



# 2025 DCTE Perkins Performance Reports

*EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT*  
(LEA ID: 1408000)

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

<b>1</b>	<b>Report Notes</b>	<b>1</b>
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
<b>2</b>	<b>Perkins V Performance Measure Scores at a Glance</b>	<b>9</b>
<b>3</b>	<b>Enrollment</b>	<b>10</b>
<b>4</b>	<b>Graduation Rate (1S1)</b>	<b>15</b>
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
<b>5</b>	<b>Academic Performance (2S1 - 2S3)</b>	<b>23</b>
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
<b>6</b>	<b>Post-secondary Placement (3S1)</b>	<b>55</b>
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
<b>7</b>	<b>Non-traditional Gender (4S1)</b>	<b>63</b>
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
<b>8</b>	<b>Program Quality: Concentrators* w/ H2 Certifications (5S1)</b>	<b>71</b>
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
<b>9</b>	<b>Program Quality: Completers Graduating w/ Merit/Distinction (5S4)</b>	<b>79</b>
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
<b>10</b>	<b>District-level scores (All Students)</b>	<b>87</b>
<b>11</b>	<b>Appendix A - Pathways Table</b>	<b>89</b>

# 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
<b>Arkansas</b>			
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)
<b>EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT</b>			
1S1 ACGR	82.00	> 95.00% (RV / RV)	> 95.00% (RV / RV)
2S1 ELA	53.75	51.3% (119 / 232)	50.9% (111 / 218)
2S2 Math	11.00	26.8% (62 / 231)	26.1% (57 / 218)
2S3 Sci	41.00	56.5% (131 / 232)	56.4% (123 / 218)
3S1 Placement	80.00	> 95.00% (RV / RV)	> 95.00% (RV / RV)
4S1 Non-trad	39.00	> 95.00% (RV / 232)	> 95.00% (RV / 218)
5S1 Certs	5.00	< 5.00% (RV / RV)	< 5.00% (RV / RV)
5S4 Merit/Distinction	5.00	32.8% (20 / 61)	32.8% (20 / 61)

*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
<b>Gender</b>					
02 Male	91,622	28,468	33,476	18,763	10,915
03 Female	86,900	27,140	31,324	19,087	9,349
<b>Race</b>					
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
<b>Special Populations</b>					
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
<b>Clusters</b>					
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
<b>Gender</b>					
02 Male	91,622	30,032	35,783	14,892	10,915
03 Female	86,900	29,071	33,632	14,848	9,349
<b>Race</b>					
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
<b>Special Populations</b>					
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
<b>Clusters</b>					
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 (1408000)

Group	Total n	Non-CTE n	Part. n	Distinct conc. n	Completer n
01 All Students	441	95	114	127	105
<b>Gender</b>					
02 Male	218	51	59	55	53
03 Female	223	44	55	72	52
<b>Race</b>					
04 Native American	N<10	0	0	n<10	0
05 Asian	N<10	n<10	n<10	0	0
06 African-American	54	n<10	17	20	n<10
07 Hispanic	15	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0
09 Caucasian	360	80	93	98	89
10 Two Or More	N<10	n<10	n<10	n<10	n<10
<b>Special Populations</b>					
11 Students With Disabilities	42	n<10	14	11	n<10
12 Economically Disadvantaged	233	56	63	70	44
13 Non-Traditional	346	0	114	127	105
14 Single Parent	0	0	0	0	0
15 English Learner	N<10	0	n<10	0	0
16 Homeless	N<10	0	0	n<10	n<10
17 Foster Care	N<10	0	0	0	n<10
18 Military Dependent	0	0	0	0	0
19 Migrant	0	0	0	0	0
<b>Clusters</b>					
20 All Clusters	2,312	0	1,466	558	147
21 Agriculture, Food, & Natural Resources	266	0	99	87	80
22 Business Management & Administration	223	0	137	71	15
23 Finance	198	0	154	n<10	n<10
24 Hospitality & Tourism	273	0	178	83	12
25 Marketing	192	0	127	n<10	n<10
26 Education And Training	209	0	106	88	15
27 Human Services	203	0	105	73	15
28 Architecture And Construction	25	0	25	0	0
29 Health Sciences	74	0	61	13	0
30 Stem	N<10	0	n<10	0	0
31 Arts, A/V, Technology & Communications	172	0	n<10	n<10	0
32 Government And Public Administration	N<10	0	n<10	0	0
33 Law, Public Safety, Corrections, & Security	10	0	n<10	n<10	0
34 Information Technology	258	0	n<10	n<10	0
35 Manufacturing	N<10	0	n<10	0	0
36 Transportation, Distribution, & Logistics	198	0	140	n<10	n<10

### 3 Enrollment

Table 3.4: District Enrollment - Perkins LEARNS Definitions (1408000)

Group	Total n	Non-CTE n	Part. n	Distinct conc. n	Completer n
01 All Students	441	98	125	113	105
<b>Gender</b>					
02 Male	218	53	61	51	53
03 Female	223	45	64	62	52
<b>Race</b>					
04 Native American	N<10	0	n<10	n<10	0
05 Asian	N<10	n<10	n<10	0	0
06 African-American	54	n<10	19	17	n<10
07 Hispanic	15	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0
09 Caucasian	360	82	99	90	89
10 Two Or More	N<10	n<10	n<10	n<10	n<10
<b>Special Populations</b>					
11 Students With Disabilities	42	n<10	15	n<10	n<10
12 Economically Disadvantaged	233	57	71	61	44
13 Non-Traditional	346	n<10	125	113	n<10
14 Single Parent	0	0	0	0	0
15 English Learner	N<10	0	n<10	0	0
16 Homeless	N<10	0	0	n<10	n<10
17 Foster Care	N<10	0	0	0	n<10
18 Military Dependent	0	0	0	0	0
19 Migrant	0	0	0	0	0
<b>Clusters</b>					
20 All Clusters	2,312	359	1,351	455	147
21 Agriculture, Food, & Natural Resources	266	18	91	77	80
22 Business Management & Administration	223	32	121	55	15
23 Finance	198	29	138	n<10	n<10
24 Hospitality & Tourism	273	n<10	178	76	n<10
25 Marketing	192	n<10	115	47	n<10
26 Education And Training	209	31	117	46	15
27 Human Services	203	20	100	68	15
28 Architecture And Construction	25	15	10	0	0
29 Health Sciences	74	39	n<10	n<10	0
30 Stem	N<10	0	n<10	0	0
31 Arts, A/V, Technology & Communications	172	n<10	166	n<10	0
32 Government And Public Administration	N<10	0	n<10	0	0
33 Law, Public Safety, Corrections, & Security	10	n<10	n<10	n<10	0
34 Information Technology	258	112	146	0	0
35 Manufacturing	N<10	0	n<10	0	0
36 Transportation, Distribution, & Logistics	198	n<10	125	48	n<10

# 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.

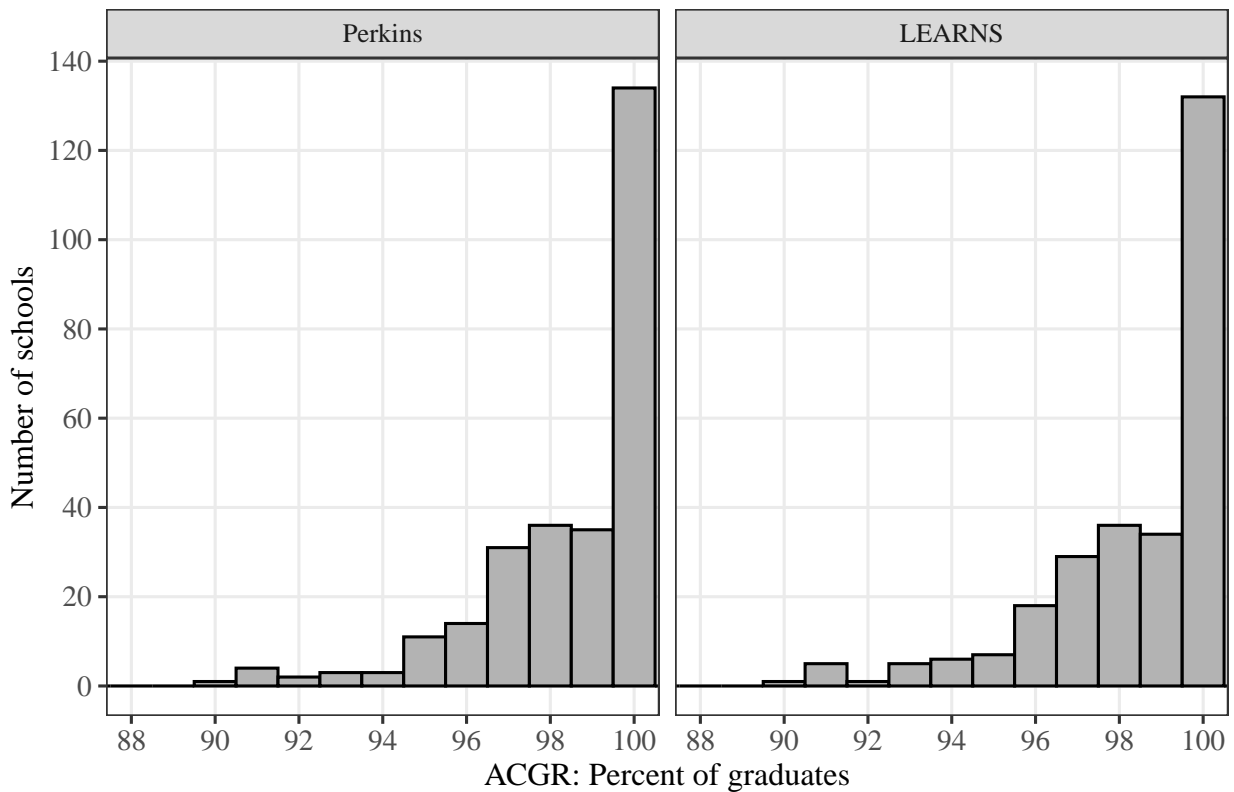
Numerator: Number of CTE Concentrators\* who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

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)**

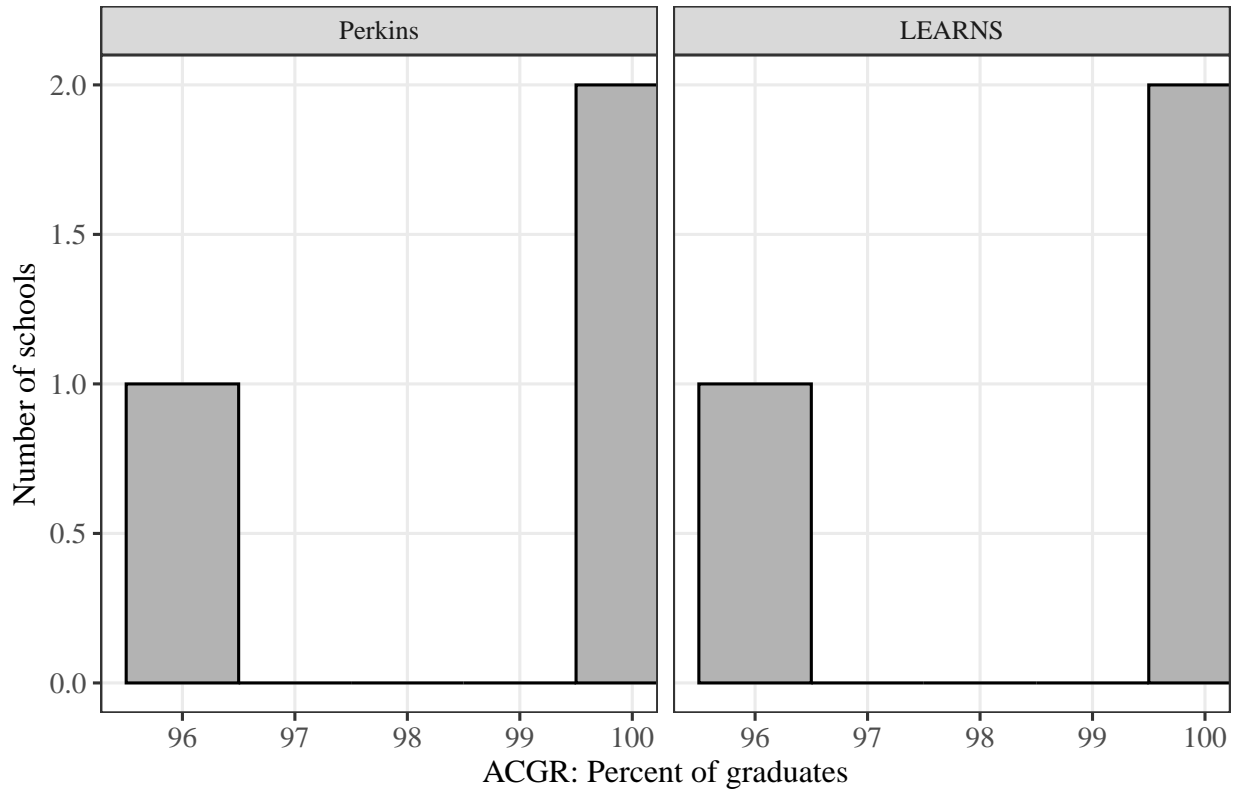


4 Graduation Rate (1S1)

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
EMERSON-TAYLOR- BRADLEY SCHOOL DISTRICT	86	85	98.8	85	84	98.8

**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%
<b>Gender</b>						
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%
<b>Race</b>						
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%
<b>Special Populations</b>						
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%
<b>Clusters</b>						
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 %	LEARNNS Expected	LEARNNS Actual	LEARNNS %
01 All Students	RV	RV	> 95.00%	RV	RV	> 95.00%
<b>Gender</b>						
02 Male	RV	RV	> 95.00%	RV	RV	> 95.00%
03 Female	RV	RV	> 95.00%	RV	RV	> 95.00%
<b>Race</b>						
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	N<10	n<10	N<10	N<10	n<10	N<10
<b>Special Populations</b>						
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	—	—	—	—	—	—
19 Migrant	—	—	—	—	—	—
<b>Clusters</b>						
20 All Clusters	298	RV	> 95.00%	252	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%	RV	RV	> 95.00%
27 Human Services	RV	RV	> 95.00%	RV	RV	> 95.00%
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	N<10	n<10	N<10	N<10	n<10	N<10
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	—	—	—	—	—	—
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
<b>Gender</b>						
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
<b>Race</b>						
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
<b>Special Populations</b>						
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
<b>Clusters</b>						
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
<b>Gender</b>						
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
<b>Race</b>						
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
<b>Special Populations</b>						
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
<b>Clusters</b>						
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	89	86	0	n<10	n<10	61
<b>Gender</b>						
02 Male	42	42	0	n<10	n<10	31
03 Female	47	44	0	n<10	n<10	30
<b>Race</b>						
04 Native American	N<10	N<10	n<10	0	n<10	0
05 Asian	0	0	0	0	0	0
06 African-American	N<10	N<10	0	n<10	n<10	n<10
07 Hispanic	N<10	N<10	n<10	0	0	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	75	72	0	n<10	n<10	52
10 Two or More	N<10	N<10	n<10	0	0	n<10
<b>Special Populations</b>						
11 Students with Disabilities	13	12	0	n<10	n<10	10
12 Economically Disadvantaged	47	47	0	n<10	n<10	31
13 Non-traditional	89	86	0	n<10	n<10	61
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	n<10	n<10
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	0	0	0	0	0	0
19 Migrant	0	0	0	0	0	0
<b>Clusters</b>						
20 All Clusters	697	298	0	360	202	94
21 Agriculture, Food, & Natural Resources	76	60	0	16	15	45
22 Business Management & Administration	67	31	0	36	n<10	n<10
23 Finance	57	13	0	35	n<10	n<10
24 Hospitality & Tourism	76	48	0	n<10	38	n<10
25 Marketing	54	19	0	32	n<10	n<10
26 Education and Training	74	52	0	22	41	11
27 Human Services	64	44	0	20	32	11
28 Architecture and Construction	13	0	0	13	0	0
29 Health Sciences	31	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	54	N<10	0	n<10	n<10	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	N<10	0	n<10	n<10	0
34 Information Technology	67	0	0	39	0	0
35 Manufacturing	N<10	0	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	57	22	0	35	n<10	n<10

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	89	85	n<10	n<10	23	61
<b>Gender</b>						
02 Male	42	41	0	n<10	n<10	31
03 Female	47	44	n<10	n<10	14	30
<b>Race</b>						
04 Native American	N<10	N<10	n<10	0	n<10	0
05 Asian	0	0	0	0	0	0
06 African-American	N<10	N<10	0	n<10	n<10	n<10
07 Hispanic	N<10	N<10	n<10	0	0	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	75	72	n<10	n<10	20	52
10 Two or More	N<10	N<10	n<10	0	0	n<10
<b>Special Populations</b>						
11 Students with Disabilities	13	11	0	n<10	n<10	10
12 Economically Disadvantaged	47	46	0	n<10	n<10	31
13 Non-traditional	89	85	n<10	n<10	23	61
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	n<10	n<10
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	0	0	0	0	0	0
19 Migrant	0	0	0	0	0	0
<b>Clusters</b>						
20 All Clusters	697	252	101	346	156	94
21 Agriculture, Food, & Natural Resources	76	59	n<10	n<10	14	45
22 Business Management & Administration	67	26	n<10	36	17	n<10
23 Finance	57	12	12	33	n<10	n<10
24 Hospitality & Tourism	76	44	n<10	31	34	n<10
25 Marketing	54	14	n<10	29	11	n<10
26 Education and Training	74	29	16	29	18	11
27 Human Services	64	44	n<10	19	32	n<10
28 Architecture and Construction	13	0	n<10	n<10	0	0
29 Health Sciences	31	N<10	n<10	13	n<10	0
30 STEM	N<10	0	n<10	n<10	0	0
31 Arts, A/V, Technology & Communications	54	N<10	n<10	52	n<10	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	N<10	0	n<10	n<10	0
34 Information Technology	67	0	28	39	0	0
35 Manufacturing	N<10	0	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	57	17	n<10	35	14	n<10

## 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)

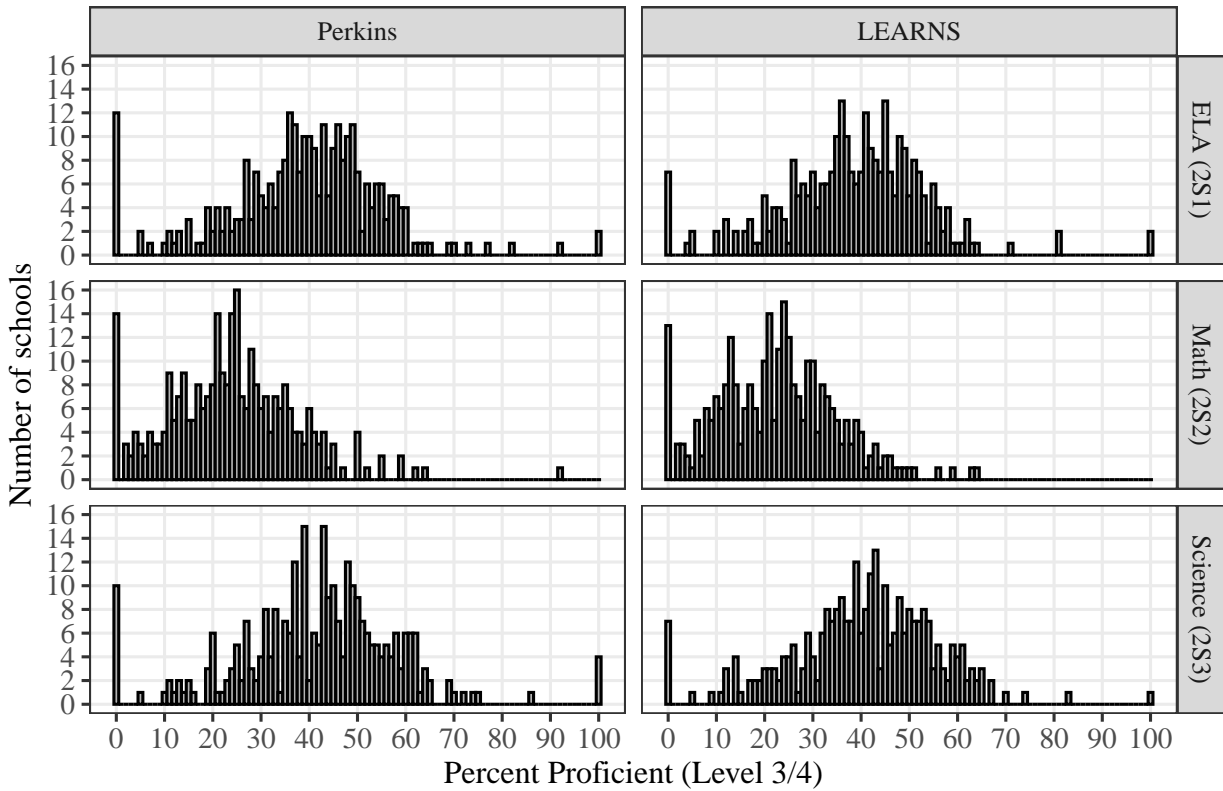


Table 5.1: Academic Proficiency Summary: State and District — ELA (2S1)

LEA	Perkins Tested	Perkins Proficient	Perkins %	LEARNS Tested	LEARNS Proficient	LEARNS %
Arkansas	57,979	25,565	44.1	49,965	21,358	42.7
EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT	232	119	51.3	218	111	50.9

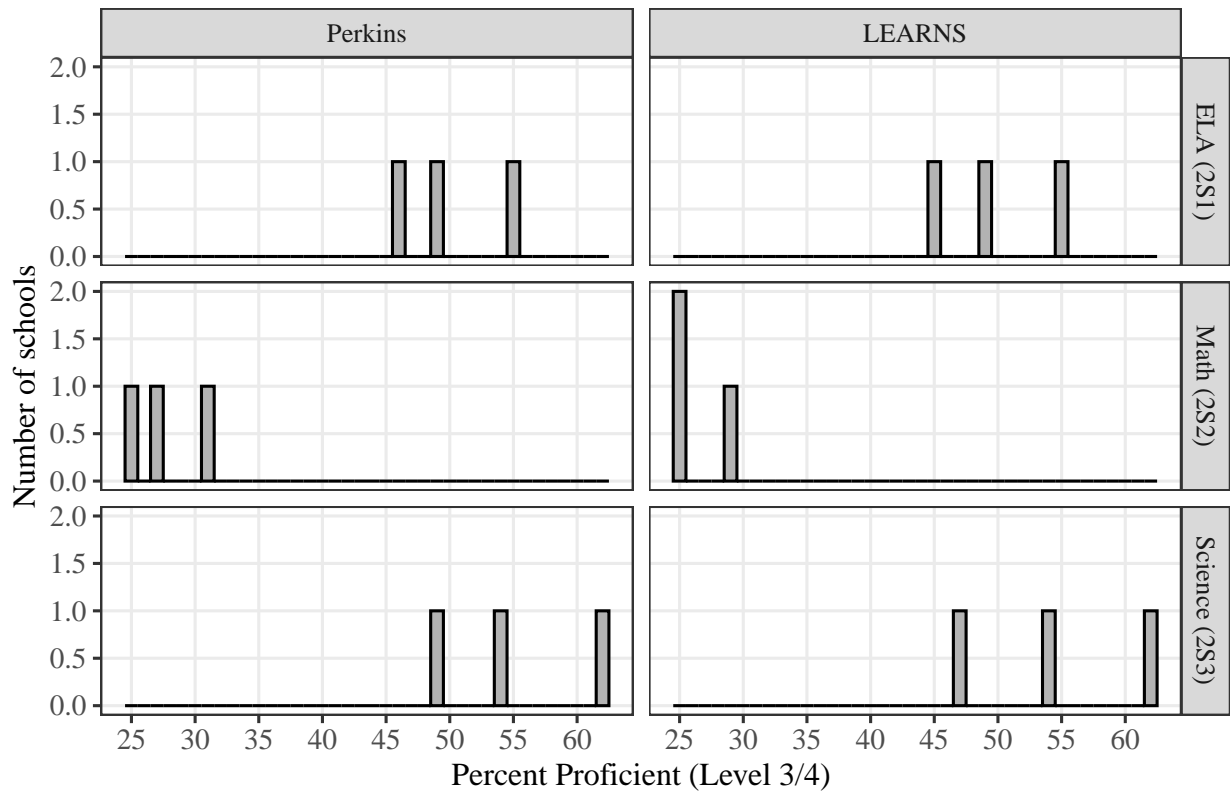
Table 5.2: Academic Proficiency Summary: State and District — Math (2S2)

LEA	Perkins Tested	Perkins Proficient	Perkins %	LEARNS Tested	LEARNS Proficient	LEARNS %
Arkansas	57,807	17,038	29.5	49,844	13,985	28.1
EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT	231	62	26.8	218	57	26.1

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
EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT	232	131	56.5	218	123	56.4

### 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%
<b>Gender</b>						
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%
<b>Race</b>						
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%
<b>Special Populations</b>						
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%
<b>Clusters</b>						
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%
<b>Gender</b>						
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%
<b>Race</b>						
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%
<b>Special Populations</b>						
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%
<b>Clusters</b>						
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%
<b>Gender</b>						
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%
<b>Race</b>						
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%
<b>Special Populations</b>						
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%
<b>Clusters</b>						
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	232	119	51.3%	218	111	50.9%
<b>Gender</b>						
02 Male	108	46	42.6%	104	45	43.3%
03 Female	124	73	58.9%	114	66	57.9%
<b>Race</b>						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	—	—	—	—	—	—
06 African-American	RV	RV	16.7%	RV	RV	14.8%
07 Hispanic	N<10	n<10	N<10	N<10	n<10	N<10
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	187	101	54.0%	179	97	54.2%
10 Two or More	N<10	n<10	N<10	N<10	n<10	N<10
<b>Special Populations</b>						
11 Students with Disabilities	RV	RV	5.0%	RV	RV	5.6%
12 Economically Disadvantaged	114	48	42.1%	105	43	41.0%
13 Non-traditional	232	119	51.3%	218	111	50.9%
14 Single Parent	—	—	—	—	—	—
15 English Learner	—	—	—	—	—	—
16 Homeless	N<10	n<10	N<10	N<10	n<10	N<10
17 Foster Care	N<10	n<10	N<10	N<10	n<10	N<10
18 Military Dependent	—	—	—	—	—	—
19 Migrant	—	—	—	—	—	—
<b>Clusters</b>						
20 All Clusters	705	380	53.9%	602	310	51.5%
21 Agriculture, Food, & Natural Resources	167	82	49.1%	157	78	49.7%
22 Business Management & Administration	86	49	57.0%	70	39	55.7%
23 Finance	32	19	59.4%	31	19	61.3%
24 Hospitality & Tourism	95	49	51.6%	88	45	51.1%
25 Marketing	58	35	60.3%	51	29	56.9%
26 Education and Training	103	62	60.2%	61	29	47.5%
27 Human Services	88	40	45.5%	83	37	44.6%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	RV	RV	69.2%	N<10	n<10	N<10
30 STEM	—	—	—	—	—	—
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	N<10	n<10	N<10	N<10	n<10	N<10
34 Information Technology	N<10	n<10	N<10	—	—	—
35 Manufacturing	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	58	32	55.2%	51	28	54.9%

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

Group	Perkins Tested	Perkins Proficient	Perkins %	LEARNS Tested	LEARNS Proficient	LEARNS %
01 All Students	231	62	26.8%	218	57	26.1%
<b>Gender</b>						
02 Male	108	33	30.6%	104	31	29.8%
03 Female	123	29	23.6%	114	26	22.8%
<b>Race</b>						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	—	—	—	—	—	—
06 African-American	RV	RV	16.7%	RV	RV	14.8%
07 Hispanic	N<10	n<10	N<10	N<10	n<10	N<10
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	187	55	29.4%	179	51	28.5%
10 Two or More	N<10	n<10	N<10	N<10	n<10	N<10
<b>Special Populations</b>						
11 Students with Disabilities	RV	RV	< 5.00%	RV	RV	< 5.00%
12 Economically Disadvantaged	113	26	23.0%	105	23	21.9%
13 Non-traditional	231	62	26.8%	218	57	26.1%
14 Single Parent	—	—	—	—	—	—
15 English Learner	—	—	—	—	—	—
16 Homeless	N<10	n<10	N<10	N<10	n<10	N<10
17 Foster Care	N<10	n<10	N<10	N<10	n<10	N<10
18 Military Dependent	—	—	—	—	—	—
19 Migrant	—	—	—	—	—	—
<b>Clusters</b>						
20 All Clusters	703	212	30.2%	602	173	28.7%
21 Agriculture, Food, & Natural Resources	167	46	27.5%	157	43	27.4%
22 Business Management & Administration	86	29	33.7%	70	24	34.3%
23 Finance	32	13	40.6%	31	13	41.9%
24 Hospitality & Tourism	95	24	25.3%	88	22	25.0%
25 Marketing	58	20	34.5%	51	17	33.3%
26 Education and Training	102	35	34.3%	61	14	23.0%
27 Human Services	87	19	21.8%	83	18	21.7%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	RV	RV	38.5%	N<10	n<10	N<10
30 STEM	—	—	—	—	—	—
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	N<10	n<10	N<10	N<10	n<10	N<10
34 Information Technology	N<10	n<10	N<10	—	—	—
35 Manufacturing	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	58	20	34.5%	51	19	37.3%

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

Group	Perkins Tested	Perkins Proficient	Perkins %	LEARNS Tested	LEARNS Proficient	LEARNS %
01 All Students	232	131	56.5%	218	123	56.4%
<b>Gender</b>						
02 Male	108	59	54.6%	104	57	54.8%
03 Female	124	72	58.1%	114	66	57.9%
<b>Race</b>						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	—	—	—	—	—	—
06 African-American	RV	RV	26.7%	RV	RV	22.2%
07 Hispanic	N<10	n<10	N<10	N<10	n<10	N<10
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	187	112	59.9%	179	108	60.3%
10 Two or More	N<10	n<10	N<10	N<10	n<10	N<10
<b>Special Populations</b>						
11 Students with Disabilities	RV	RV	15.0%	RV	RV	16.7%
12 Economically Disadvantaged	114	57	50.0%	105	51	48.6%
13 Non-traditional	232	131	56.5%	218	123	56.4%
14 Single Parent	—	—	—	—	—	—
15 English Learner	—	—	—	—	—	—
16 Homeless	N<10	n<10	N<10	N<10	n<10	N<10
17 Foster Care	N<10	n<10	N<10	N<10	n<10	N<10
18 Military Dependent	—	—	—	—	—	—
19 Migrant	—	—	—	—	—	—
<b>Clusters</b>						
20 All Clusters	705	416	59.0%	602	344	57.1%
21 Agriculture, Food, & Natural Resources	167	95	56.9%	157	90	57.3%
22 Business Management & Administration	86	52	60.5%	70	44	62.9%
23 Finance	RV	RV	71.9%	RV	RV	74.2%
24 Hospitality & Tourism	95	51	53.7%	88	46	52.3%
25 Marketing	58	33	56.9%	51	28	54.9%
26 Education and Training	103	72	69.9%	61	34	55.7%
27 Human Services	88	47	53.4%	83	43	51.8%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	RV	RV	53.8%	N<10	n<10	N<10
30 STEM	—	—	—	—	—	—
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	N<10	n<10	N<10	N<10	n<10	N<10
34 Information Technology	N<10	n<10	N<10	—	—	—
35 Manufacturing	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	58	35	60.3%	51	32	62.7%

## 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
<b>Gender</b>						
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
<b>Race</b>						
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
<b>Special Populations</b>						
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
<b>Clusters</b>						
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
<b>Gender</b>						
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
<b>Race</b>						
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
<b>Special Populations</b>						
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
<b>Clusters</b>						
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
<b>Gender</b>						
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
<b>Race</b>						
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
<b>Special Populations</b>						
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
<b>Clusters</b>						
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
<b>Gender</b>						
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
<b>Race</b>						
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
<b>Special Populations</b>						
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
<b>Clusters</b>						
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
<b>Gender</b>						
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
<b>Race</b>						
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
<b>Special Populations</b>						
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
<b>Clusters</b>						
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
<b>Gender</b>						
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
<b>Race</b>						
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
<b>Special Populations</b>						
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
<b>Clusters</b>						
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	436	232	30	39	63	56
<b>Gender</b>						
02 Male	215	108	13	19	24	22
03 Female	221	124	17	20	39	34
<b>Race</b>						
04 Native American	N<10	N<10	n<10	0	n<10	0
05 Asian	N<10	0	n<10	n<10	0	0
06 African-American	54	30	n<10	n<10	n<10	n<10
07 Hispanic	15	N<10	n<10	0	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	355	187	26	38	51	50
10 Two or More	N<10	N<10	0	0	n<10	n<10
<b>Special Populations</b>						
11 Students with Disabilities	41	20	n<10	0	0	n<10
12 Economically Disadvantaged	231	114	14	15	31	17
13 Non-traditional	345	232	0	39	63	56
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	0	0	0	0	0
16 Homeless	N<10	N<10	n<10	0	0	n<10
17 Foster Care	N<10	N<10	0	0	0	0
18 Military Dependent	0	0	0	0	0	0
19 Migrant	0	0	0	0	0	0
<b>Clusters</b>						
20 All Clusters	2,305	705	0	655	297	83
21 Agriculture, Food, & Natural Resources	265	167	0	48	43	39
22 Business Management & Administration	222	86	0	61	37	12
23 Finance	197	32	0	66	n<10	n<10
24 Hospitality & Tourism	272	95	0	75	n<10	n<10
25 Marketing	191	58	0	56	n<10	n<10
26 Education and Training	209	103	0	n<10	53	n<10
27 Human Services	203	88	0	47	n<10	n<10
28 Architecture and Construction	25	0	0	12	0	0
29 Health Sciences	74	13	0	n<10	n<10	0
30 STEM	N<10	0	n<10	n<10	0	0
31 Arts, A/V, Technology & Communications	172	N<10	0	n<10	n<10	0
32 Government and Public Administration	N<10	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	10	N<10	0	n<10	n<10	0
34 Information Technology	257	N<10	0	74	0	0
35 Manufacturing	N<10	0	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	197	58	0	61	n<10	n<10

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	435	231	34	31	27	35
<b>Gender</b>						
02 Male	215	108	19	19	17	16
03 Female	220	123	15	12	10	19
<b>Race</b>						
04 Native American	N<10	N<10	0	0	0	0
05 Asian	N<10	0	n<10	n<10	0	0
06 African-American	54	30	n<10	n<10	n<10	n<10
07 Hispanic	14	N<10	n<10	n<10	0	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	355	187	28	27	24	31
10 Two or More	N<10	N<10	n<10	0	0	n<10
<b>Special Populations</b>						
11 Students with Disabilities	41	20	0	0	0	0
12 Economically Disadvantaged	230	113	14	15	14	12
13 Non-traditional	344	231	0	31	27	35
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	0	0	0	0	0
16 Homeless	N<10	N<10	0	0	0	0
17 Foster Care	N<10	N<10	n<10	0	0	n<10
18 Military Dependent	0	0	0	0	0	0
19 Migrant	0	0	0	0	0	0
<b>Clusters</b>						
20 All Clusters	2,301	703	0	378	164	48
21 Agriculture, Food, & Natural Resources	265	167	0	29	20	26
22 Business Management & Administration	222	86	0	37	n<10	n<10
23 Finance	197	32	0	42	n<10	n<10
24 Hospitality & Tourism	271	95	0	50	n<10	n<10
25 Marketing	191	58	0	38	n<10	n<10
26 Education and Training	208	102	0	n<10	30	n<10
27 Human Services	202	87	0	24	n<10	n<10
28 Architecture and Construction	25	0	n<10	n<10	0	0
29 Health Sciences	74	13	0	n<10	n<10	0
30 STEM	N<10	0	0	0	0	0
31 Arts, A/V, Technology & Communications	171	N<10	0	38	0	0
32 Government and Public Administration	N<10	0	n<10	n<10	0	0
33 Law, Public Safety, Corrections, & Security	10	N<10	0	n<10	n<10	0
34 Information Technology	257	N<10	0	34	0	0
35 Manufacturing	N<10	0	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	197	58	0	39	n<10	n<10

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	430	232	42	49	66	65
<b>Gender</b>						
02 Male	212	108	21	25	30	29
03 Female	218	124	21	24	36	36
<b>Race</b>						
04 Native American	N<10	N<10	n<10	0	n<10	0
05 Asian	N<10	0	n<10	n<10	0	0
06 African-American	53	30	n<10	n<10	n<10	n<10
07 Hispanic	15	N<10	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	350	187	37	45	54	58
10 Two or More	N<10	N<10	0	0	n<10	n<10
<b>Special Populations</b>						
11 Students with Disabilities	40	20	n<10	n<10	0	n<10
12 Economically Disadvantaged	227	114	20	22	36	21
13 Non-traditional	340	232	0	49	66	65
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	0	0	0	0	0
16 Homeless	N<10	N<10	n<10	0	0	n<10
17 Foster Care	N<10	N<10	n<10	0	0	n<10
18 Military Dependent	0	0	0	0	0	0
19 Migrant	0	0	0	0	0	0
<b>Clusters</b>						
20 All Clusters	2,286	705	0	778	323	93
21 Agriculture, Food, & Natural Resources	262	167	0	52	49	46
22 Business Management & Administration	220	86	0	70	40	12
23 Finance	195	32	0	75	n<10	n<10
24 Hospitality & Tourism	269	95	0	92	n<10	n<10
25 Marketing	189	58	0	72	n<10	n<10
26 Education and Training	208	103	0	48	61	11
27 Human Services	202	88	0	59	n<10	n<10
28 Architecture and Construction	25	0	0	14	0	0
29 Health Sciences	74	13	0	n<10	n<10	0
30 STEM	N<10	0	n<10	n<10	0	0
31 Arts, A/V, Technology & Communications	171	N<10	0	92	0	0
32 Government and Public Administration	N<10	0	n<10	n<10	0	0
33 Law, Public Safety, Corrections, & Security	10	N<10	0	n<10	n<10	0
34 Information Technology	255	N<10	0	84	0	0
35 Manufacturing	N<10	0	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	195	58	0	73	n<10	n<10

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	436	218	31	46	55	56
<b>Gender</b>						
02 Male	215	104	13	20	23	22
03 Female	221	114	18	26	32	34
<b>Race</b>						
04 Native American	N<10	N<10	0	n<10	n<10	0
05 Asian	N<10	0	n<10	n<10	0	0
06 African-American	54	27	n<10	n<10	n<10	n<10
07 Hispanic	15	N<10	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	355	179	27	41	47	50
10 Two or More	N<10	N<10	0	n<10	n<10	n<10
<b>Special Populations</b>						
11 Students with Disabilities	41	18	n<10	0	0	n<10
12 Economically Disadvantaged	231	105	14	20	26	17
13 Non-traditional	345	218	n<10	n<10	55	56
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	0	0	0	0	0
16 Homeless	N<10	N<10	n<10	0	0	n<10
17 Foster Care	N<10	N<10	0	0	0	0
18 Military Dependent	0	0	0	0	0	0
19 Migrant	0	0	0	0	0	0
<b>Clusters</b>						
20 All Clusters	2,305	602	189	601	227	83
21 Agriculture, Food, & Natural Resources	265	157	n<10	43	n<10	39
22 Business Management & Administration	222	70	20	51	27	12
23 Finance	197	31	n<10	59	16	n<10
24 Hospitality & Tourism	272	88	n<10	74	37	n<10
25 Marketing	191	51	n<10	51	26	n<10
26 Education and Training	209	61	23	50	n<10	n<10
27 Human Services	203	83	n<10	44	31	n<10
28 Architecture and Construction	25	0	n<10	n<10	0	0
29 Health Sciences	74	N<10	20	n<10	n<10	0
30 STEM	N<10	0	n<10	n<10	0	0
31 Arts, A/V, Technology & Communications	172	N<10	n<10	n<10	0	0
32 Government and Public Administration	N<10	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	10	N<10	n<10	n<10	n<10	0
34 Information Technology	257	0	48	74	0	0
35 Manufacturing	N<10	0	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	197	51	n<10	55	25	n<10

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

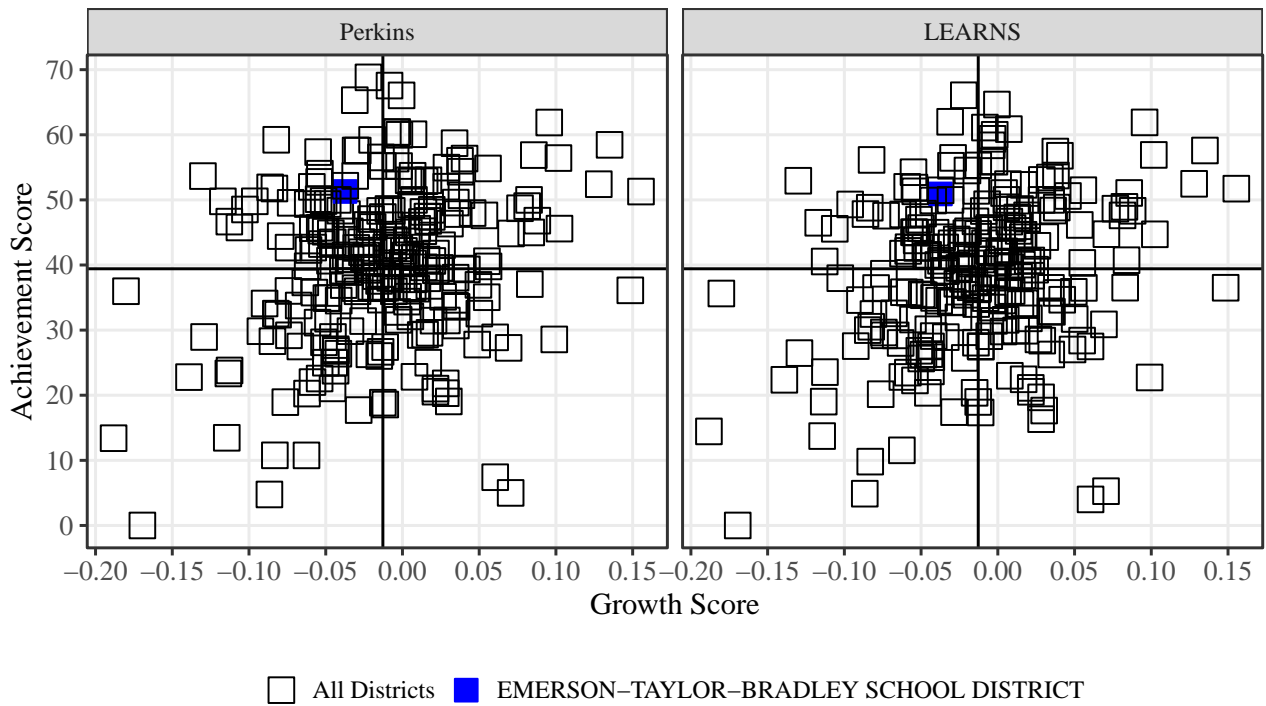
Group	Total Tested	CTE Tested	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	435	218	35	35	22	35
<b>Gender</b>						
02 Male	215	104	19	21	15	16
03 Female	220	114	16	n<10	n<10	19
<b>Race</b>						
04 Native American	N<10	N<10	0	0	0	0
05 Asian	N<10	0	n<10	n<10	0	0
06 African-American	54	27	n<10	n<10	n<10	n<10
07 Hispanic	14	N<10	n<10	n<10	0	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	355	179	29	30	20	31
10 Two or More	N<10	N<10	n<10	0	0	n<10
<b>Special Populations</b>						
11 Students with Disabilities	41	18	0	0	0	0
12 Economically Disadvantaged	230	105	14	18	11	12
13 Non-traditional	344	218	n<10	35	n<10	35
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	0	0	0	0	0
16 Homeless	N<10	N<10	0	0	0	0
17 Foster Care	N<10	N<10	n<10	0	0	n<10
18 Military Dependent	0	0	0	0	0	0
19 Migrant	0	0	0	0	0	0
<b>Clusters</b>						
20 All Clusters	2,301	602	115	347	125	48
21 Agriculture, Food, & Natural Resources	265	157	n<10	27	n<10	26
22 Business Management & Administration	222	70	n<10	32	16	n<10
23 Finance	197	31	n<10	37	11	n<10
24 Hospitality & Tourism	271	88	n<10	48	20	n<10
25 Marketing	191	51	n<10	34	15	n<10
26 Education and Training	208	61	17	25	n<10	n<10
27 Human Services	202	83	n<10	22	17	n<10
28 Architecture and Construction	25	0	n<10	n<10	0	0
29 Health Sciences	74	N<10	n<10	n<10	n<10	0
30 STEM	N<10	0	0	0	0	0
31 Arts, A/V, Technology & Communications	171	N<10	n<10	n<10	0	0
32 Government and Public Administration	N<10	0	n<10	n<10	0	0
33 Law, Public Safety, Corrections, & Security	10	N<10	n<10	n<10	0	0
34 Information Technology	257	0	36	34	0	0
35 Manufacturing	N<10	0	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	197	51	n<10	33	17	n<10

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	430	218	43	56	58	65
<b>Gender</b>						
02 Male	212	104	21	27	28	29
03 Female	218	114	22	29	30	36
<b>Race</b>						
04 Native American	N<10	N<10	0	n<10	n<10	0
05 Asian	N<10	0	n<10	n<10	0	0
06 African-American	53	27	n<10	n<10	n<10	n<10
07 Hispanic	15	N<10	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	350	179	38	48	50	58
10 Two or More	N<10	N<10	0	0	n<10	n<10
<b>Special Populations</b>						
11 Students with Disabilities	40	18	n<10	n<10	0	n<10
12 Economically Disadvantaged	227	105	20	28	30	21
13 Non-traditional	340	218	n<10	n<10	58	65
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	0	0	0	0	0
16 Homeless	N<10	N<10	n<10	0	0	n<10
17 Foster Care	N<10	N<10	n<10	0	0	n<10
18 Military Dependent	0	0	0	0	0	0
19 Migrant	0	0	0	0	0	0
<b>Clusters</b>						
20 All Clusters	2,286	602	201	724	251	93
21 Agriculture, Food, & Natural Resources	262	157	n<10	50	n<10	46
22 Business Management & Administration	220	70	16	62	32	12
23 Finance	195	31	n<10	70	20	n<10
24 Hospitality & Tourism	269	88	n<10	92	38	n<10
25 Marketing	189	51	n<10	62	25	n<10
26 Education and Training	208	61	24	62	23	11
27 Human Services	202	83	n<10	56	36	n<10
28 Architecture and Construction	25	0	n<10	n<10	0	0
29 Health Sciences	74	N<10	22	n<10	n<10	0
30 STEM	N<10	0	n<10	n<10	0	0
31 Arts, A/V, Technology & Communications	171	N<10	n<10	n<10	0	0
32 Government and Public Administration	N<10	0	n<10	n<10	0	0
33 Law, Public Safety, Corrections, & Security	10	N<10	n<10	n<10	0	0
34 Information Technology	255	0	56	84	0	0
35 Manufacturing	N<10	0	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	195	51	n<10	67	29	n<10

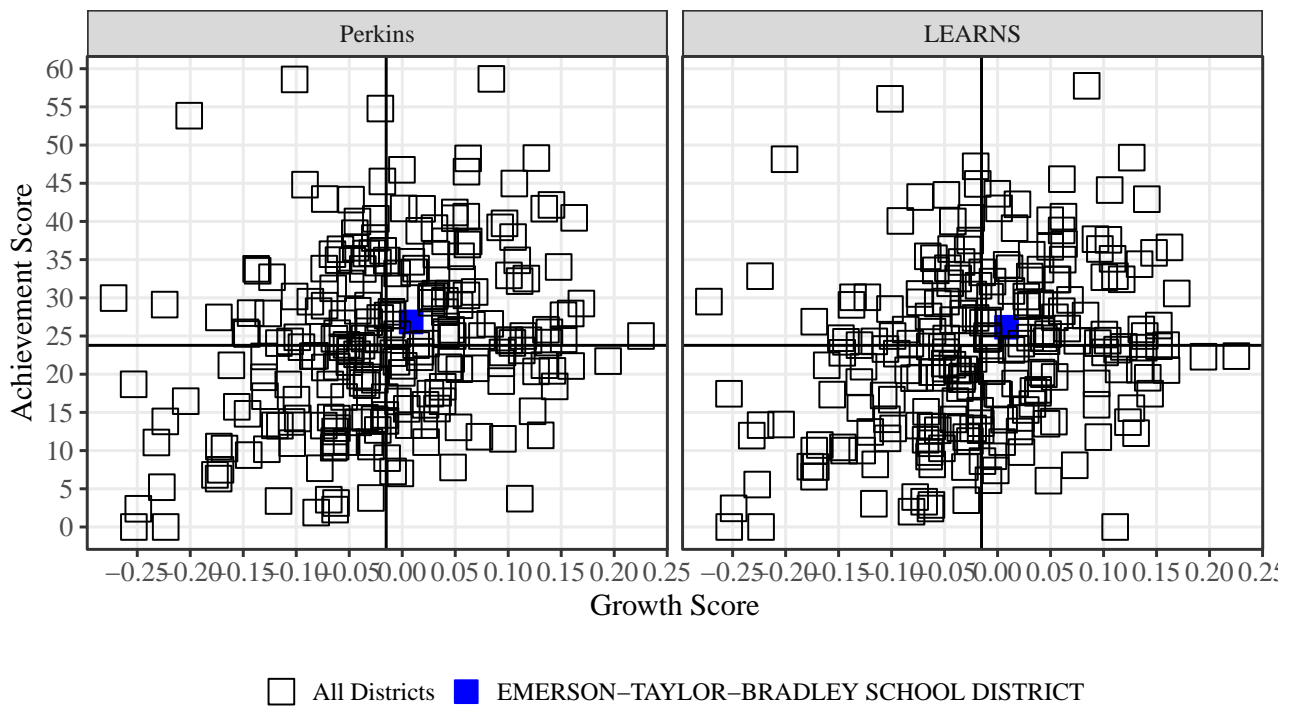
## 5.6 Achievement x Growth (All Students)

### Achievement x Growth for ELA



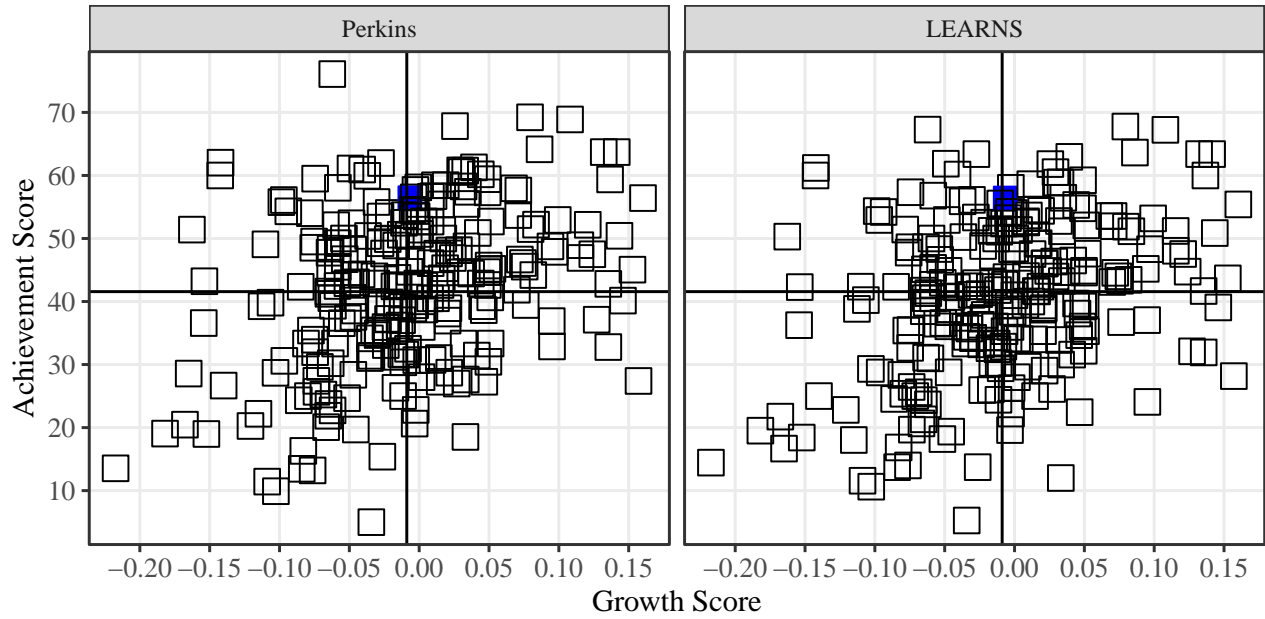
The black lines represent the mean of all data displayed.  
 Any groups with a denominator < 10 are not displayed in the graph.

### 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.

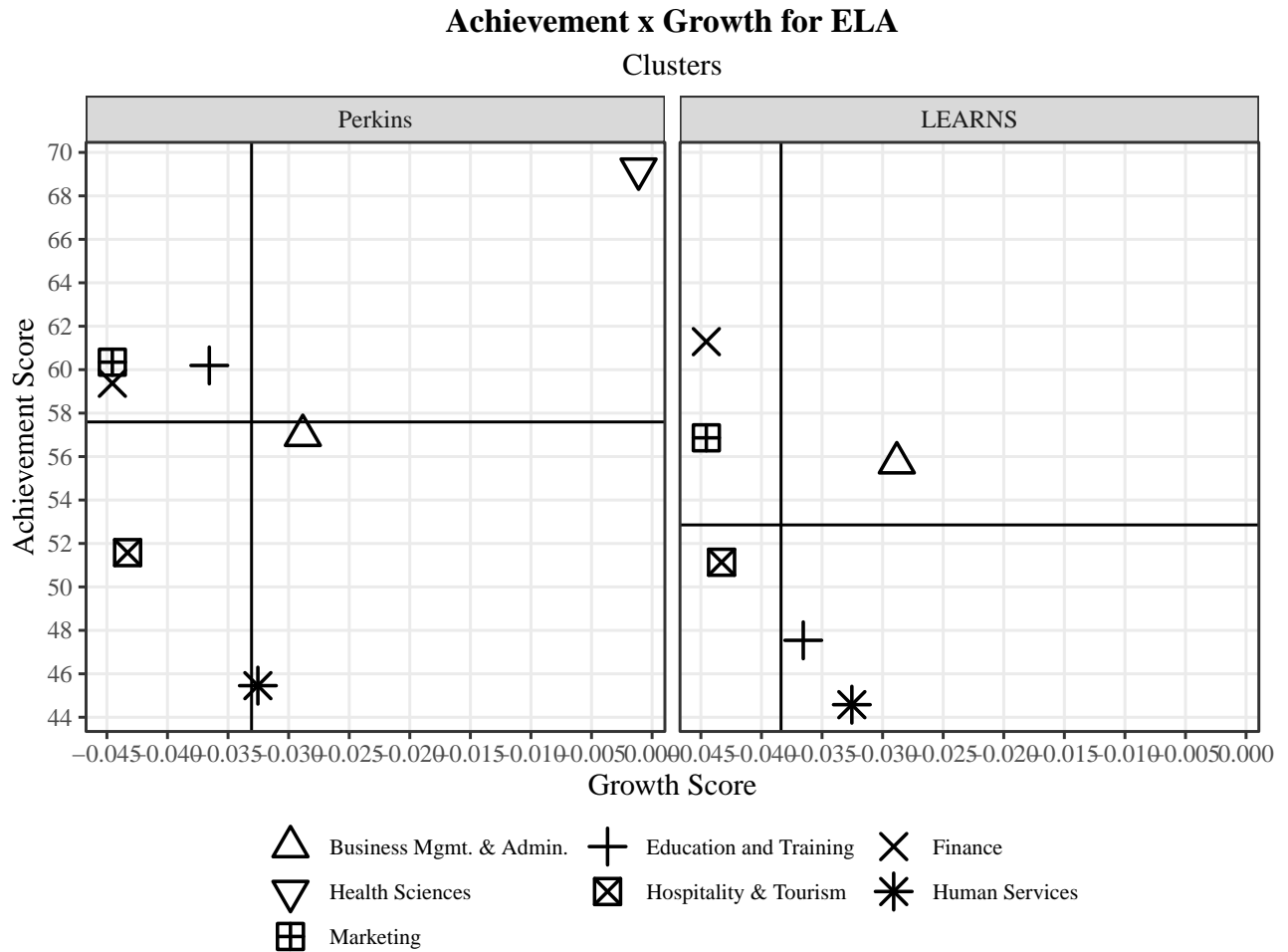
### Achievement x Growth for SCI



□ All Districts    ■ EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT

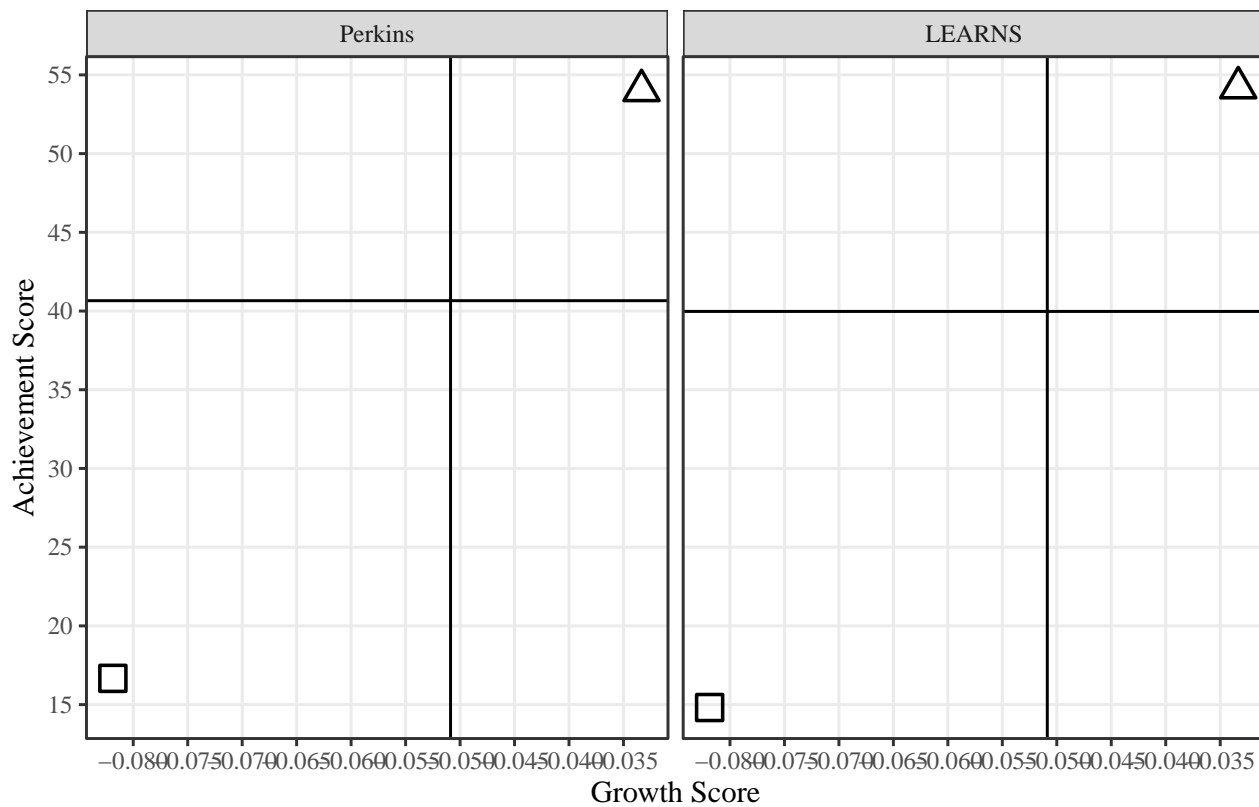
The black lines represent the mean of all data displayed.  
Any groups with a denominator < 10 are not displayed in the graph.

### 5.7 Achievement x Growth (By Groups)



### Achievement x Growth for ELA

#### Demographics

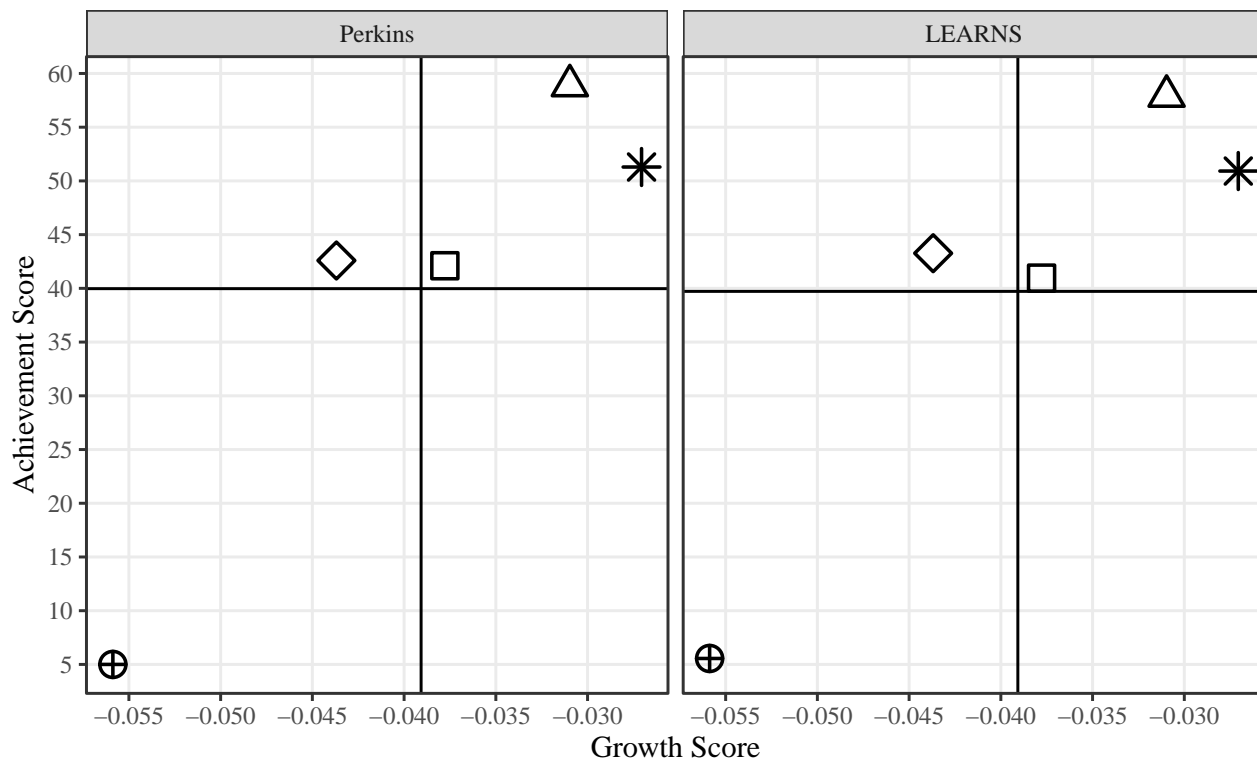


□ African-American    △ Caucasian

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

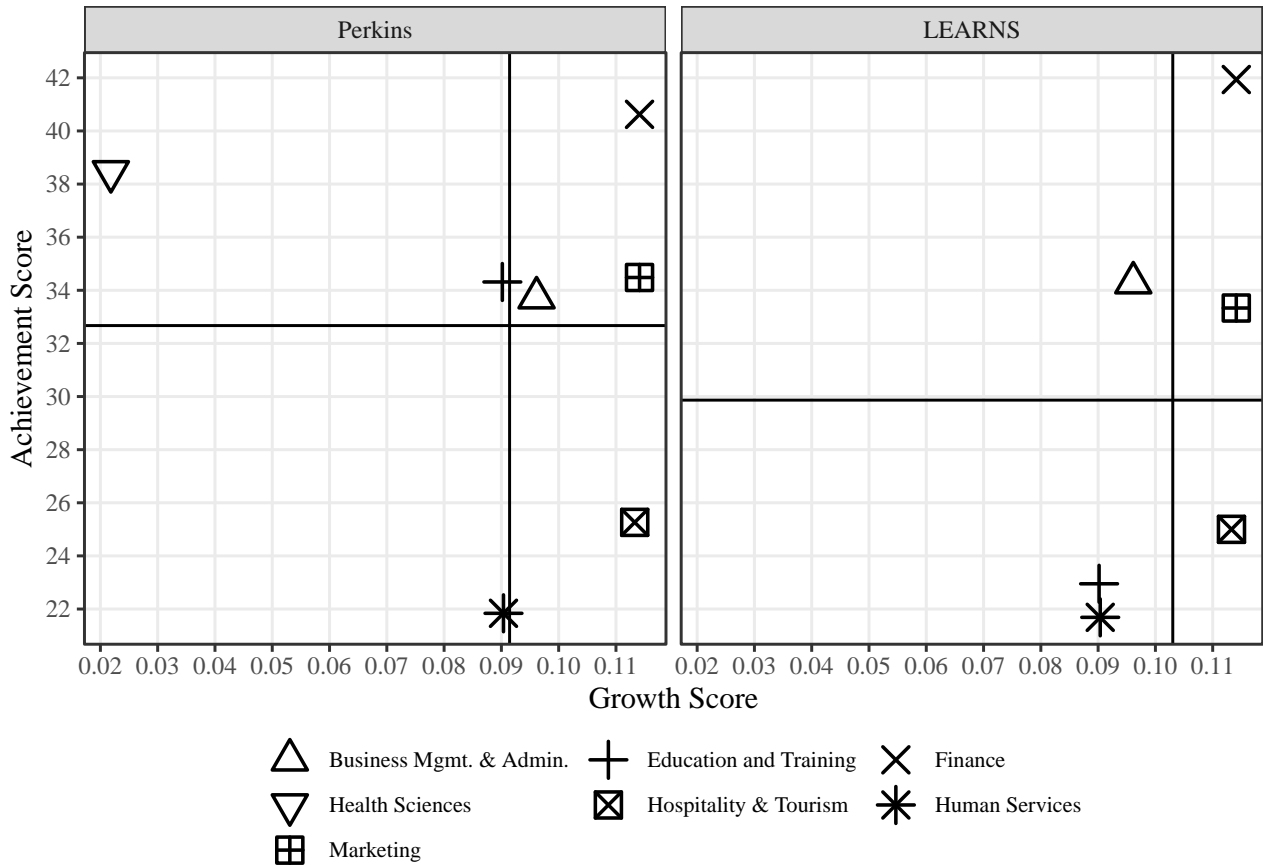


- Economically Disadvantaged
- △ Female
- ◇ Male
- \* Non-traditional
- ⊕ Students with Disabilities

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

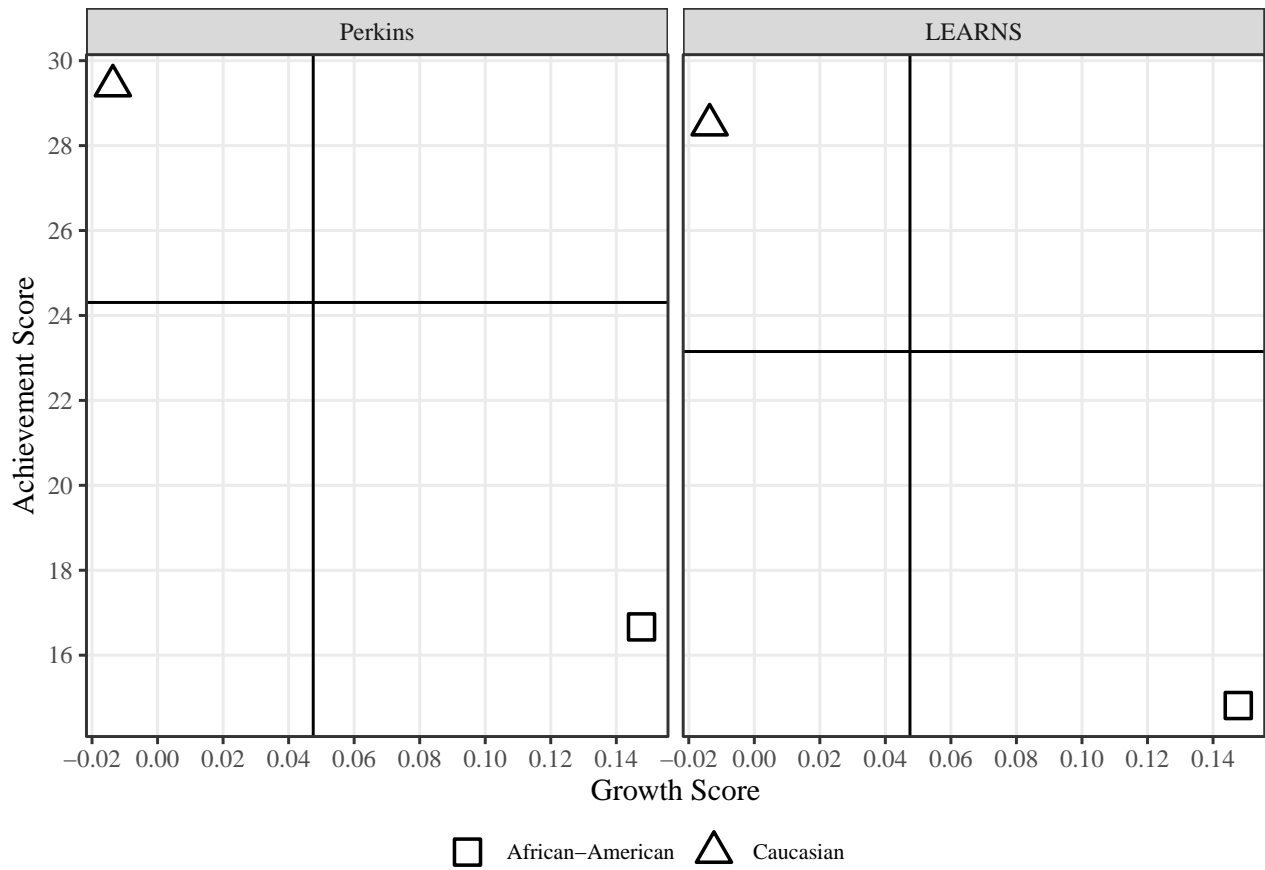
### Achievement x Growth for MATH

Clusters



### Achievement x Growth for MATH

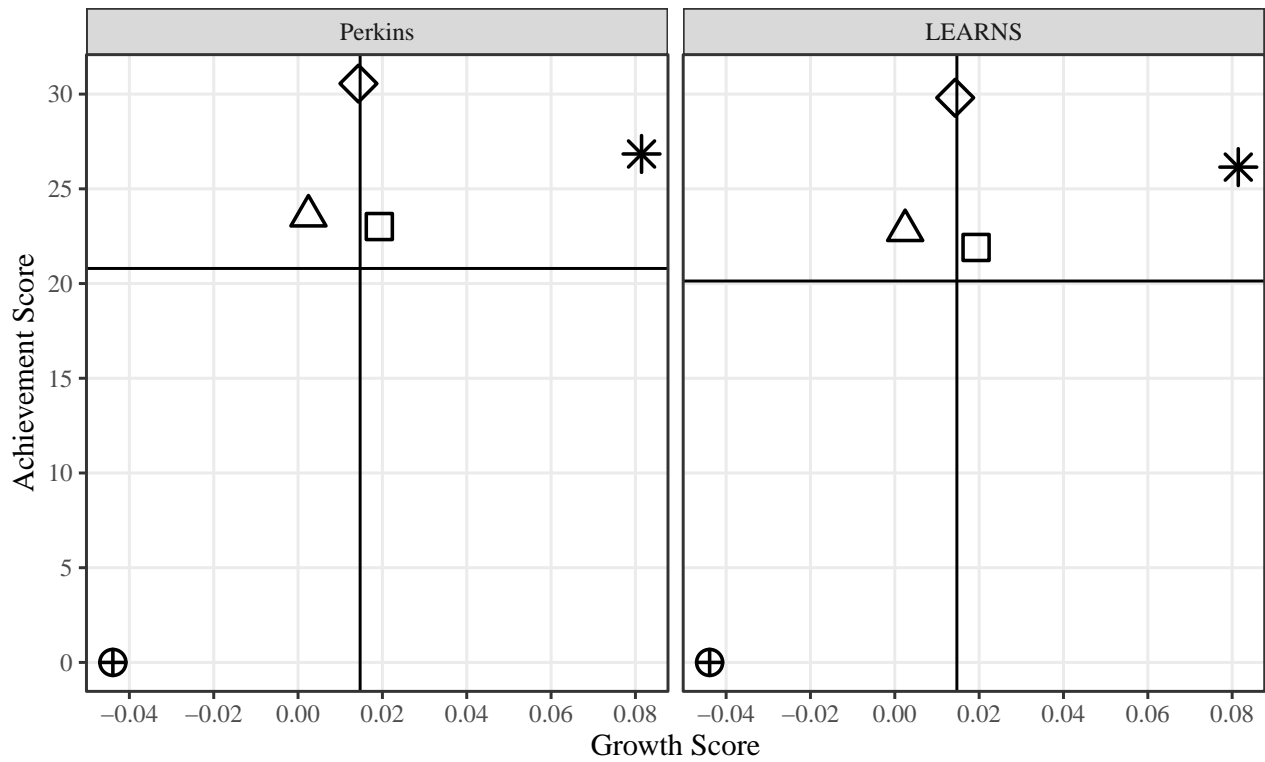
Demographics



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

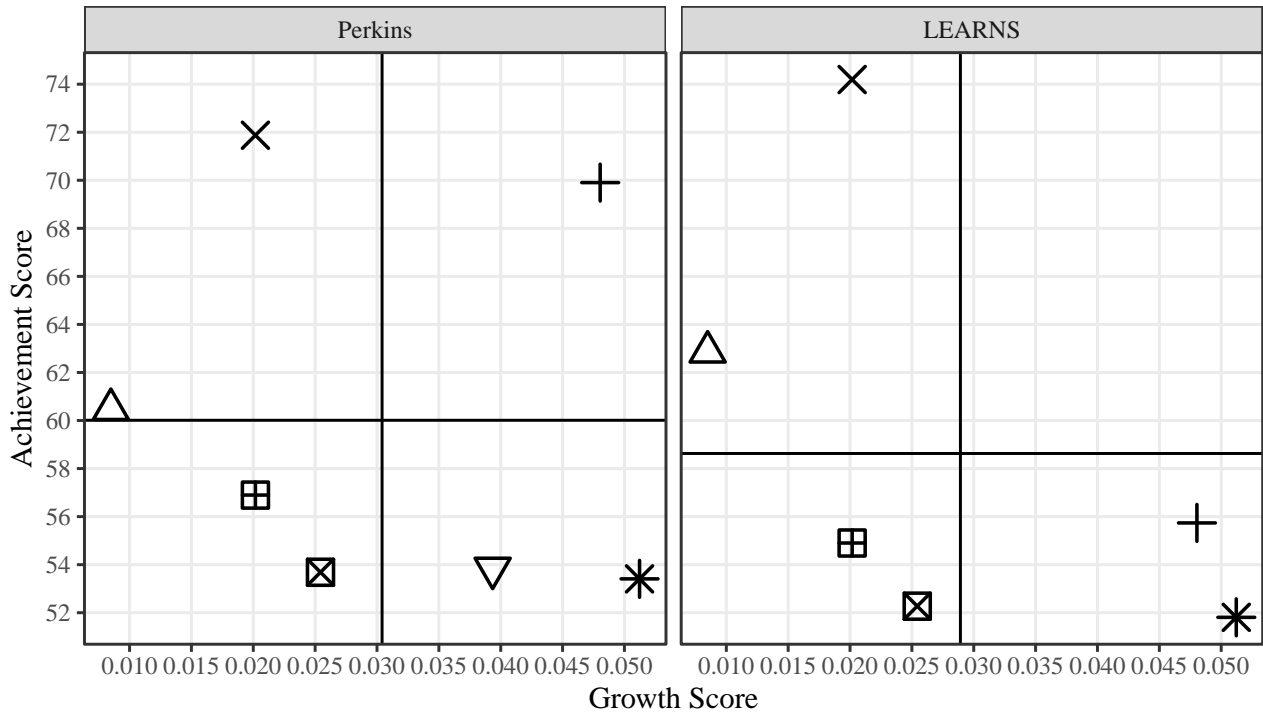


- Economically Disadvantaged
- △ Female
- ◇ Male
- ✱ Non-traditional
- ⊕ Students with Disabilities

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 SCI

Clusters

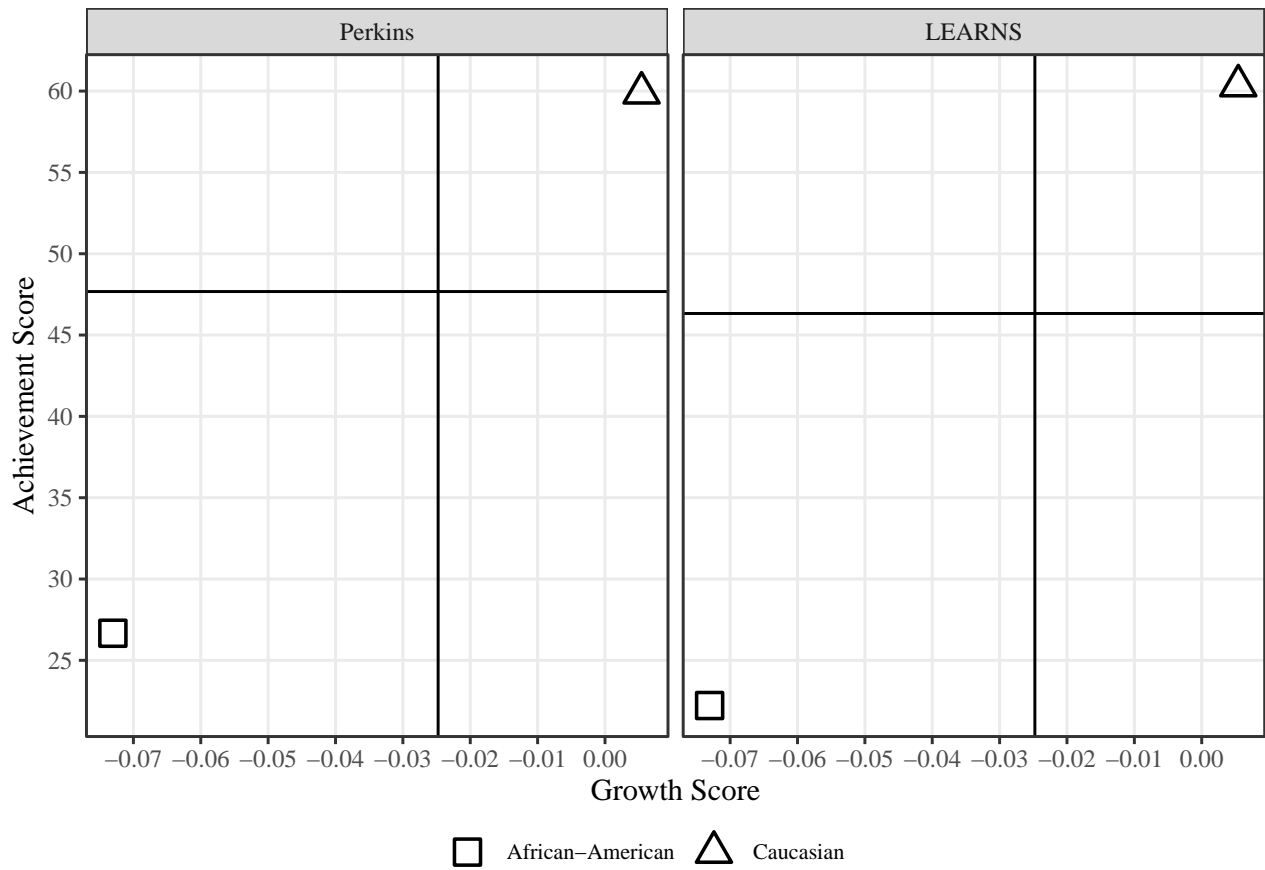


- △ Business Mgmt. & Admin.    + Education and Training    × Finance
- ▽ Health Sciences            ⊠ Hospitality & Tourism    \* Human Services
- ⊞ Marketing

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

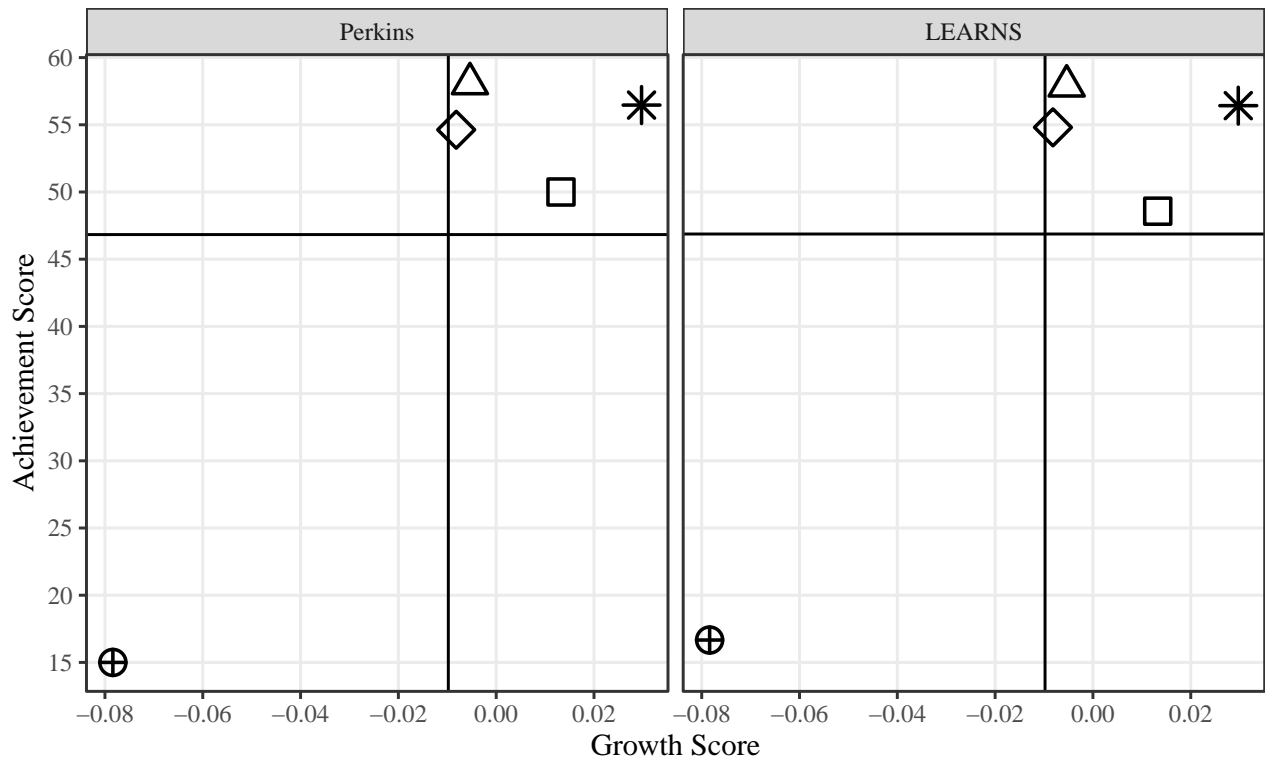
Demographics



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



- 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.

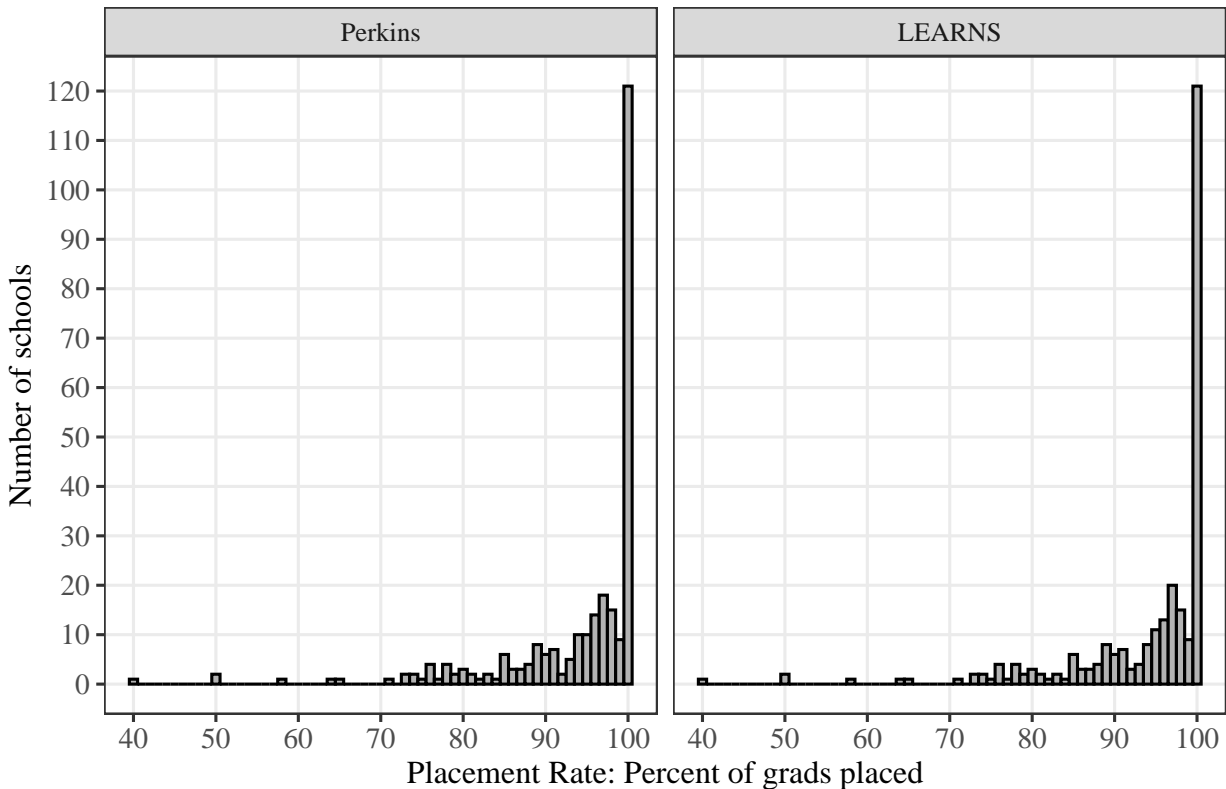
# 6 Post-secondary Placement (3S1)

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)**

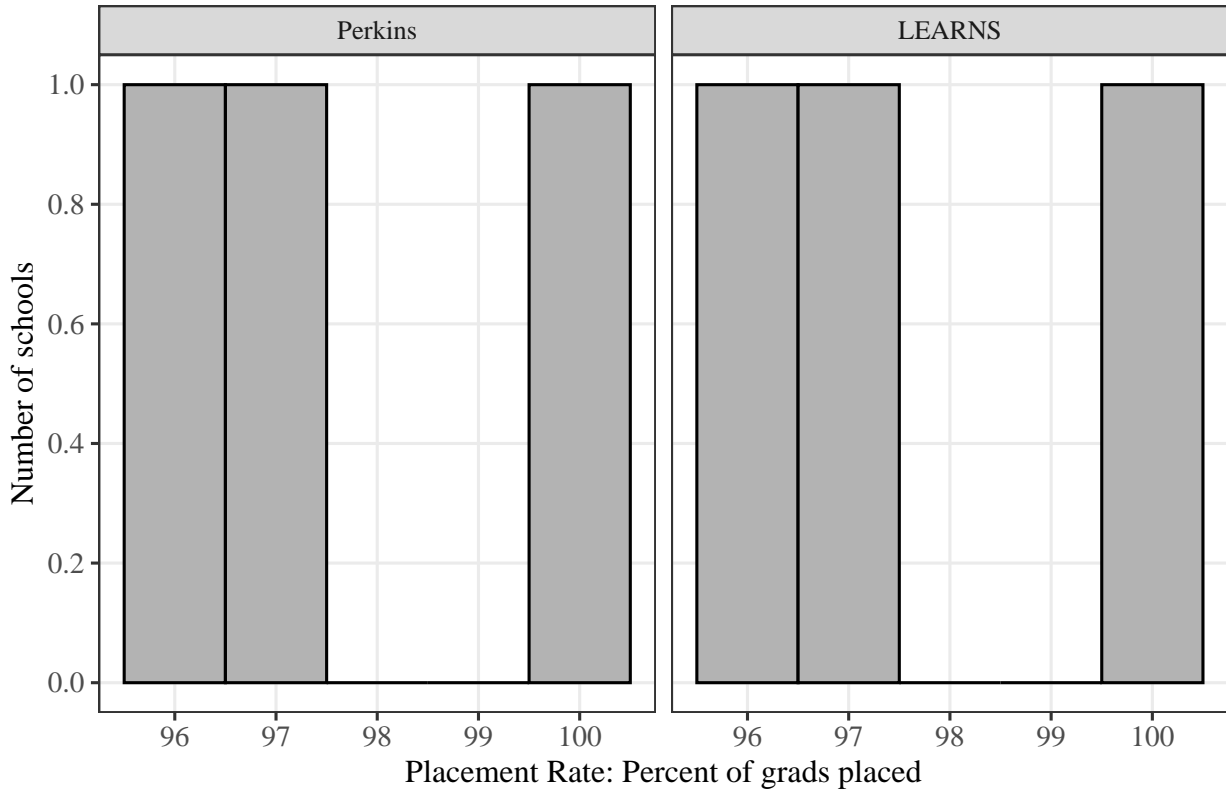


6 Post-secondary Placement (3S1)

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
EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT	85	83	97.6	85	83	97.6

**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%
<b>Gender</b>						
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%
<b>Race</b>						
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%
<b>Special Populations</b>						
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%
<b>Clusters</b>						
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 %	LEARNNS Grads	LEARNNS Placed	LEARNNS %
01 All Students	RV	RV	> 95.00%	RV	RV	> 95.00%
<b>Gender</b>						
02 Male	RV	RV	> 95.00%	RV	RV	> 95.00%
03 Female	RV	RV	> 95.00%	RV	RV	> 95.00%
<b>Race</b>						
04 Native American	—	—	—	—	—	—
05 Asian	—	—	—	—	—	—
06 African-American	RV	RV	94.7%	RV	RV	94.7%
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
<b>Special Populations</b>						
11 Students with Disabilities	N<10	n<10	N<10	N<10	n<10	N<10
12 Economically Disadvantaged	RV	RV	94.3%	RV	RV	94.3%
13 Non-traditional	RV	RV	> 95.00%	RV	RV	> 95.00%
14 Single Parent	—	—	—	—	—	—
15 English Learner	—	—	—	—	—	—
16 Homeless	—	—	—	—	—	—
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	—	—	—	—	—	—
19 Migrant	N<10	n<10	N<10	N<10	n<10	N<10
<b>Clusters</b>						
20 All Clusters	383	RV	> 95.00%	383	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%	RV	RV	> 95.00%
27 Human Services	RV	RV	> 95.00%	RV	RV	> 95.00%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	RV	RV	> 95.00%	RV	RV	> 95.00%
30 STEM	—	—	—	—	—	—
31 Arts, A/V, Technology & Communications	—	—	—	—	—	—
32 Government and Public Administration	—	—	—	—	—	—
33 Law, Public Safety, Corrections, & Security	—	—	—	—	—	—
34 Information Technology	N<10	n<10	N<10	N<10	n<10	N<10
35 Manufacturing	—	—	—	—	—	—
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
<b>Gender</b>				
02 Male	11,160	3,868	6,396	10,264
03 Female	10,315	4,003	5,712	9,715
<b>Race</b>				
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
<b>Special Populations</b>				
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
<b>Clusters</b>				
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
<b>Gender</b>				
02 Male	11,152	3,863	6,396	10,259
03 Female	10,304	3,995	5,712	9,707
<b>Race</b>				
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
<b>Special Populations</b>				
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
<b>Clusters</b>				
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	85	n<10	n<10	83
<b>Gender</b>				
02 Male	32	n<10	n<10	31
03 Female	53	n<10	n<10	52
<b>Race</b>				
04 Native American	0	0	0	0
05 Asian	0	0	0	0
06 African-American	19	n<10	n<10	18
07 Hispanic	N<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0
09 Caucasian	62	n<10	n<10	61
10 Two or More	N<10	n<10	n<10	n<10
<b>Special Populations</b>				
11 Students with Disabilities	N<10	n<10	n<10	n<10
12 Economically Disadvantaged	35	n<10	n<10	33
13 Non-traditional	85	n<10	n<10	83
14 Single Parent	0	0	0	0
15 English Learner	0	0	0	0
16 Homeless	0	0	0	0
17 Foster Care	0	0	0	0
18 Military Dependent	0	0	0	0
19 Migrant	N<10	n<10	n<10	n<10
<b>Clusters</b>				
20 All Clusters	383	207	172	379
21 Agriculture, Food, & Natural Resources	76	12	63	75
22 Business Management & Administration	48	28	20	48
23 Finance	23	n<10	n<10	23
24 Hospitality & Tourism	59	35	23	58
25 Marketing	41	26	15	41
26 Education and Training	34	23	10	33
27 Human Services	44	23	20	43
28 Architecture and Construction	0	0	0	0
29 Health Sciences	19	n<10	n<10	19
30 STEM	0	0	0	0
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	0	0	0	0
34 Information Technology	N<10	n<10	n<10	n<10
35 Manufacturing	0	0	0	0
36 Transportation, Distribution, & Logistics	38	28	10	38

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

Group	Grads	Distinct Concentrators	Completers	Grads Placed
01 All Students	85	n<10	n<10	83
<b>Gender</b>				
02 Male	32	n<10	n<10	31
03 Female	53	n<10	n<10	52
<b>Race</b>				
04 Native American	0	0	0	0
05 Asian	0	0	0	0
06 African-American	19	n<10	n<10	18
07 Hispanic	N<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0
09 Caucasian	62	n<10	n<10	61
10 Two or More	N<10	n<10	n<10	n<10
<b>Special Populations</b>				
11 Students with Disabilities	N<10	n<10	n<10	n<10
12 Economically Disadvantaged	35	n<10	n<10	33
13 Non-traditional	85	n<10	n<10	83
14 Single Parent	0	0	0	0
15 English Learner	0	0	0	0
16 Homeless	0	0	0	0
17 Foster Care	0	0	0	0
18 Military Dependent	0	0	0	0
19 Migrant	N<10	n<10	n<10	n<10
<b>Clusters</b>				
20 All Clusters	383	207	172	379
21 Agriculture, Food, & Natural Resources	76	12	63	75
22 Business Management & Administration	48	28	20	48
23 Finance	23	n<10	n<10	23
24 Hospitality & Tourism	59	35	23	58
25 Marketing	41	26	15	41
26 Education and Training	34	23	10	33
27 Human Services	44	23	20	43
28 Architecture and Construction	0	0	0	0
29 Health Sciences	19	n<10	n<10	19
30 STEM	0	0	0	0
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	0	0	0	0
34 Information Technology	N<10	n<10	n<10	n<10
35 Manufacturing	0	0	0	0
36 Transportation, Distribution, & Logistics	38	28	10	38

# 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)

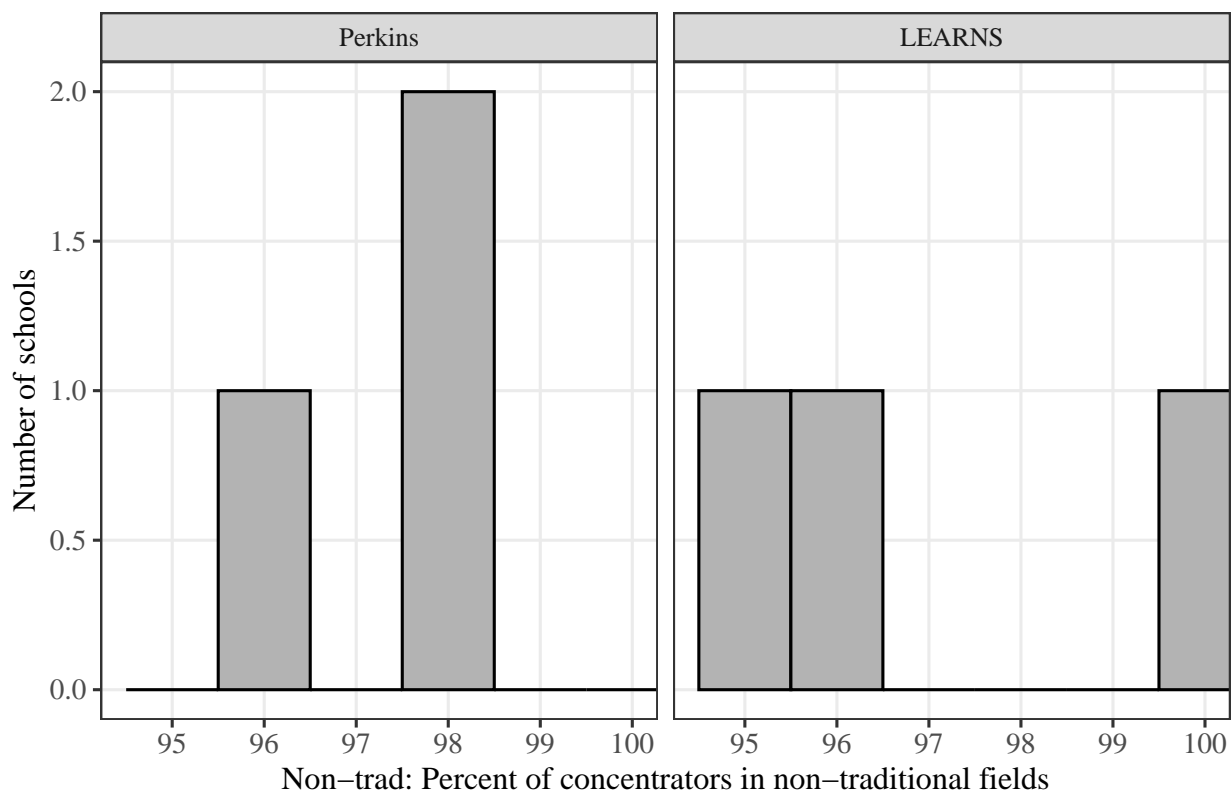


7 Non-traditional Gender (4S1)

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
EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT	232	226	97.4	218	211	96.8

**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%
<b>Gender</b>						
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%
<b>Race</b>						
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%
<b>Special Populations</b>						
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%
<b>Clusters</b>						
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	232	RV	> 95.00%	218	RV	> 95.00%
<b>Gender</b>						
02 Male	RV	RV	> 95.00%	RV	RV	> 95.00%
03 Female	RV	RV	> 95.00%	RV	RV	> 95.00%
<b>Race</b>						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	—	—	—	—	—	—
06 African-American	RV	RV	93.3%	RV	RV	> 95.00%
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
<b>Special Populations</b>						
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	232	RV	> 95.00%	218	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	N<10	n<10	N<10	N<10	n<10	N<10
18 Military Dependent	—	—	—	—	—	—
19 Migrant	—	—	—	—	—	—
<b>Clusters</b>						
20 All Clusters	1,094	463	42.3%	935	399	42.7%
21 Agriculture, Food, & Natural Resources	205	167	81.5%	186	157	84.4%
22 Business Management & Administration	—	—	—	—	—	—
23 Finance	144	32	22.2%	123	31	25.2%
24 Hospitality & Tourism	134	52	38.8%	122	51	41.8%
25 Marketing	—	—	—	—	—	—
26 Education and Training	159	103	64.8%	124	61	49.2%
27 Human Services	132	48	36.4%	121	47	38.8%
28 Architecture and Construction	RV	RV	< 5.00%	RV	RV	< 5.00%
29 Health Sciences	RV	RV	7.1%	RV	RV	7.7%
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	—	—	—	—	—	—
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	156	58	37.2%	130	51	39.2%

## 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
<b>Gender</b>					
02 Male	29,411	34,984	17,831	9,181	27,012
03 Female	28,077	34,128	18,159	6,103	24,262
<b>Race</b>					
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
<b>Special Populations</b>					
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
<b>Clusters</b>					
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
<b>Gender</b>					
02 Male	25,521	37,267	14,022	9,181	23,203
03 Female	23,810	36,239	14,106	6,103	20,209
<b>Race</b>					
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
<b>Special Populations</b>					
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
<b>Clusters</b>					
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	232	120	127	99	226
<b>Gender</b>					
02 Male	108	63	53	51	104
03 Female	124	57	74	48	122
<b>Race</b>					
04 Native American	N<10	n<10	n<10	n<10	n<10
05 Asian	0	n<10	n<10	0	0
06 African-American	30	19	18	10	28
07 Hispanic	N<10	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0
09 Caucasian	187	97	100	83	183
10 Two or More	N<10	n<10	n<10	n<10	n<10
<b>Special Populations</b>					
11 Students with Disabilities	20	14	n<10	n<10	20
12 Economically Disadvantaged	114	67	68	42	110
13 Non-traditional	232	120	127	99	226
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	N<10	n<10	n<10	n<10	n<10
18 Military Dependent	0	0	0	0	0
19 Migrant	0	0	0	0	0
<b>Clusters</b>					
20 All Clusters	1,094	959	347	116	463
21 Agriculture, Food, & Natural Resources	205	99	89	78	167
22 Business Management & Administration	0	0	0	0	0
23 Finance	144	154	n<10	n<10	32
24 Hospitality & Tourism	134	126	42	10	52
25 Marketing	0	0	0	0	0
26 Education and Training	159	106	88	15	103
27 Human Services	132	128	n<10	n<10	48
28 Architecture and Construction	23	25	0	0	0
29 Health Sciences	28	27	n<10	0	n<10
30 STEM	N<10	n<10	n<10	n<10	n<10
31 Arts, A/V, Technology & Communications	0	0	0	0	0
32 Government and Public Administration	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	0	0	0	0	0
34 Information Technology	104	145	n<10	0	n<10
35 Manufacturing	N<10	n<10	n<10	n<10	n<10
36 Transportation, Distribution, & Logistics	156	140	n<10	n<10	58

## 7 Non-traditional Gender (4S1)

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

Group	Total	Participants	Distinct Concentrators	Completers	Non-trad
01 All Students	218	132	112	99	211
<b>Gender</b>					
02 Male	104	66	48	51	99
03 Female	114	66	64	48	112
<b>Race</b>					
04 Native American	N<10	n<10	n<10	n<10	n<10
05 Asian	0	n<10	n<10	0	0
06 African-American	27	20	16	10	26
07 Hispanic	N<10	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0
09 Caucasian	179	105	90	83	173
10 Two or More	N<10	n<10	n<10	n<10	n<10
<b>Special Populations</b>					
11 Students with Disabilities	18	15	n<10	n<10	18
12 Economically Disadvantaged	105	75	59	42	101
13 Non-traditional	218	132	112	99	211
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	N<10	n<10	n<10	n<10	n<10
18 Military Dependent	0	0	0	0	0
19 Migrant	0	0	0	0	0
<b>Clusters</b>					
20 All Clusters	935	900	283	116	399
21 Agriculture, Food, & Natural Resources	186	91	79	78	157
22 Business Management & Administration	0	0	0	0	0
23 Finance	123	138	n<10	n<10	31
24 Hospitality & Tourism	122	124	41	10	51
25 Marketing	0	0	0	0	0
26 Education and Training	124	117	46	15	61
27 Human Services	121	126	n<10	n<10	47
28 Architecture and Construction	10	10	0	0	0
29 Health Sciences	13	14	n<10	0	n<10
30 STEM	N<10	n<10	n<10	n<10	n<10
31 Arts, A/V, Technology & Communications	0	0	0	0	0
32 Government and Public Administration	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	0	0	0	0	0
34 Information Technology	98	146	0	0	0
35 Manufacturing	N<10	n<10	n<10	n<10	n<10
36 Transportation, Distribution, & Logistics	130	125	n<10	n<10	51

# 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

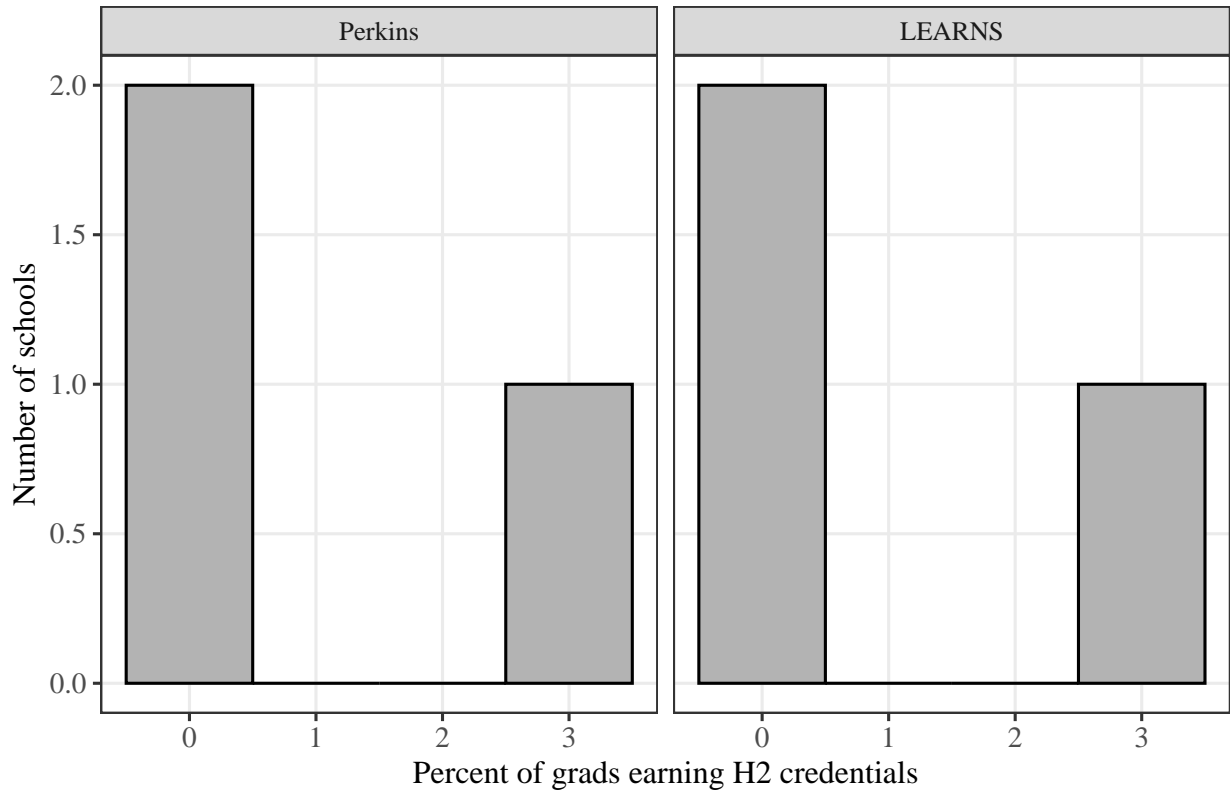
### H2 Credentials Rate Across Schools (Statewide)



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
EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT	85	1	1.2	84	1	1.2

### 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%
<b>Gender</b>						
02 Male	12,363	795	6.4%	11,192	747	6.7%
03 Female	11,984	486	4.1%	10,571	448	4.2%
<b>Race</b>						
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%
<b>Special Populations</b>						
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%
<b>Clusters</b>						
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 %	LEARNNS Grads	LEARNNS H2 Certs	LEARNNS %
01 All Students	RV	RV	< 5.00%	RV	RV	< 5.00%
<b>Gender</b>						
02 Male	RV	RV	< 5.00%	RV	RV	< 5.00%
03 Female	RV	RV	< 5.00%	RV	RV	< 5.00%
<b>Race</b>						
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	N<10	n<10	N<10	N<10	n<10	N<10
<b>Special Populations</b>						
11 Students with Disabilities	RV	RV	< 5.00%	RV	RV	< 5.00%
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	—	—	—	—	—	—
19 Migrant	—	—	—	—	—	—
<b>Clusters</b>						
20 All Clusters	296	RV	< 5.00%	250	RV	< 5.00%
21 Agriculture, Food, & Natural Resources	RV	RV	< 5.00%	RV	RV	< 5.00%
22 Business Management & Administration	RV	RV	< 5.00%	RV	RV	< 5.00%
23 Finance	RV	RV	< 5.00%	RV	RV	< 5.00%
24 Hospitality & Tourism	RV	RV	< 5.00%	RV	RV	< 5.00%
25 Marketing	RV	RV	< 5.00%	RV	RV	< 5.00%
26 Education and Training	RV	RV	< 5.00%	RV	RV	< 5.00%
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	N<10	n<10	N<10	N<10	n<10	N<10
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	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	RV	RV	< 5.00%	RV	RV	< 5.00%

## 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
<b>Gender</b>						
02 Male	12,363	12,363	0	0	284	511
03 Female	11,984	11,984	0	0	181	305
<b>Race</b>						
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
<b>Special Populations</b>						
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
<b>Clusters</b>						
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
<b>Gender</b>						
02 Male	12,363	11,192	n<10	n<10	236	511
03 Female	11,984	10,571	n<10	n<10	143	305
<b>Race</b>						
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
<b>Special Populations</b>						
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
<b>Clusters</b>						
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	85	85	n<10	0	0	n<10
<b>Gender</b>						
02 Male	41	41	n<10	0	0	n<10
03 Female	44	44	0	0	0	0
<b>Race</b>						
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	72	72	n<10	0	0	n<10
10 Two or More	N<10	N<10	0	0	0	0
<b>Special Populations</b>						
11 Students with Disabilities	12	12	0	0	0	0
12 Economically Disadvantaged	46	46	0	0	0	0
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	0	0	0	0	0	0
19 Migrant	0	0	0	0	0	0
<b>Clusters</b>						
20 All Clusters	679	296	0	n<10	0	n<10
21 Agriculture, Food, & Natural Resources	74	60	n<10	0	0	n<10
22 Business Management & Administration	65	31	n<10	n<10	0	0
23 Finance	56	13	n<10	n<10	0	0
24 Hospitality & Tourism	74	47	n<10	n<10	0	0
25 Marketing	53	19	n<10	n<10	0	0
26 Education and Training	71	52	0	0	0	0
27 Human Services	62	43	n<10	n<10	0	0
28 Architecture and Construction	13	0	0	0	0	0
29 Health Sciences	30	N<10	0	0	0	0
30 STEM	N<10	0	0	0	0	0
31 Arts, A/V, Technology & Communications	53	N<10	0	0	0	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	N<10	0	0	0	0
34 Information Technology	65	0	0	0	0	0
35 Manufacturing	N<10	0	0	0	0	0
36 Transportation, Distribution, & Logistics	56	22	n<10	n<10	0	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	85	84	n<10	0	0	n<10
<b>Gender</b>						
02 Male	41	40	n<10	0	0	n<10
03 Female	44	44	0	0	0	0
<b>Race</b>						
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	72	72	n<10	0	0	n<10
10 Two or More	N<10	N<10	0	0	0	0
<b>Special Populations</b>						
11 Students with Disabilities	12	11	0	0	0	0
12 Economically Disadvantaged	46	45	0	0	0	0
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	0	0	0	0	0	0
19 Migrant	0	0	0	0	0	0
<b>Clusters</b>						
20 All Clusters	679	250	n<10	n<10	0	n<10
21 Agriculture, Food, & Natural Resources	74	59	n<10	0	0	n<10
22 Business Management & Administration	65	26	n<10	n<10	0	0
23 Finance	56	12	n<10	n<10	0	0
24 Hospitality & Tourism	74	43	n<10	n<10	0	0
25 Marketing	53	14	n<10	n<10	0	0
26 Education and Training	71	29	0	0	0	0
27 Human Services	62	43	n<10	n<10	0	0
28 Architecture and Construction	13	0	0	0	0	0
29 Health Sciences	30	N<10	0	0	0	0
30 STEM	N<10	0	0	0	0	0
31 Arts, A/V, Technology & Communications	53	N<10	0	0	0	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	N<10	0	0	0	0
34 Information Technology	65	0	n<10	n<10	0	0
35 Manufacturing	N<10	0	0	0	0	0
36 Transportation, Distribution, & Logistics	56	17	n<10	n<10	0	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

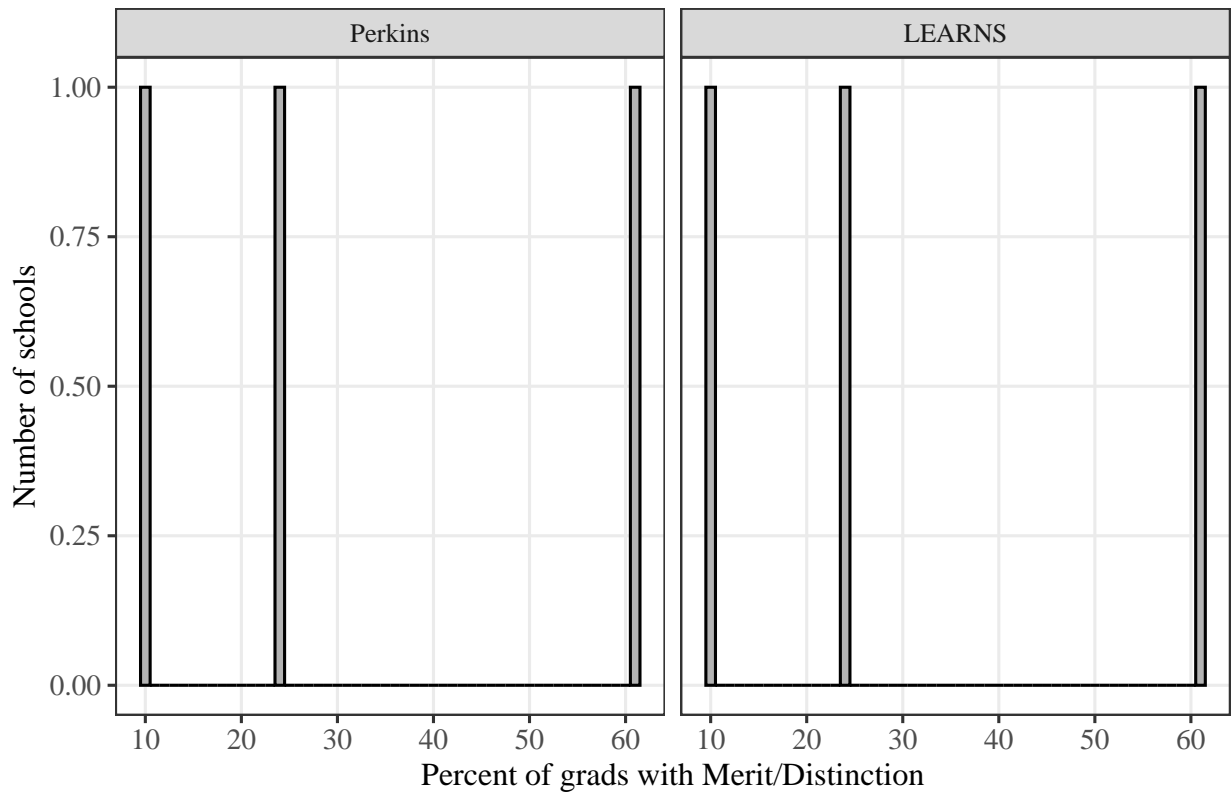
### Completer Grads with Merit/Distinction Across Schools (Statewide)



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
EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT	61	20	32.8	61	20	32.8

### 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%
<b>Gender</b>						
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%
<b>Race</b>						
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%
<b>Special Populations</b>						
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%
<b>Clusters</b>						
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	61	20	32.8%	61	20	32.8%
<b>Gender</b>						
02 Male	RV	RV	19.4%	RV	RV	19.4%
03 Female	30	14	46.7%	30	14	46.7%
<b>Race</b>						
04 Native American	—	—	—	—	—	—
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	52	18	34.6%	52	18	34.6%
10 Two or More	N<10	n<10	N<10	N<10	n<10	N<10
<b>Special Populations</b>						
11 Students with Disabilities	RV	RV	< 5.00%	RV	RV	< 5.00%
12 Economically Disadvantaged	RV	RV	19.4%	RV	RV	19.4%
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	—	—	—	—	—	—
19 Migrant	—	—	—	—	—	—
<b>Clusters</b>						
20 All Clusters	229	33	14.4%	194	33	17.0%
21 Agriculture, Food, & Natural Resources	47	13	27.7%	47	13	27.7%
22 Business Management & Administration	RV	RV	11.1%	RV	RV	13.0%
23 Finance	RV	RV	18.2%	RV	RV	18.2%
24 Hospitality & Tourism	RV	RV	9.1%	RV	RV	10.0%
25 Marketing	RV	RV	11.1%	RV	RV	15.4%
26 Education and Training	RV	RV	13.2%	RV	RV	25.0%
27 Human Services	RV	RV	6.9%	RV	RV	6.9%
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	N<10	n<10	N<10	N<10	n<10	N<10
32 Government and Public Administration	—	—	—	—	—	—
33 Law, Public Safety, Corrections, & Security	N<10	n<10	N<10	—	—	—
34 Information Technology	—	—	—	—	—	—
35 Manufacturing	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	RV	RV	15.0%	RV	RV	18.8%

## 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
<b>Gender</b>		
02 Male	6,662	1,933
03 Female	6,007	1,843
<b>Race</b>		
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
<b>Special Populations</b>		
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
<b>Clusters</b>		
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
<b>Gender</b>		
02 Male	6,662	1,933
03 Female	6,007	1,843
<b>Race</b>		
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
<b>Special Populations</b>		
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
<b>Clusters</b>		
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	61	20
<b>Gender</b>		
02 Male	31	n<10
03 Female	30	14
<b>Race</b>		
04 Native American	0	0
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	52	18
10 Two or More	N<10	n<10
<b>Special Populations</b>		
11 Students with Disabilities	10	0
12 Economically Disadvantaged	31	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	0	0
19 Migrant	0	0
<b>Clusters</b>		
20 All Clusters	229	33
21 Agriculture, Food, & Natural Resources	47	13
22 Business Management & Administration	27	n<10
23 Finance	11	n<10
24 Hospitality & Tourism	33	n<10
25 Marketing	18	n<10
26 Education and Training	38	n<10
27 Human Services	29	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	N<10	n<10
32 Government and Public Administration	0	0
33 Law, Public Safety, Corrections, & Security	N<10	n<10
34 Information Technology	0	0
35 Manufacturing	0	0
36 Transportation, Distribution, & Logistics	20	n<10

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

Group	Completer Grads	Merit/ Dist
01 All Students	61	20
<b>Gender</b>		
02 Male	31	n<10
03 Female	30	14
<b>Race</b>		
04 Native American	0	0
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	52	18
10 Two or More	N<10	n<10
<b>Special Populations</b>		
11 Students with Disabilities	10	0
12 Economically Disadvantaged	31	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	0	0
19 Migrant	0	0
<b>Clusters</b>		
20 All Clusters	194	33
21 Agriculture, Food, & Natural Resources	47	13
22 Business Management & Administration	23	n<10
23 Finance	11	n<10
24 Hospitality & Tourism	30	n<10
25 Marketing	13	n<10
26 Education and Training	20	n<10
27 Human Services	29	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	N<10	n<10
32 Government and Public Administration	0	0
33 Law, Public Safety, Corrections, & Security	0	0
34 Information Technology	0	0
35 Manufacturing	0	0
36 Transportation, Distribution, & Logistics	16	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
<b>BRADLEY HIGH SCHOOL (1408007)</b>			
1S1 ACGR	82.00	> 95.00% (RV / RV)	> 95.00% (RV / RV)
2S1 ELA	53.75	45.6% (26 / 57)	45.3% (24 / 53)
2S2 Math	11.00	26.8% (15 / 56)	24.5% (13 / 53)
2S3 Sci	—	49.1% (28 / 57)	47.2% (25 / 53)
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	23.5% (RV / RV)	23.5% (RV / RV)
<b>EMERSON HIGH SCHOOL (1408002)</b>			
1S1 ACGR	82.00	> 95.00% (RV / RV)	> 95.00% (RV / RV)
2S1 ELA	53.75	49.2% (32 / 65)	49.2% (29 / 59)
2S2 Math	11.00	30.8% (20 / 65)	28.8% (17 / 59)
2S3 Sci	—	53.8% (35 / 65)	54.2% (32 / 59)
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	9.5% (RV / RV)	9.5% (RV / RV)
<b>TAYLOR HIGH SCHOOL (1408019)</b>			
1S1 ACGR	82.00	> 95.00% (RV / RV)	> 95.00% (RV / RV)
2S1 ELA	53.75	55.5% (61 / 110)	54.7% (58 / 106)
2S2 Math	11.00	24.5% (27 / 110)	25.5% (27 / 106)
2S3 Sci	—	61.8% (68 / 110)	62.3% (66 / 106)
3S1 Placement	80.00	> 95.00% (RV / RV)	> 95.00% (RV / RV)

Continued on next page

10 District-level scores (All Students)

Indicator	2025 SDPL	Perkins 2025	LEARNS 2025
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	60.9% (RV / RV)	60.9% (RV / RV)

# 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	—