 20 All Clusters | 35,421 | 5,736 |
| 21 Agriculture, Food, & Natural Resources | 5,232 | 879 |
| 22 Business Management & Administration | 4,314 | 557 |
| 23 Finance | 2,282 | 205 |
| 24 Hospitality & Tourism | 4,637 | 414 |
| 25 Marketing | 2,734 | 324 |
| 26 Education and Training | 2,488 | 354 |
| 27 Human Services | 3,354 | 373 |
| 28 Architecture and Construction | 663 | 186 |
| 29 Health Sciences | 2,331 | 751 |
| 30 STEM | 864 | 284 |
| 31 Arts, A/V, Technology & Communications | 703 | 89 |
| 32 Government and Public Administration | 393 | 55 |
| 33 Law, Public Safety, Corrections, & Security | 494 | 79 |
| 34 Information Technology | 861 | 250 |
| 35 Manufacturing | 837 | 502 |
| 36 Transportation, Distribution, & Logistics | 3,234 | 434 |

9.5 District-level merit/distinction by status

Table 9.6: Status-level District Merit/Distinction Counts — Perkins (Completers Only)

| Group | Completer Grads | Merit/ Dist |
|---|--------------------|----------------|
| 01 All Students | 35 | 13 |
| Gender | | |
| 02 Male | 17 | n<10 |
| 03 Female | 18 | n<10 |
| Race | | |
| 04 Native American | N<10 | n<10 |
| 05 Asian | 0 | 0 |
| 06 African-American | N<10 | n<10 |
| 07 Hispanic | N<10 | n<10 |
| 08 Hawaiian/Pacific Islander | 0 | 0 |
| 09 Caucasian | 32 | 13 |
| 10 Two or More | 0 | 0 |
| Special Populations | | |
| 11 Students with Disabilities | N<10 | n<10 |
| 12 Economically Disadvantaged | 26 | n<10 |
| 13 Non-traditional | 0 | 0 |
| 14 Single Parent | 0 | 0 |
| 15 English Learner | 0 | 0 |
| 16 Homeless | N<10 | n<10 |
| 17 Foster Care | 0 | 0 |
| 18 Military Dependent | N<10 | n<10 |
| 19 Migrant | 0 | 0 |
| Clusters | | |
| 20 All Clusters | 107 | 16 |
| 21 Agriculture, Food, & Natural Resources | 15 | n<10 |
| 22 Business Management & Administration | N<10 | n<10 |
| 23 Finance | N<10 | n<10 |
| 24 Hospitality & Tourism | 22 | n<10 |
| 25 Marketing | N<10 | n<10 |
| 26 Education and Training | 11 | 0 |
| 27 Human Services | 13 | n<10 |
| 28 Architecture and Construction | 0 | 0 |
| 29 Health Sciences | N<10 | n<10 |
| 30 STEM | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 0 | 0 |
| 32 Government and Public Administration | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | n<10 |
| 34 Information Technology | 0 | 0 |
| 35 Manufacturing | N<10 | n<10 |
| 36 Transportation, Distribution, & Logistics | N<10 | n<10 |

Table 9.7: Status-level District Merit/Distinction Counts — LEARNS (Completers Only)

| Group | Completer Grads | Merit/ Dist |
|---|--------------------|----------------|
| 01 All Students | 35 | 13 |
| Gender | | |
| 02 Male | 17 | n<10 |
| 03 Female | 18 | n<10 |
| Race | | |
| 04 Native American | N<10 | n<10 |
| 05 Asian | 0 | 0 |
| 06 African-American | N<10 | n<10 |
| 07 Hispanic | N<10 | n<10 |
| 08 Hawaiian/Pacific Islander | 0 | 0 |
| 09 Caucasian | 32 | 13 |
| 10 Two or More | 0 | 0 |
| Special Populations | | |
| 11 Students with Disabilities | N<10 | n<10 |
| 12 Economically Disadvantaged | 26 | n<10 |
| 13 Non-traditional | 0 | 0 |
| 14 Single Parent | 0 | 0 |
| 15 English Learner | 0 | 0 |
| 16 Homeless | N<10 | n<10 |
| 17 Foster Care | 0 | 0 |
| 18 Military Dependent | N<10 | n<10 |
| 19 Migrant | 0 | 0 |
| Clusters | | |
| 20 All Clusters | 101 | 16 |
| 21 Agriculture, Food, & Natural Resources | 15 | n<10 |
| 22 Business Management & Administration | N<10 | n<10 |
| 23 Finance | N<10 | n<10 |
| 24 Hospitality & Tourism | 22 | n<10 |
| 25 Marketing | N<10 | n<10 |
| 26 Education and Training | N<10 | n<10 |
| 27 Human Services | 13 | n<10 |
| 28 Architecture and Construction | 0 | 0 |
| 29 Health Sciences | N<10 | n<10 |
| 30 STEM | 0 | 0 |
| 31 Arts, A/V, Technology & Communications | 0 | 0 |
| 32 Government and Public Administration | 0 | 0 |
| 33 Law, Public Safety, Corrections, & Security | N<10 | n<10 |
| 34 Information Technology | 0 | 0 |
| 35 Manufacturing | N<10 | n<10 |
| 36 Transportation, Distribution, & Logistics | N<10 | n<10 |

10 District-level scores (All Students)

Table 10.1: District performance at-a-glance by school

| Indicator | 2025 SDPL | Perkins 2025 | LEARNS 2025 |
|---------------------------------------|--------------|-----------------------|-----------------------|
| BISMARCK HIGH SCHOOL (3001003) | | | |
| 1S1 ACGR | 82.00 | > 95.00% (RV / RV) | > 95.00% (RV / RV) |
| 2S1 ELA | 53.75 | 52.0% (77 / 148) | 50.0% (71 / 142) |
| 2S2 Math | 11.00 | 37.0% (54 / 146) | 35.0% (49 / 140) |
| 2S3 Sci | — | 60.5% (89 / 147) | 58.9% (83 / 141) |
| 3S1 Placement | 80.00 | > 95.00% (RV / RV) | > 95.00% (RV / RV) |
| 4S1 Non-trad | 39.00 | > 95.00% (RV / RV) | > 95.00% (RV / RV) |
| 5S1 Certs | 5.00 | < 5.00% (RV / RV) | < 5.00% (RV / RV) |
| 5S4 Merit/Distinction | 5.00 | 37.1% (13 / 35) | 37.1% (13 / 35) |

11 Appendix A - Pathways Table

Table 11.1: CTE Pathways by Cluster

| Cluster | Pathway | Is H2 | Trad. Gender | Sunset year |
|--|--|-------|--------------|-------------|
| Agriculture, Food, & Natural Resources | Ag Power, Structural, And Technical Systems | Yes | M | — |
| | Agribusiness Systems | No | M | — |
| | Animal Systems | Yes | M | — |
| | Food Products & Processing Systems | No | None | — |
| | Meats Processing Systems | No | None | 2020 |
| | Natural Resources/Environmental Service Systems | No | None | — |
| | Plant Systems | Yes | None | — |
| Architecture And Construction | Architectural/Cad | No | M | — |
| | Construction Technology | Yes | M | — |
| | Engineering/Cad | No | M | — |
| | Heating, Ventilation, Air Conditioning/Refrigeration | No | None | 2022 |
| Arts, A/V, Technology & Communications | A/V Tech And Film | No | M | — |
| | Advertising And Graphic Design | No | None | — |
| | Clothing And Housing Design | No | None | — |
| | Commercial Photography | No | None | — |
| | Digital Cinema Productions | No | M | — |
| | Graphic Communications | No | None | 2018 |
| | Radio Broadcasting | No | M | — |
| Business Management & Administration | Business Management | No | None | — |
| | Medical Office Administration | No | None | — |
| | Office Administration | No | None | — |
| Education And Training | Education And Training | Yes | F | — |

11 Appendix A - Pathways Table

| Cluster | Pathway | Is H2 | Trad. Gender | Sunset year |
|--------------------------------------|---|-------|--------------|-------------|
| Finance | Accounting | Yes | None | — |
| | Banking | No | F | — |
| | Business Finance | No | F | — |
| | Insurance And Risk Management | No | None | 2018 |
| | Securities And Investments | No | None | 2020 |
| Government And Public Administration | Air Force Jrotc | No | None | — |
| | Army Jrotc | No | None | — |
| | Marines Jrotc | No | None | — |
| | Navy Jrotc | No | None | — |
| Health Sciences | Biomedical Sciences | No | None | — |
| | Emergency Preparedness | No | M | 2022 |
| | Medical Skills And Services | No | None | — |
| | Nursing Services | Yes | F | — |
| | Pharmacy Technician | No | F | — |
| | Sports Medicine | No | None | — |
| Hospitality & Tourism | Culinary Arts | No | M | — |
| | Food Production, Management, And Services | No | M | — |
| | Hospitality And Tourism | No | None | — |
| Human Services | Child Care Guidance, Management, And Services | No | None | 2020 |
| | Consumer Services | No | None | — |
| | Cosmetology | No | None | 2022 |
| | Family & Consumer Science (Old Path) | No | None | 2020 |
| | Human And Social Services | No | None | — |
| | Nutrition Science And Dietetics | No | F | — |

11 Appendix A - Pathways Table

| Cluster | Pathway | Is H2 | Trad. Gender | Sunset year |
|---|-------------------------------------|-------|--------------|-------------|
| Information Technology | Data Analytics And Machine Learning | Yes | M | — |
| | General Computer Science (Non-H2) | No | M | — |
| | Information Technology And Security | Yes | M | — |
| | Social Media And Communications | No | None | 2020 |
| | Software Development | Yes | M | — |
| | Web Design | No | None | 2020 |
| Law, Public Safety, Corrections, And Security | Criminal Justice | Yes | None | — |
| | Emergency Services | No | M | — |
| | Firefighting | No | M | — |
| | Advanced Manufacturing | Yes | M | — |
| | Electronics | No | None | 2022 |
| | Furniture Manufacturing | No | None | 2020 |
| Manufacturing | Industrial Equipment Technologies | No | None | 2022 |
| | Major Appliance Technology | No | None | 2021 |
| | Precision Machining Technology | No | None | 2022 |
| | Welding | Yes | M | — |
| | Digital Marketing | No | None | — |
| | Entrepreneurship | No | None | 2020 |
| Marketing | Marketing | No | None | 2020 |
| | Marketing Business Enterprise | No | None | — |
| | Retail Management | No | None | — |
| | Automation And Robotics Technology | No | M | — |
| Stem | Drafting And Design | No | None | 2018 |
| | Pre-Engineering | Yes | M | — |
| | Unmanned Aerial Systems | No | M | — |

11 Appendix A - Pathways Table

| Cluster | Pathway | Is H2 | Trad. Gender | Sunset year |
|---|--|-------|--------------|-------------|
| Transportation, Distribution, & Logistics | Automotive Collision Repair Technology | No | M | — |
| | Automotive Service Technology | Yes | M | — |
| | Aviation Technology | No | M | — |
| | Diesel Mechanics | No | None | 2018 |
| | Medium/Heavy Truck Technology | Yes | M | — |
| | Power Equipment Technology | No | M | — |
| | Supply Chain And Logistics | Yes | M | — |