



2025 DCTE Perkins Performance Reports

CLINTON SCHOOL DISTRICT
(LEA ID: 7102000)

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

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



Table of contents

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

Table of contents

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

1 Report Notes

1.1 Report version

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

1.2 Report purpose

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

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

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

1.3 Important changes

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

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

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

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

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

Here's a concrete example:

Suppose your LEA has 100 total CTE students:

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

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

How this report is different:

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

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

- 30 distinct concentrators
- 15 completers

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

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

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

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

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

1.4 Status Definitions

1.4.1 LEARNS (State) Definitions (after 2024)

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

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

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

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

1.4.2 “Legacy” (before 2025) LEARNS Definitions

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

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

1.4.3 Perkins V (Federal) Definitions

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

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

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

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

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

1.5 Who is included in these reports?

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

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

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

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

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

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

1.6 Table Layouts

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

1.6.1 Summary Tables

Summary tables use the following column structure:

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

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

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

1.6.2 By Status Tables

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

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

Three of the status tables include two reference columns:

ACGR: “Total Expected” and “CTE Expected”

ACAD: “Total Tested” and “CTE Tested”

IRCs: “Total Grads” and “CTE Grads”

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

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

1.7 Data Notes

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

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

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

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

1.8 Data Suppression (Redaction) Explained

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

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

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

1.8.1 Small Groups ($N < 10$)

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

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

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

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

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

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

1.8.3 Larger Groups ($N \geq 200$)

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

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

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

1.8.4 Additional Considerations

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

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

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

1.9 Final data note

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

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

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

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

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

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

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

In summary:

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

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

2 Perkins V Performance Measure Scores at a Glance

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

Indicator	2025 SDPL	Perkins 2025	LEARNs 2025
Arkansas			
1S1 ACGR	82.00	98.4% (24,347 / 24,732)	98.3% (21,763 / 22,129)
2S1 ELA	53.75	44.1% (25,565 / 57,979)	42.7% (21,358 / 49,965)
2S2 Math	11.00	29.5% (17,038 / 57,807)	28.1% (13,985 / 49,844)
2S3 Sci	41.00	46.3% (26,735 / 57,775)	45.0% (22,415 / 49,840)
3S1 Placement	80.00	93.0% (19,979 / 21,475)	93.1% (19,966 / 21,456)
4S1 Non-trad	39.00	89.2% (51,274 / 57,488)	88.0% (43,412 / 49,331)
5S1 Certs	5.00	5.3% (1,281 / 24,347)	5.5% (1,195 / 21,763)
5S4 Merit/Distinction	5.00	29.8% (3,776 / 12,669)	29.8% (3,776 / 12,669)
CLINTON SCHOOL DISTRICT			
1S1 ACGR	82.00	> 95.00% (RV / RV)	> 95.00% (RV / RV)
2S1 ELA	53.75	54.3% (88 / 162)	53.7% (79 / 147)
2S2 Math	11.00	35.8% (58 / 162)	34.7% (51 / 147)
2S3 Sci	41.00	57.4% (93 / 162)	56.5% (83 / 147)
3S1 Placement	80.00	94.6% (RV / RV)	94.6% (RV / RV)
4S1 Non-trad	39.00	93.2% (151 / 162)	92.5% (136 / 147)
5S1 Certs	5.00	< 5.00% (RV / RV)	< 5.00% (RV / RV)
5S4 Merit/Distinction	5.00	32.4% (12 / 37)	32.4% (12 / 37)

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.

Table 3.1: State Enrollment - Perkins Status Definitions

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

Table 3.2: State Enrollment - LEARNS Status Definitions

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

Table 3.3: District Enrollment - Perkins Status Definitions (7102000)

Group	Total n	Non-CTE n	Part. n	Distinct conc. n	Completer n
01 All Students	487	156	169	96	66
Gender					
02 Male	260	82	99	47	32
03 Female	227	74	70	49	34
Race					
04 Native American	N<10	0	0	0	n<10
05 Asian	N<10	n<10	0	n<10	0
06 African-American	N<10	n<10	0	n<10	0
07 Hispanic	38	18	11	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0
09 Caucasian	434	130	157	87	60
10 Two Or More	10	n<10	n<10	n<10	n<10
Special Populations					
11 Students With Disabilities	66	24	23	n<10	n<10
12 Economically Disadvantaged	487	156	169	96	66
13 Non-Traditional	331	0	169	96	66
14 Single Parent	0	0	0	0	0
15 English Learner	17	n<10	n<10	n<10	0
16 Homeless	82	31	28	n<10	n<10
17 Foster Care	0	0	0	0	0
18 Military Dependent	N<10	0	0	n<10	0
19 Migrant	N<10	0	n<10	0	0
Clusters					
20 All Clusters	1,551	0	1,145	232	83
21 Agriculture, Food, & Natural Resources	147	0	71	43	33
22 Business Management & Administration	137	0	108	n<10	n<10
23 Finance	131	0	112	19	0
24 Hospitality & Tourism	214	0	155	44	15
25 Marketing	130	0	111	n<10	n<10
26 Education And Training	141	0	109	n<10	n<10
27 Human Services	121	0	75	20	21
28 Architecture And Construction	15	0	15	0	0
29 Health Sciences	37	0	27	n<10	n<10
30 Stem	10	0	n<10	n<10	0
31 Arts, A/V, Technology & Communications	116	0	116	0	0
32 Government And Public Administration	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	0	0
34 Information Technology	215	0	n<10	n<10	0
35 Manufacturing	N<10	0	n<10	0	0
36 Transportation, Distribution, & Logistics	133	0	113	20	0

Table 3.4: District Enrollment - Perkins LEARNS Definitions (7102000)

Group	Total n	Non-CTE n	Part. n	Distinct conc. n	Completer n
01 All Students	487	161	179	81	66
Gender					
02 Male	260	83	104	41	32
03 Female	227	78	75	40	34
Race					
04 Native American	N<10	0	0	0	n<10
05 Asian	N<10	n<10	0	n<10	0
06 African-American	N<10	n<10	0	n<10	0
07 Hispanic	38	18	11	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0
09 Caucasian	434	135	167	72	60
10 Two Or More	10	n<10	n<10	n<10	n<10
Special Populations					
11 Students With Disabilities	66	25	26	n<10	n<10
12 Economically Disadvantaged	487	161	179	81	66
13 Non-Traditional	331	n<10	179	81	n<10
14 Single Parent	0	0	0	0	0
15 English Learner	17	n<10	n<10	n<10	0
16 Homeless	82	33	30	n<10	n<10
17 Foster Care	0	0	0	0	0
18 Military Dependent	N<10	0	0	n<10	0
19 Migrant	N<10	0	n<10	0	0
Clusters					
20 All Clusters	1,551	173	1,106	189	83
21 Agriculture, Food, & Natural Resources	147	n<10	63	43	n<10
22 Business Management & Administration	137	n<10	105	22	n<10
23 Finance	131	n<10	111	n<10	0
24 Hospitality & Tourism	214	n<10	162	35	n<10
25 Marketing	130	0	111	n<10	n<10
26 Education And Training	141	28	107	n<10	n<10
27 Human Services	121	n<10	75	n<10	21
28 Architecture And Construction	15	n<10	n<10	0	0
29 Health Sciences	37	12	19	n<10	n<10
30 Stem	10	n<10	n<10	0	0
31 Arts, A/V, Technology & Communications	116	n<10	n<10	0	0
32 Government And Public Administration	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	0	0
34 Information Technology	215	n<10	119	n<10	0
35 Manufacturing	N<10	0	n<10	0	0
36 Transportation, Distribution, & Logistics	133	n<10	112	n<10	0

4 Graduation Rate (1S1)

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

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

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

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

4.1 CAR Summary

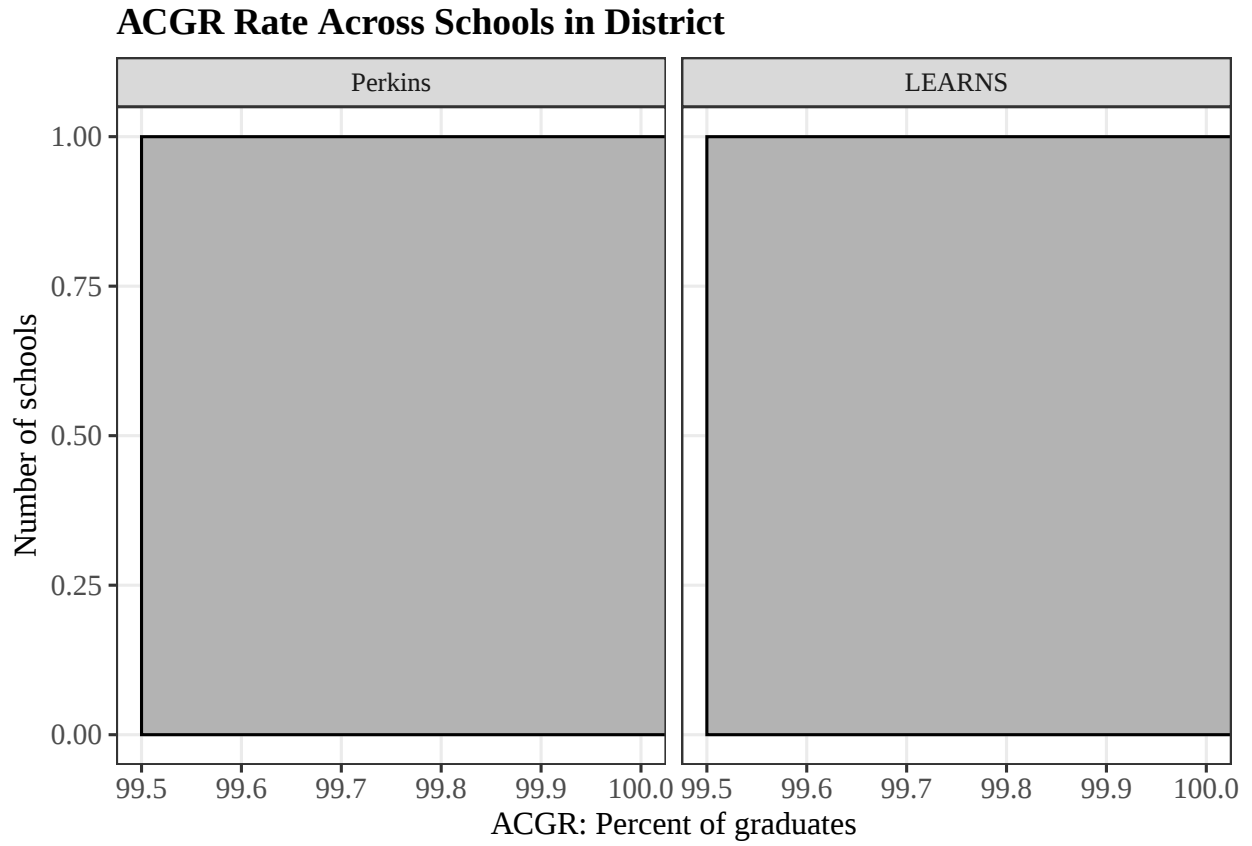
ACGR Rate Across Schools (Statewide)



4 Graduation Rate (1S1)

Table 4.1: ACGR Summary: State and District

LEA	Perkins Expected	Perkins Actual	Perkins %	LEARNS Expected	LEARNS Actual	LEARNS %
Arkansas	24,732	24,347	98.4	22,129	21,763	98.3
CLINTON SCHOOL DISTRICT	66	66	100	56	56	100



4.2 State-level grad rate summary

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

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

4.3 District-level grad rate summary

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

Group	Perkins Expected	Perkins Actual	Perkins %	LEARNs Expected	LEARNs Actual	LEARNs %
01 All Students	RV	RV	> 95.00%	RV	RV	> 95.00%
Gender						
02 Male	RV	RV	> 95.00%	RV	RV	> 95.00%
03 Female	RV	RV	> 95.00%	RV	RV	> 95.00%
Race						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	—	—	—	—	—	—
06 African-American	—	—	—	—	—	—
07 Hispanic	N<10	n<10	N<10	N<10	n<10	N<10
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	RV	RV	> 95.00%	RV	RV	> 95.00%
10 Two or More	N<10	n<10	N<10	N<10	n<10	N<10
Special Populations						
11 Students with Disabilities	RV	RV	> 95.00%	RV	RV	> 95.00%
12 Economically Disadvantaged	RV	RV	> 95.00%	RV	RV	> 95.00%
13 Non-traditional	RV	RV	> 95.00%	RV	RV	> 95.00%
14 Single Parent	—	—	—	—	—	—
15 English Learner	—	—	—	—	—	—
16 Homeless	RV	RV	> 95.00%	N<10	n<10	N<10
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	—	—	—	—	—	—
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	RV	RV	> 95.00%	RV	RV	> 95.00%
21 Agriculture, Food, & Natural Resources	RV	RV	> 95.00%	RV	RV	> 95.00%
22 Business Management & Administration	RV	RV	> 95.00%	RV	RV	> 95.00%
23 Finance	N<10	n<10	N<10	N<10	n<10	N<10
24 Hospitality & Tourism	RV	RV	> 95.00%	RV	RV	> 95.00%
25 Marketing	N<10	n<10	N<10	N<10	n<10	N<10
26 Education and Training	RV	RV	> 95.00%	N<10	n<10	N<10
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	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	N<10	n<10	N<10	N<10	n<10	N<10
35 Manufacturing	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	N<10	n<10	N<10	N<10	n<10	N<10

4.4 State-level grad rate by status

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

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

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

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

4.5 District-level grad rate by status

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

Group	Total Expected	CTE Expected	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	92	66	n<10	n<10	29	37
Gender						
02 Male	48	32	n<10	n<10	17	15
03 Female	44	34	n<10	n<10	12	22
Race						
04 Native American	N<10	N<10	n<10	0	0	n<10
05 Asian	0	0	0	0	0	0
06 African-American	0	0	0	0	0	0
07 Hispanic	N<10	N<10	0	n<10	0	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	86	63	n<10	n<10	29	34
10 Two or More	N<10	N<10	0	n<10	0	n<10
Special Populations						
11 Students with Disabilities	20	13	n<10	n<10	10	n<10
12 Economically Disadvantaged	92	66	n<10	n<10	29	37
13 Non-traditional	88	66	0	22	29	37
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	0	n<10	n<10	0	0
16 Homeless	21	13	n<10	n<10	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
Clusters						
20 All Clusters	618	137	0	427	87	50
21 Agriculture, Food, & Natural Resources	34	24	0	10	11	13
22 Business Management & Administration	70	13	0	57	n<10	n<10
23 Finance	69	N<10	0	n<10	n<10	0
24 Hospitality & Tourism	81	30	0	51	19	11
25 Marketing	69	N<10	0	64	n<10	n<10
26 Education and Training	48	23	0	25	n<10	n<10
27 Human Services	40	20	0	17	n<10	n<10
28 Architecture and Construction	N<10	0	n<10	n<10	0	0
29 Health Sciences	24	N<10	0	17	n<10	n<10
30 STEM	N<10	N<10	0	n<10	n<10	0
31 Arts, A/V, Technology & Communications	35	0	0	35	0	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	n<10	0	0
34 Information Technology	70	N<10	0	n<10	n<10	0
35 Manufacturing	0	0	0	0	0	0
36 Transportation, Distribution, & Logistics	69	N<10	0	n<10	n<10	0

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

Group	Total Expected	CTE Expected	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	92	56	n<10	31	n<10	37
Gender						
02 Male	48	28	n<10	18	n<10	15
03 Female	44	28	n<10	13	n<10	22
Race						
04 Native American	N<10	N<10	n<10	0	0	n<10
05 Asian	0	0	0	0	0	0
06 African-American	0	0	0	0	0	0
07 Hispanic	N<10	N<10	0	n<10	0	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	86	53	n<10	28	n<10	34
10 Two or More	N<10	N<10	0	n<10	0	n<10
Special Populations						
11 Students with Disabilities	20	10	n<10	n<10	n<10	n<10
12 Economically Disadvantaged	92	56	n<10	31	n<10	37
13 Non-traditional	88	56	n<10	31	n<10	37
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	0	n<10	n<10	0	0
16 Homeless	21	N<10	n<10	n<10	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
Clusters						
20 All Clusters	618	106	82	430	56	50
21 Agriculture, Food, & Natural Resources	34	24	n<10	n<10	11	13
22 Business Management & Administration	70	12	0	58	n<10	n<10
23 Finance	69	N<10	0	n<10	n<10	0
24 Hospitality & Tourism	81	22	n<10	58	n<10	11
25 Marketing	69	N<10	0	64	n<10	n<10
26 Education and Training	48	N<10	13	30	n<10	n<10
27 Human Services	40	19	n<10	18	n<10	16
28 Architecture and Construction	N<10	0	n<10	n<10	0	0
29 Health Sciences	24	N<10	n<10	13	n<10	n<10
30 STEM	N<10	0	n<10	n<10	0	0
31 Arts, A/V, Technology & Communications	35	0	0	35	0	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	n<10	0	0
34 Information Technology	70	N<10	52	n<10	n<10	0
35 Manufacturing	0	0	0	0	0	0
36 Transportation, Distribution, & Logistics	69	N<10	0	n<10	n<10	0

5 Academic Performance (2S1 - 2S3)

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

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

Assessments included:

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

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

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

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

5.1 CAR Summary

Academic Proficiency Across Schools (Statewide)

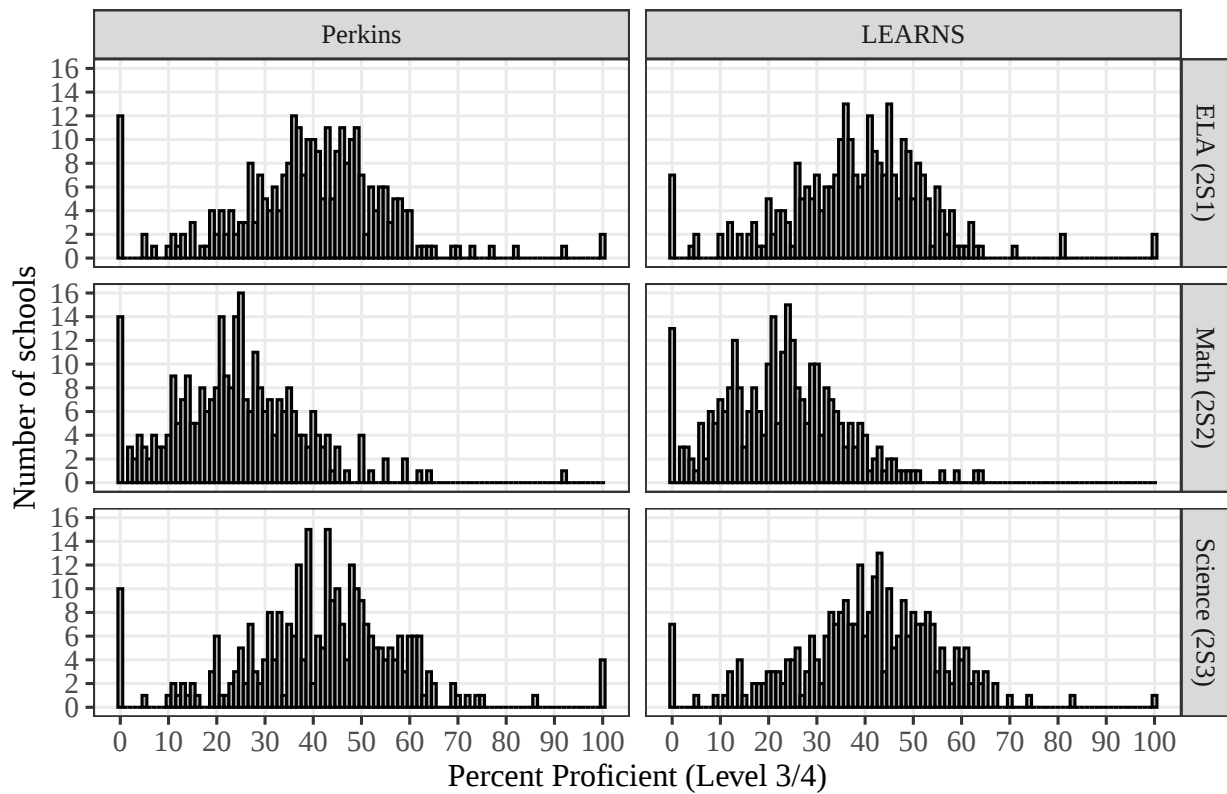


Table 5.1: Academic Proficiency Summary: State and District — ELA (2S1)

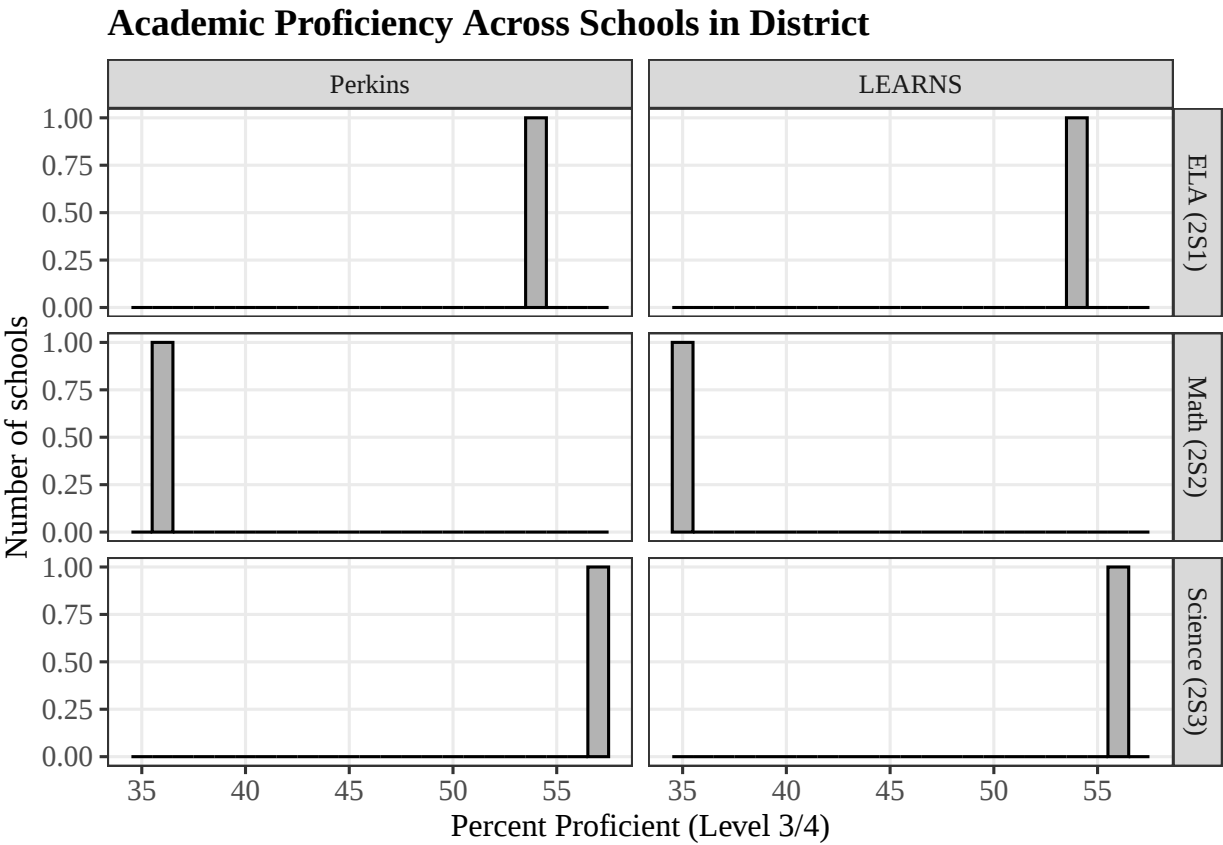
LEA	Perkins Tested	Perkins Proficient	Perkins %	LEARNS Tested	LEARNS Proficient	LEARNS %
Arkansas	57,979	25,565	44.1	49,965	21,358	42.7
CLINTON SCHOOL DISTRICT	162	88	54.3	147	79	53.7

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
CLINTON SCHOOL DISTRICT	162	58	35.8	147	51	34.7

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
CLINTON SCHOOL DISTRICT	162	93	57.4	147	83	56.5



5.2 State-level academics summary

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

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

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

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

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

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

5.3 District-level academics summary

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

Group	Perkins Tested	Perkins Proficient	Perkins %	LEARNS Tested	LEARNS Proficient	LEARNS %
01 All Students	162	88	54.3%	147	79	53.7%
Gender						
02 Male	79	40	50.6%	73	37	50.7%
03 Female	83	48	57.8%	74	42	56.8%
Race						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	N<10	n<10	N<10	N<10	n<10	N<10
06 African-American	N<10	n<10	N<10	N<10	n<10	N<10
07 Hispanic	N<10	n<10	N<10	N<10	n<10	N<10
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	147	82	55.8%	132	73	55.3%
10 Two or More	N<10	n<10	N<10	N<10	n<10	N<10
Special Populations						
11 Students with Disabilities	RV	RV	5.3%	RV	RV	6.7%
12 Economically Disadvantaged	162	88	54.3%	147	79	53.7%
13 Non-traditional	162	88	54.3%	147	79	53.7%
14 Single Parent	—	—	—	—	—	—
15 English Learner	N<10	n<10	N<10	N<10	n<10	N<10
16 Homeless	RV	RV	26.1%	RV	RV	31.6%
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	N<10	n<10	N<10	N<10	n<10	N<10
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	315	193	61.3%	272	159	58.5%
21 Agriculture, Food, & Natural Resources	76	32	42.1%	76	32	42.1%
22 Business Management & Administration	RV	RV	72.4%	RV	RV	70.4%
23 Finance	RV	RV	68.4%	RV	RV	68.4%
24 Hospitality & Tourism	59	35	59.3%	50	32	64.0%
25 Marketing	RV	RV	68.4%	RV	RV	68.4%
26 Education and Training	RV	RV	87.5%	N<10	n<10	N<10
27 Human Services	41	23	56.1%	40	23	57.5%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	RV	RV	60.0%	N<10	n<10	N<10
30 STEM	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	N<10	n<10	N<10	N<10	n<10	N<10
35 Manufacturing	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	RV	RV	70.0%	RV	RV	70.0%

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

Group	Perkins Tested	Perkins Proficient	Perkins %	LEARNS Tested	LEARNS Proficient	LEARNS %
01 All Students	162	58	35.8%	147	51	34.7%
Gender						
02 Male	79	25	31.6%	73	22	30.1%
03 Female	83	33	39.8%	74	29	39.2%
Race						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	N<10	n<10	N<10	N<10	n<10	N<10
06 African-American	N<10	n<10	N<10	N<10	n<10	N<10
07 Hispanic	N<10	n<10	N<10	N<10	n<10	N<10
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	147	52	35.4%	132	45	34.1%
10 Two or More	N<10	n<10	N<10	N<10	n<10	N<10
Special Populations						
11 Students with Disabilities	RV	RV	10.5%	RV	RV	13.3%
12 Economically Disadvantaged	162	58	35.8%	147	51	34.7%
13 Non-traditional	162	58	35.8%	147	51	34.7%
14 Single Parent	—	—	—	—	—	—
15 English Learner	N<10	n<10	N<10	N<10	n<10	N<10
16 Homeless	RV	RV	21.7%	RV	RV	26.3%
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	N<10	n<10	N<10	N<10	n<10	N<10
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	315	122	38.7%	272	101	37.1%
21 Agriculture, Food, & Natural Resources	76	20	26.3%	76	20	26.3%
22 Business Management & Administration	29	13	44.8%	27	13	48.1%
23 Finance	RV	RV	42.1%	RV	RV	42.1%
24 Hospitality & Tourism	59	23	39.0%	50	21	42.0%
25 Marketing	RV	RV	42.1%	RV	RV	42.1%
26 Education and Training	32	19	59.4%	N<10	n<10	N<10
27 Human Services	41	15	36.6%	40	15	37.5%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	RV	RV	40.0%	N<10	n<10	N<10
30 STEM	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	N<10	n<10	N<10	N<10	n<10	N<10
35 Manufacturing	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	RV	RV	40.0%	RV	RV	40.0%

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

Group	Perkins Tested	Perkins Proficient	Perkins %	LEARNS Tested	LEARNS Proficient	LEARNS %
01 All Students	162	93	57.4%	147	83	56.5%
Gender						
02 Male	79	46	58.2%	73	43	58.9%
03 Female	83	47	56.6%	74	40	54.1%
Race						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	N<10	n<10	N<10	N<10	n<10	N<10
06 African-American	N<10	n<10	N<10	N<10	n<10	N<10
07 Hispanic	N<10	n<10	N<10	N<10	n<10	N<10
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	147	89	60.5%	132	79	59.8%
10 Two or More	N<10	n<10	N<10	N<10	n<10	N<10
Special Populations						
11 Students with Disabilities	RV	RV	10.5%	RV	RV	13.3%
12 Economically Disadvantaged	162	93	57.4%	147	83	56.5%
13 Non-traditional	162	93	57.4%	147	83	56.5%
14 Single Parent	—	—	—	—	—	—
15 English Learner	N<10	n<10	N<10	N<10	n<10	N<10
16 Homeless	RV	RV	30.4%	RV	RV	36.8%
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	N<10	n<10	N<10	N<10	n<10	N<10
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	315	197	62.5%	272	164	60.3%
21 Agriculture, Food, & Natural Resources	76	39	51.3%	76	39	51.3%
22 Business Management & Administration	RV	RV	72.4%	RV	RV	70.4%
23 Finance	RV	RV	68.4%	RV	RV	68.4%
24 Hospitality & Tourism	59	35	59.3%	50	33	66.0%
25 Marketing	RV	RV	73.7%	RV	RV	73.7%
26 Education and Training	RV	RV	87.5%	N<10	n<10	N<10
27 Human Services	41	20	48.8%	40	20	50.0%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	RV	RV	60.0%	N<10	n<10	N<10
30 STEM	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	N<10	n<10	N<10	N<10	n<10	N<10
35 Manufacturing	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	RV	RV	65.0%	RV	RV	65.0%

5.4 State-level academics by status

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

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

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

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

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

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

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

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

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

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

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

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

5.5 District-level academics by status

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

Group	Total Tested	CTE Tested	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	373	162	16	80	53	35
Gender						
02 Male	200	79	n<10	41	22	n<10
03 Female	173	83	12	39	31	17
Race						
04 Native American	N<10	N<10	0	0	0	0
05 Asian	N<10	N<10	n<10	n<10	0	0
06 African-American	N<10	N<10	n<10	0	n<10	0
07 Hispanic	24	N<10	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	339	147	12	76	48	34
10 Two or More	N<10	N<10	n<10	n<10	0	0
Special Populations						
11 Students with Disabilities	52	19	0	n<10	n<10	0
12 Economically Disadvantaged	373	162	16	80	53	35
13 Non-traditional	331	162	0	80	53	35
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	N<10	0	0	0	0
16 Homeless	65	23	n<10	11	n<10	n<10
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	N<10	N<10	n<10	0	n<10	0
19 Migrant	N<10	0	0	0	0	0
Clusters						
20 All Clusters	1,551	315	0	624	149	44
21 Agriculture, Food, & Natural Resources	147	76	0	30	17	15
22 Business Management & Administration	137	29	0	64	n<10	n<10
23 Finance	131	19	0	68	13	0
24 Hospitality & Tourism	214	59	0	82	n<10	n<10
25 Marketing	130	19	0	68	n<10	n<10
26 Education and Training	141	32	0	52	28	0
27 Human Services	121	41	0	34	11	12
28 Architecture and Construction	15	0	n<10	n<10	0	0
29 Health Sciences	37	10	0	15	n<10	n<10
30 STEM	10	N<10	0	n<10	n<10	0
31 Arts, A/V, Technology & Communications	116	0	0	58	0	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	n<10	0	0
34 Information Technology	215	N<10	0	n<10	n<10	0
35 Manufacturing	N<10	0	0	0	0	0
36 Transportation, Distribution, & Logistics	133	20	0	67	14	0

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

Group	Total Tested	CTE Tested	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	371	162	n<10	57	34	n<10
Gender						
02 Male	198	79	n<10	28	13	n<10
03 Female	173	83	n<10	29	21	n<10
Race						
04 Native American	N<10	N<10	0	0	0	0
05 Asian	N<10	N<10	n<10	n<10	0	0
06 African-American	N<10	N<10	n<10	0	n<10	0
07 Hispanic	24	N<10	0	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	337	147	n<10	55	30	n<10
10 Two or More	N<10	N<10	0	0	0	0
Special Populations						
11 Students with Disabilities	52	19	0	n<10	n<10	0
12 Economically Disadvantaged	371	162	n<10	57	34	n<10
13 Non-traditional	329	162	0	57	34	24
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	N<10	0	0	0	0
16 Homeless	65	23	n<10	n<10	n<10	n<10
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	N<10	N<10	n<10	0	n<10	0
19 Migrant	N<10	0	0	0	0	0
Clusters						
20 All Clusters	1,544	315	0	427	93	29
21 Agriculture, Food, & Natural Resources	147	76	0	25	n<10	n<10
22 Business Management & Administration	136	29	0	44	n<10	n<10
23 Finance	130	19	0	n<10	n<10	0
24 Hospitality & Tourism	213	59	0	56	n<10	n<10
25 Marketing	129	19	0	47	n<10	n<10
26 Education and Training	141	32	0	38	19	0
27 Human Services	121	41	0	23	n<10	n<10
28 Architecture and Construction	15	0	n<10	n<10	0	0
29 Health Sciences	37	10	0	n<10	n<10	n<10
30 STEM	10	N<10	0	n<10	n<10	0
31 Arts, A/V, Technology & Communications	116	0	0	37	0	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	n<10	0	0
34 Information Technology	213	N<10	0	n<10	n<10	0
35 Manufacturing	N<10	0	0	0	0	0
36 Transportation, Distribution, & Logistics	132	20	0	n<10	n<10	0

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

Group	Total Tested	CTE Tested	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	367	162	15	92	53	40
Gender						
02 Male	196	79	n<10	50	24	n<10
03 Female	171	83	n<10	42	29	n<10
Race						
04 Native American	N<10	N<10	0	0	0	0
05 Asian	N<10	N<10	n<10	n<10	0	0
06 African-American	N<10	N<10	n<10	n<10	0	0
07 Hispanic	24	N<10	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	333	147	11	89	50	39
10 Two or More	N<10	N<10	0	0	0	0
Special Populations						
11 Students with Disabilities	52	19	n<10	n<10	n<10	0
12 Economically Disadvantaged	367	162	15	92	53	40
13 Non-traditional	329	162	0	92	53	40
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	N<10	0	0	0	0
16 Homeless	63	23	n<10	14	n<10	n<10
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	N<10	N<10	n<10	0	n<10	0
19 Migrant	N<10	0	0	0	0	0
Clusters						
20 All Clusters	1,549	315	0	669	148	49
21 Agriculture, Food, & Natural Resources	146	76	0	34	21	18
22 Business Management & Administration	137	29	0	68	n<10	n<10
23 Finance	131	19	0	72	13	0
24 Hospitality & Tourism	214	59	0	88	n<10	n<10
25 Marketing	130	19	0	71	n<10	n<10
26 Education and Training	141	32	0	57	28	0
27 Human Services	121	41	0	37	n<10	n<10
28 Architecture and Construction	15	0	n<10	n<10	0	0
29 Health Sciences	37	10	0	16	n<10	n<10
30 STEM	10	N<10	0	n<10	n<10	0
31 Arts, A/V, Technology & Communications	116	0	0	59	0	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	n<10	0	0
34 Information Technology	214	N<10	0	n<10	n<10	0
35 Manufacturing	N<10	0	0	0	0	0
36 Transportation, Distribution, & Logistics	133	20	0	72	13	0

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

Group	Total Tested	CTE Tested	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	373	147	18	87	44	35
Gender						
02 Male	200	73	n<10	44	19	n<10
03 Female	173	74	14	43	25	17
Race						
04 Native American	N<10	N<10	0	0	0	0
05 Asian	N<10	N<10	n<10	n<10	0	0
06 African-American	N<10	N<10	n<10	0	n<10	0
07 Hispanic	24	N<10	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	339	132	14	83	39	34
10 Two or More	N<10	N<10	n<10	n<10	0	0
Special Populations						
11 Students with Disabilities	52	15	0	n<10	n<10	0
12 Economically Disadvantaged	373	147	18	87	44	35
13 Non-traditional	331	147	n<10	87	44	n<10
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	N<10	0	0	0	0
16 Homeless	65	19	n<10	11	n<10	n<10
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	N<10	N<10	n<10	0	n<10	0
19 Migrant	N<10	0	0	0	0	0
Clusters						
20 All Clusters	1,551	272	99	613	115	44
21 Agriculture, Food, & Natural Resources	147	76	n<10	27	17	n<10
22 Business Management & Administration	137	27	n<10	63	16	n<10
23 Finance	131	19	0	68	13	0
24 Hospitality & Tourism	214	50	0	85	n<10	n<10
25 Marketing	130	19	0	68	n<10	n<10
26 Education and Training	141	N<10	n<10	54	n<10	0
27 Human Services	121	40	n<10	34	n<10	12
28 Architecture and Construction	15	0	n<10	n<10	0	0
29 Health Sciences	37	N<10	n<10	15	n<10	n<10
30 STEM	10	0	n<10	n<10	0	0
31 Arts, A/V, Technology & Communications	116	0	n<10	n<10	0	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	n<10	0	0
34 Information Technology	215	N<10	n<10	69	n<10	0
35 Manufacturing	N<10	0	0	0	0	0
36 Transportation, Distribution, & Logistics	133	20	0	67	14	0

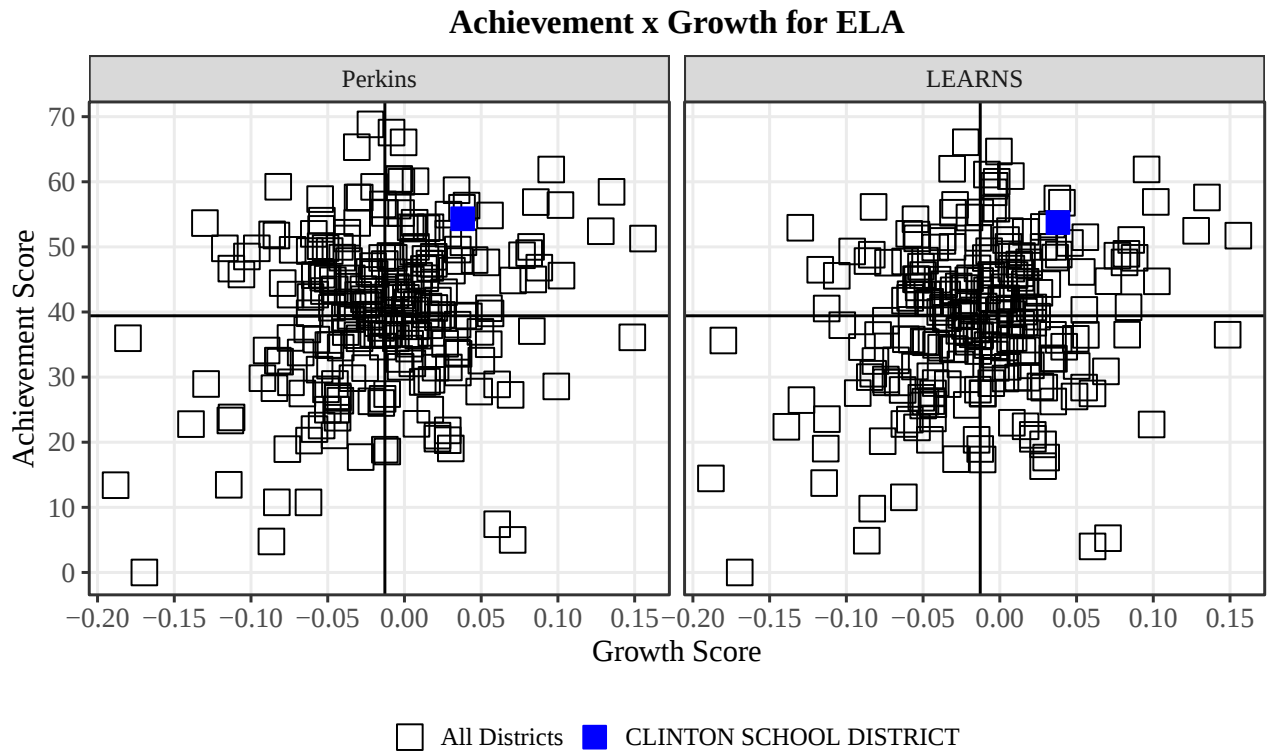
Table 5.20: Status-level District Academic Counts (2S2) — Math — LEARNS Definitions

Group	Total Tested	CTE Tested	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	371	147	n<10	63	27	n<10
Gender						
02 Male	198	73	n<10	31	n<10	12
03 Female	173	74	n<10	32	17	n<10
Race						
04 Native American	N<10	N<10	0	0	0	0
05 Asian	N<10	N<10	n<10	n<10	0	0
06 African-American	N<10	N<10	n<10	0	n<10	0
07 Hispanic	24	N<10	0	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	337	132	n<10	61	23	n<10
10 Two or More	N<10	N<10	0	0	0	0
Special Populations						
11 Students with Disabilities	52	15	0	n<10	n<10	0
12 Economically Disadvantaged	371	147	n<10	63	27	n<10
13 Non-traditional	329	147	n<10	63	27	n<10
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	N<10	0	0	0	0
16 Homeless	65	19	n<10	n<10	n<10	n<10
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	N<10	N<10	n<10	0	n<10	0
19 Migrant	N<10	0	0	0	0	0
Clusters						
20 All Clusters	1,544	272	66	418	72	29
21 Agriculture, Food, & Natural Resources	147	76	n<10	23	n<10	11
22 Business Management & Administration	136	27	n<10	43	10	n<10
23 Finance	130	19	0	n<10	n<10	0
24 Hospitality & Tourism	213	50	0	58	n<10	n<10
25 Marketing	129	19	0	47	n<10	n<10
26 Education and Training	141	N<10	n<10	36	n<10	0
27 Human Services	121	40	n<10	23	n<10	n<10
28 Architecture and Construction	15	0	n<10	n<10	0	0
29 Health Sciences	37	N<10	n<10	n<10	n<10	n<10
30 STEM	10	0	n<10	n<10	0	0
31 Arts, A/V, Technology & Communications	116	0	n<10	n<10	0	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	n<10	0	0
34 Information Technology	213	N<10	n<10	45	n<10	0
35 Manufacturing	N<10	0	0	0	0	0
36 Transportation, Distribution, & Logistics	132	20	0	n<10	n<10	0

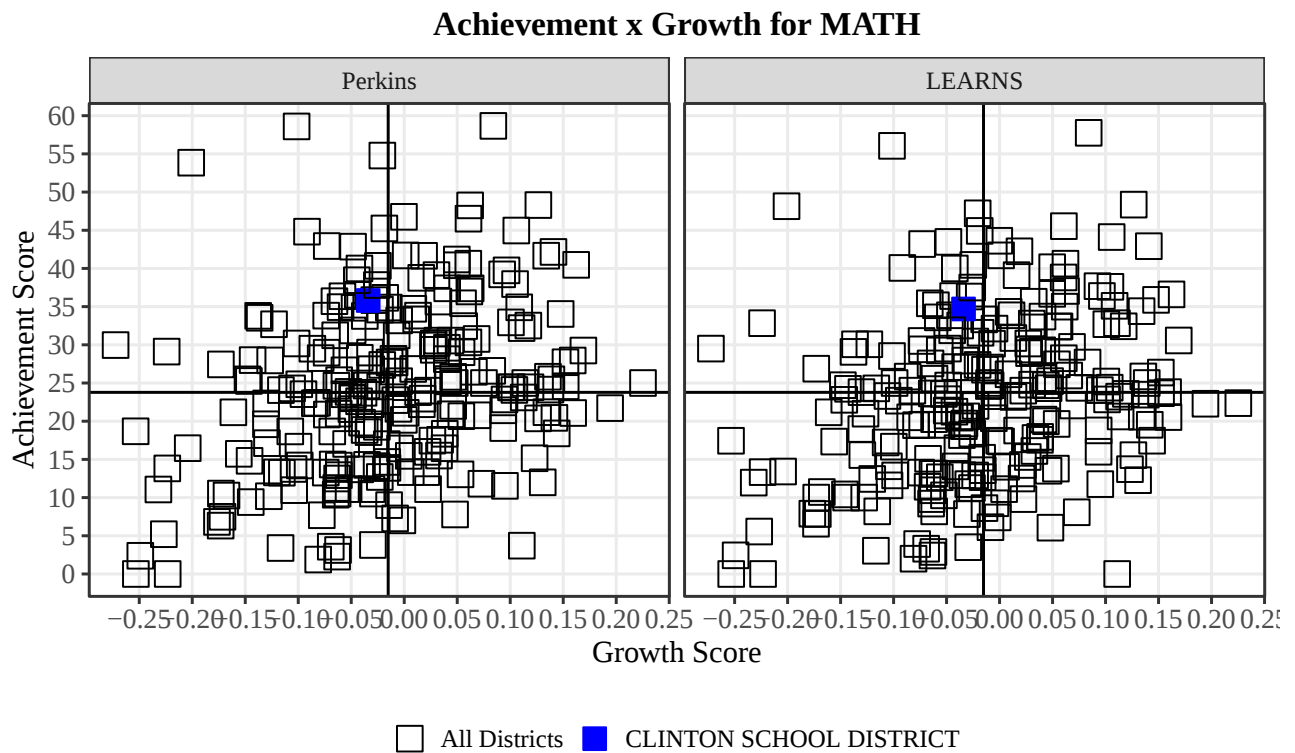
Table 5.21: Status-level District Academic Counts (2S3) — Science — LEARNS Definitions

Group	Total Tested	CTE Tested	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	367	147	17	100	43	40
Gender						
02 Male	196	73	n<10	53	n<10	22
03 Female	171	74	11	47	22	18
Race						
04 Native American	N<10	N<10	0	0	0	0
05 Asian	N<10	N<10	n<10	n<10	0	0
06 African-American	N<10	N<10	n<10	n<10	0	0
07 Hispanic	24	N<10	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	333	132	13	97	40	39
10 Two or More	N<10	N<10	0	0	0	0
Special Populations						
11 Students with Disabilities	52	15	n<10	n<10	n<10	0
12 Economically Disadvantaged	367	147	17	100	43	40
13 Non-traditional	329	147	n<10	100	43	n<10
14 Single Parent	0	0	0	0	0	0
15 English Learner	N<10	N<10	0	0	0	0
16 Homeless	63	19	n<10	14	n<10	n<10
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	N<10	N<10	n<10	0	n<10	0
19 Migrant	N<10	0	0	0	0	0
Clusters						
20 All Clusters	1,549	272	110	649	115	49
21 Agriculture, Food, & Natural Resources	146	76	n<10	31	21	n<10
22 Business Management & Administration	137	27	n<10	67	16	n<10
23 Finance	131	19	0	72	13	0
24 Hospitality & Tourism	214	50	0	90	n<10	n<10
25 Marketing	130	19	0	71	n<10	n<10
26 Education and Training	141	N<10	n<10	54	n<10	0
27 Human Services	121	40	n<10	37	n<10	12
28 Architecture and Construction	15	0	n<10	n<10	0	0
29 Health Sciences	37	N<10	n<10	15	n<10	n<10
30 STEM	10	0	n<10	n<10	0	0
31 Arts, A/V, Technology & Communications	116	0	n<10	n<10	0	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	n<10	0	0
34 Information Technology	214	N<10	n<10	77	n<10	0
35 Manufacturing	N<10	0	0	0	0	0
36 Transportation, Distribution, & Logistics	133	20	0	72	13	0

5.6 Achievement x Growth (All Students)

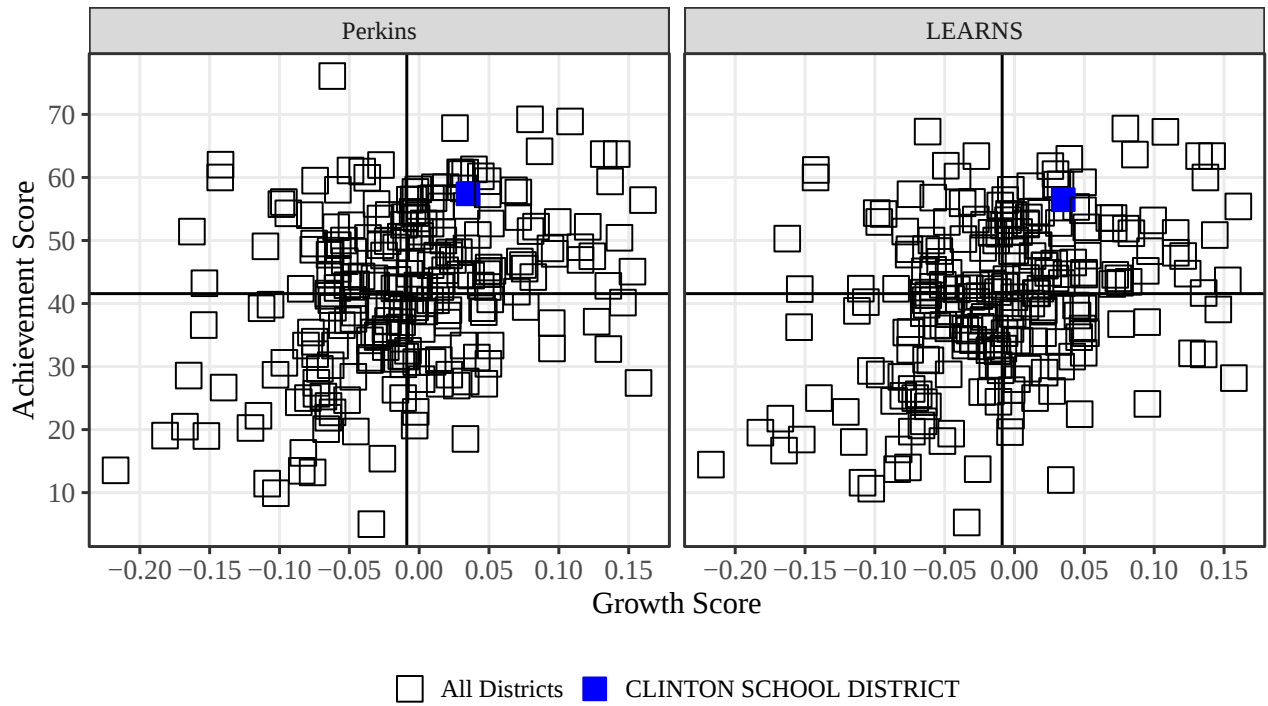


The black lines represent the mean of all data displayed.
Any groups with a denominator < 10 are not displayed in the graph.



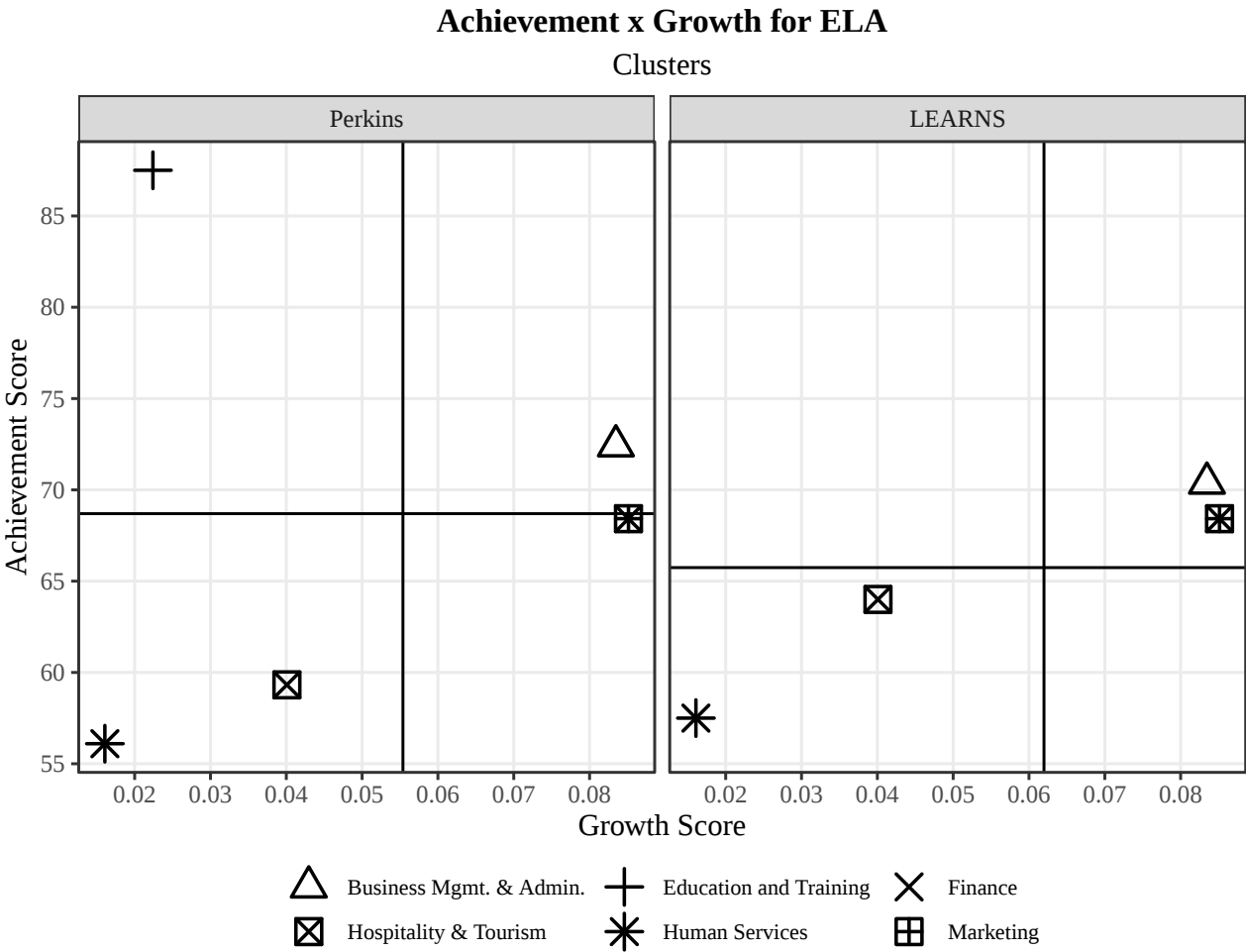
The black lines represent the mean of all data displayed.
Any groups with a denominator < 10 are not displayed in the graph.

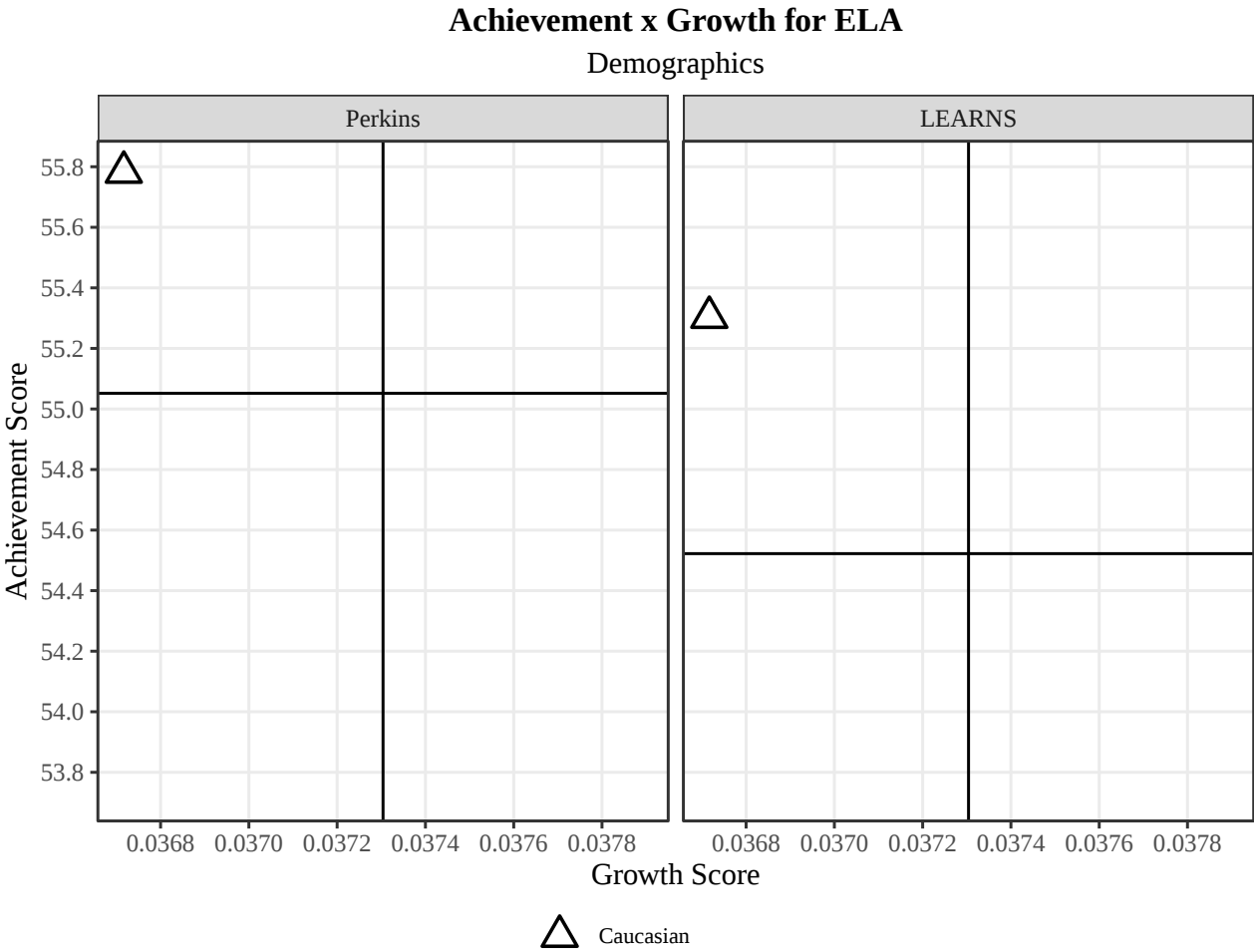
Achievement x Growth for SCI



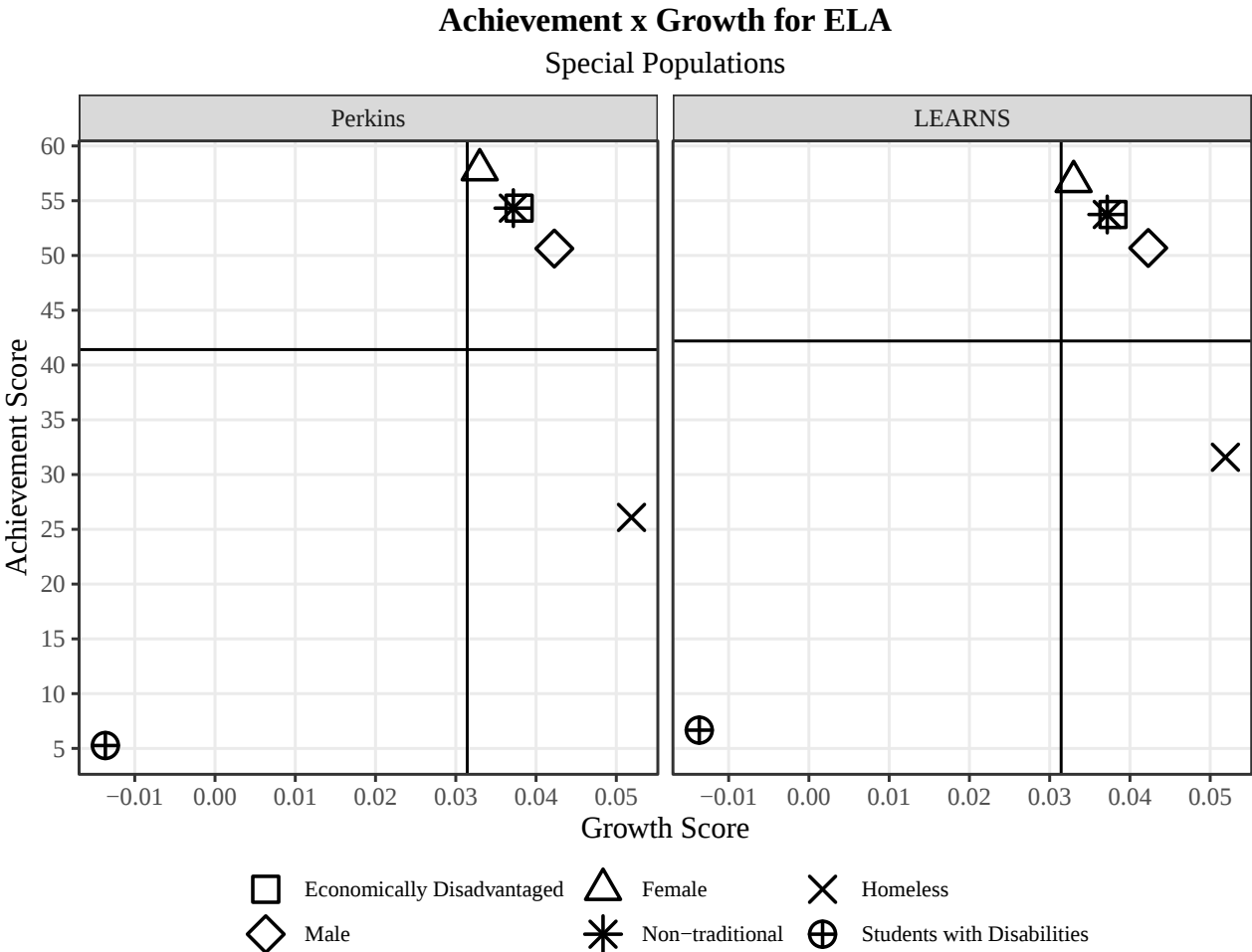
The black lines represent the mean of all data displayed.
Any groups with a denominator < 10 are not displayed in the graph.

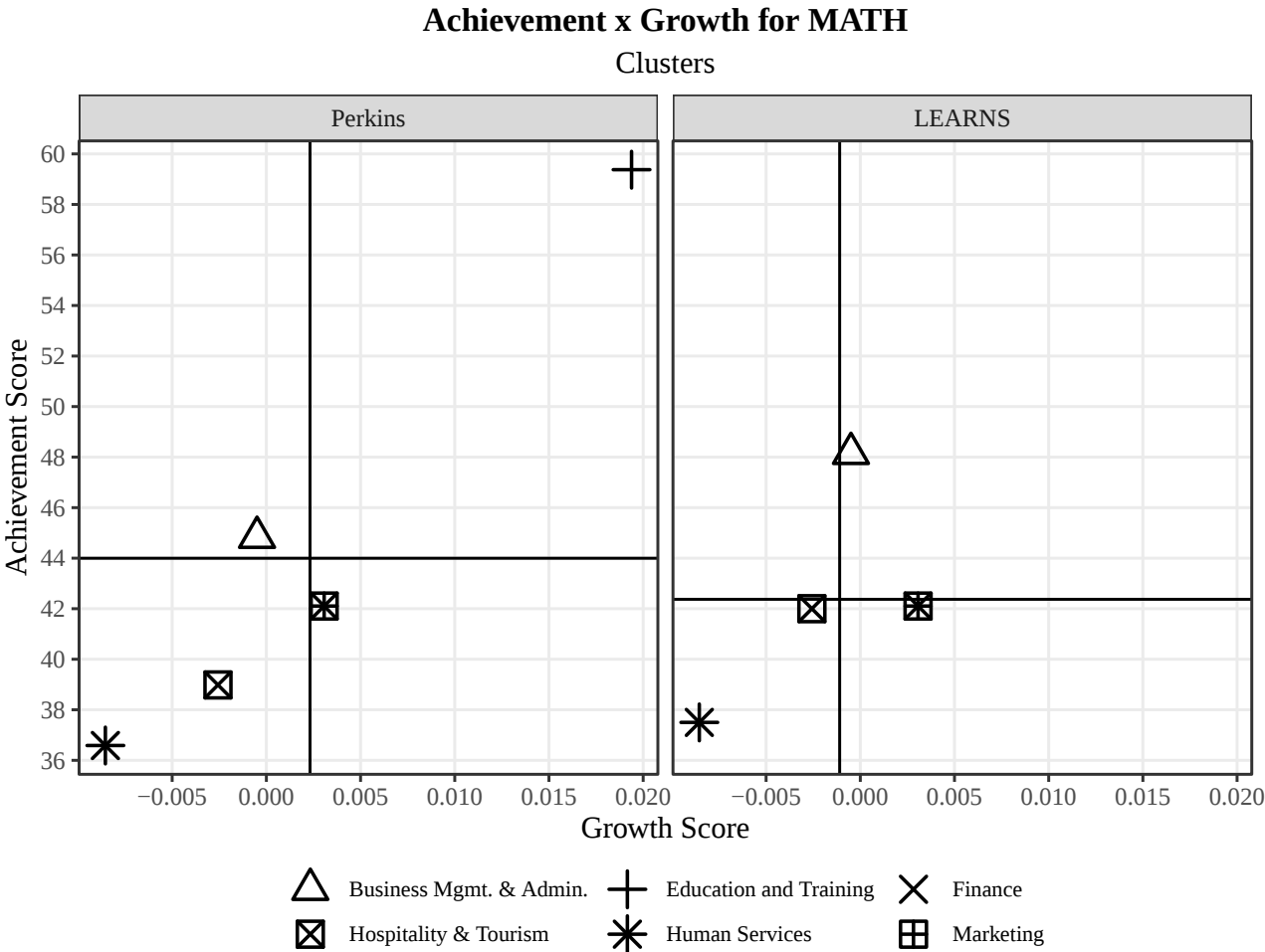
5.7 Achievement x Growth (By Groups)

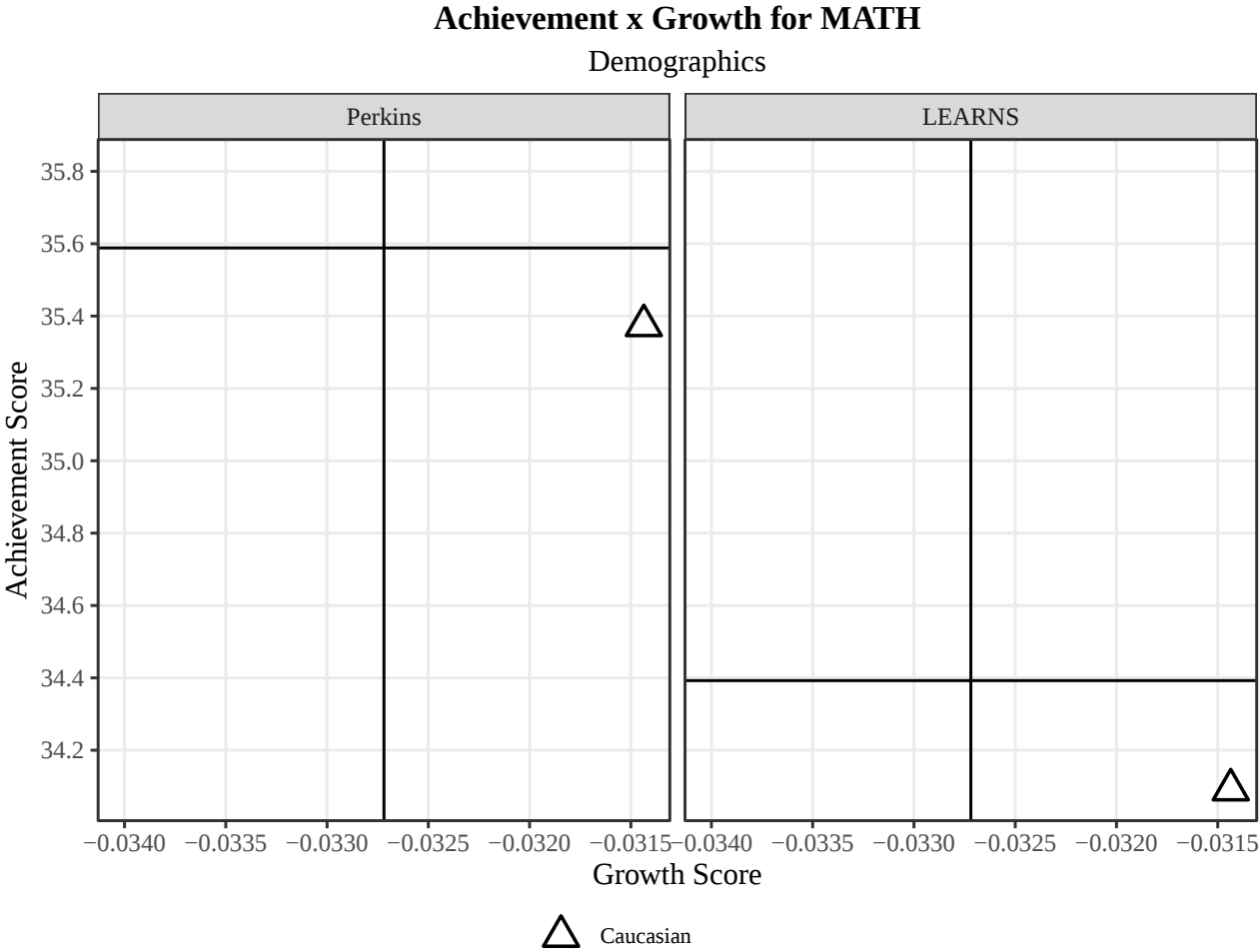




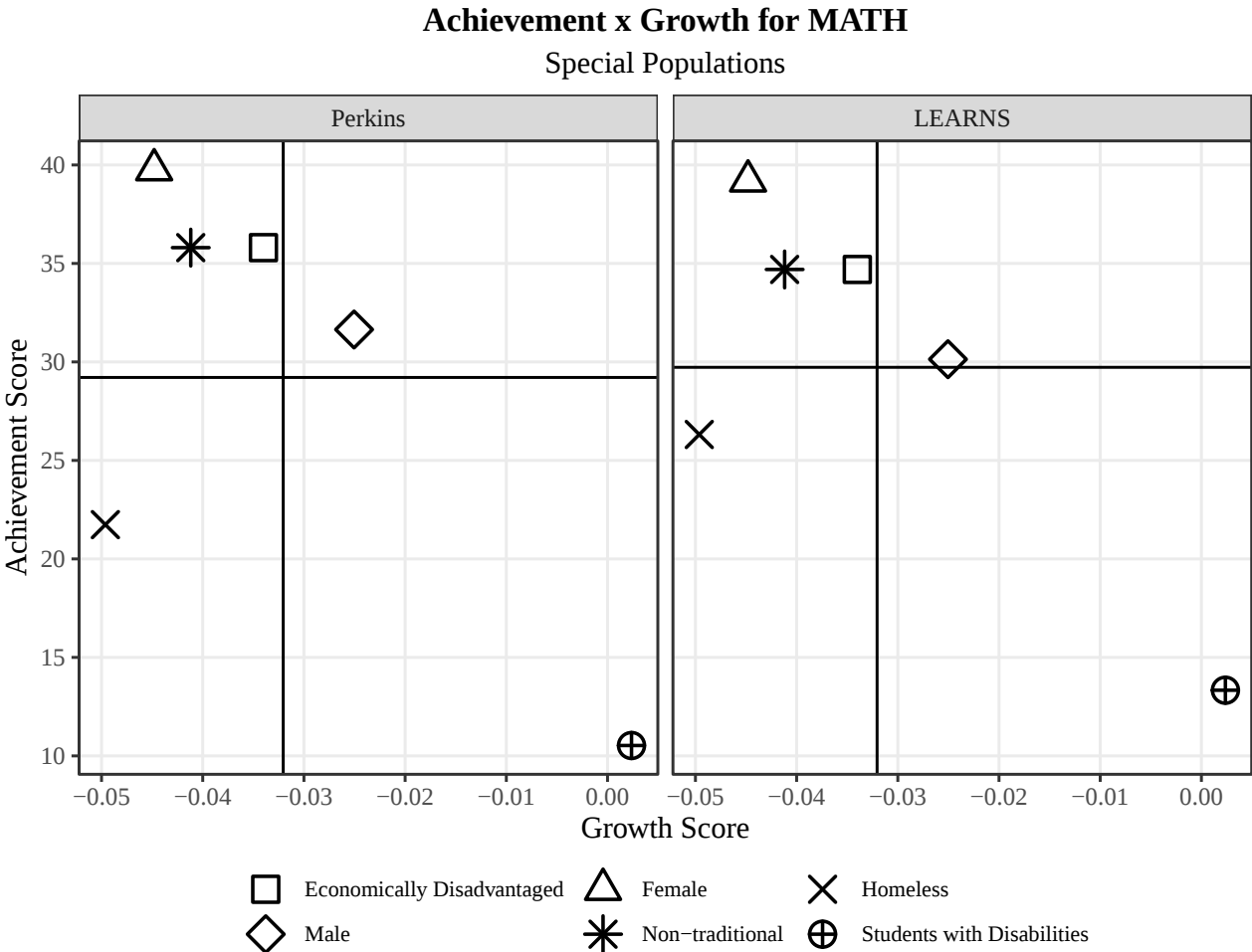
The black lines represent the mean within each model.
Any group with a denominator < 10 is not shown in these plots.



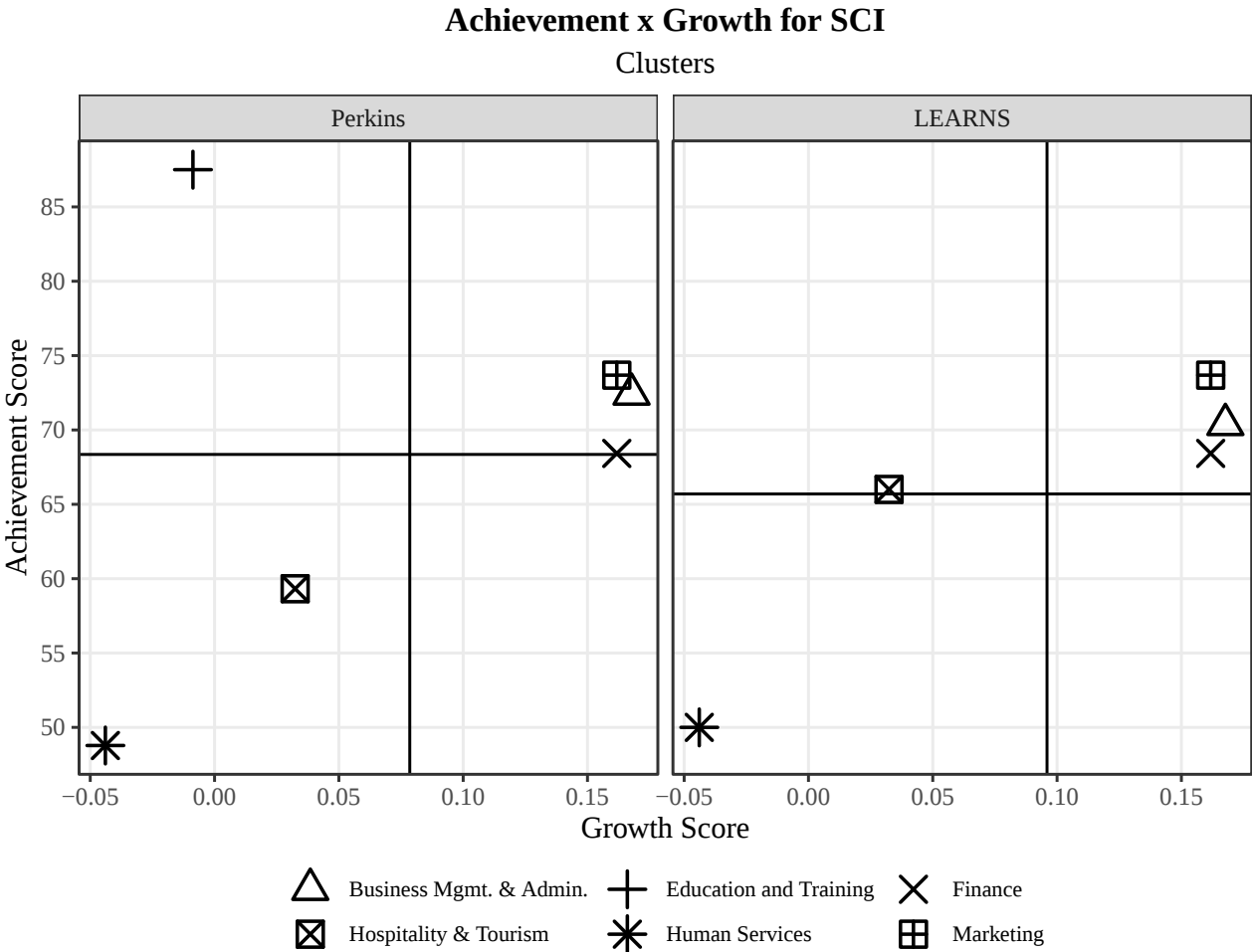




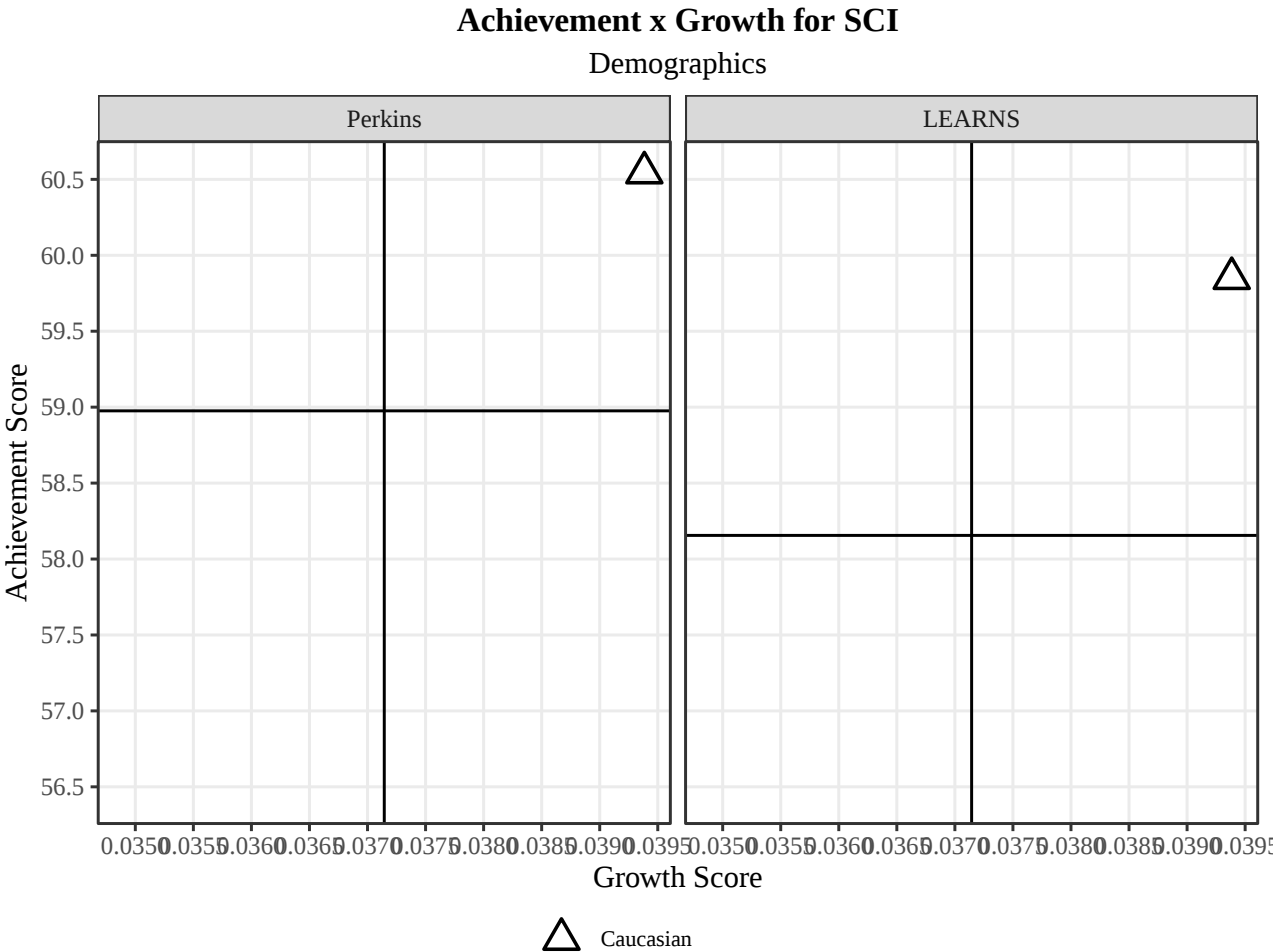
The black lines represent the mean within each model.
Any group with a denominator < 10 is not shown in these plots.



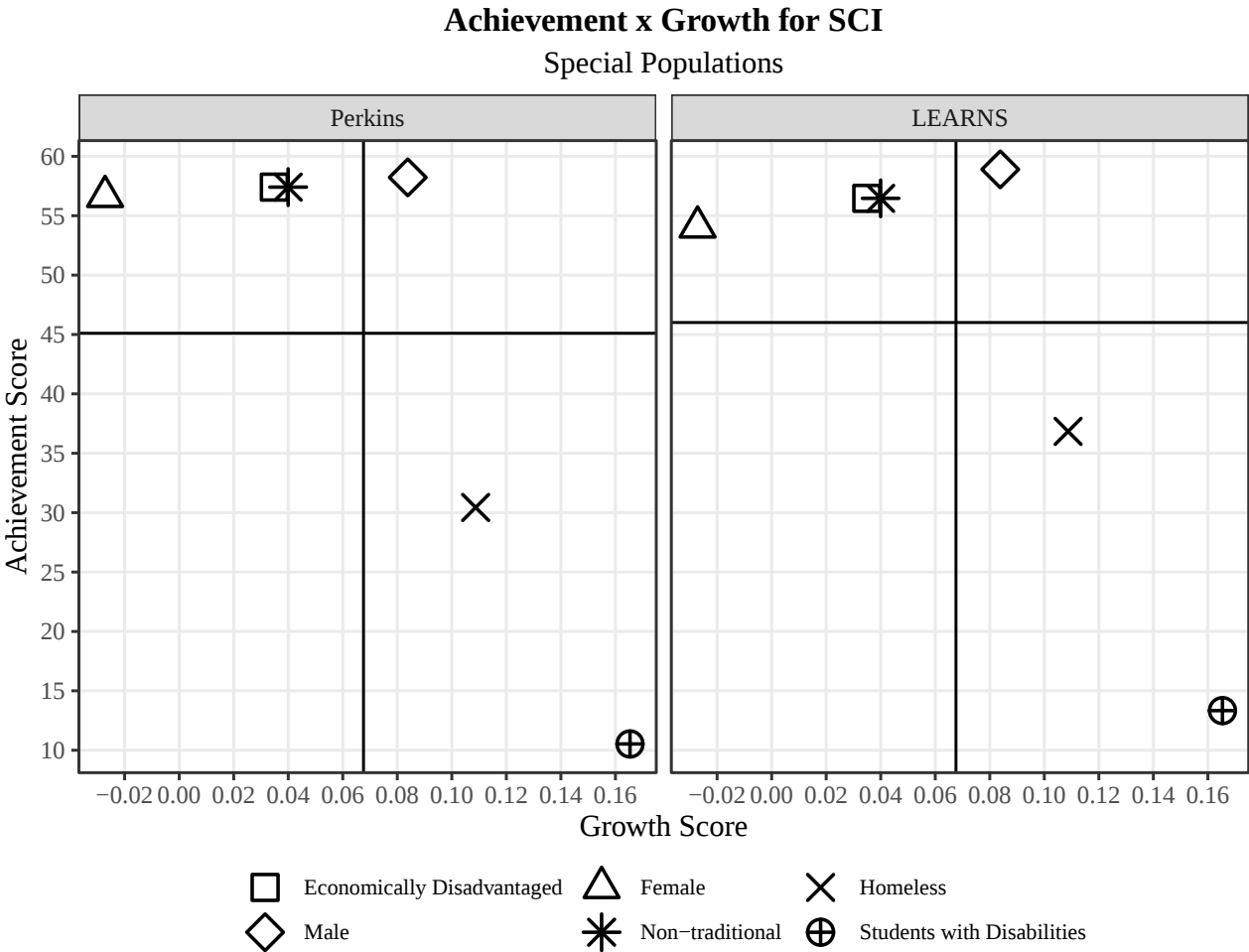
The black lines represent the mean within each model.
Any group with a denominator < 10 is not shown in these plots.



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



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



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

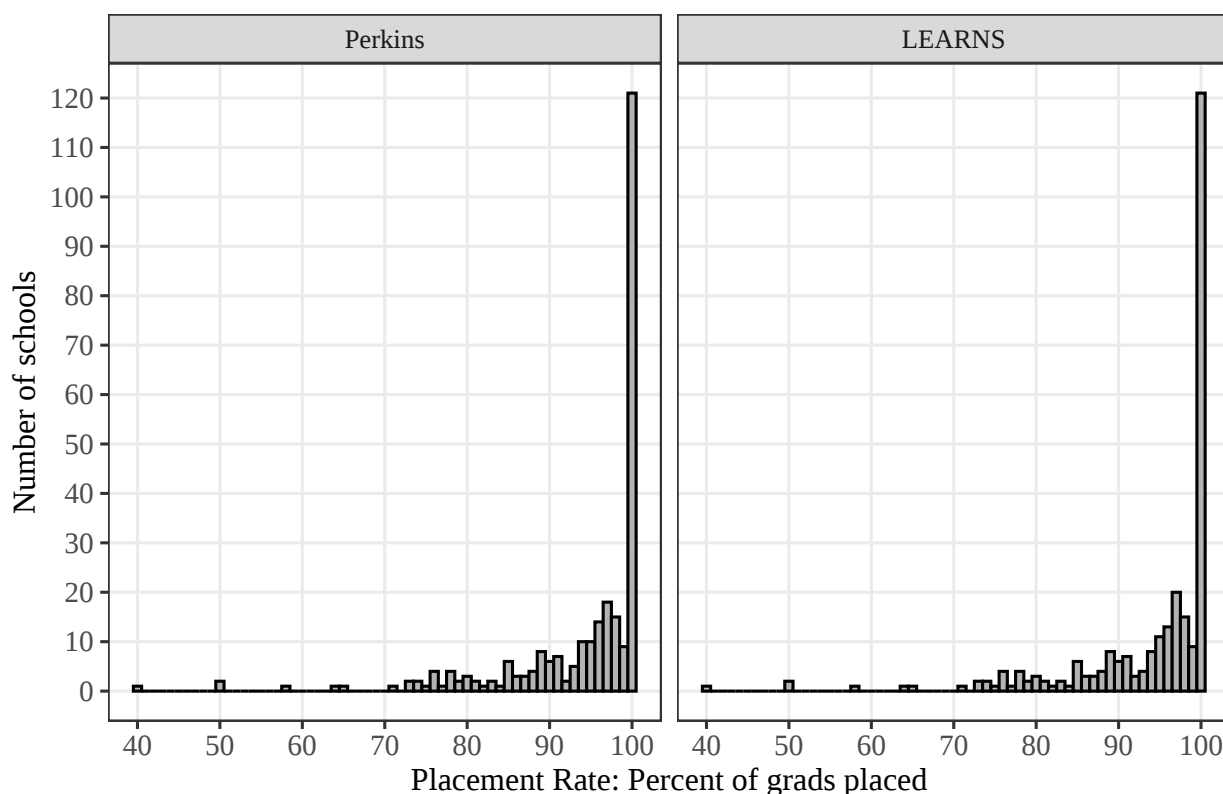
6 Post-secondary Placement (3S1)

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.*

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

6.1 CAR Summary

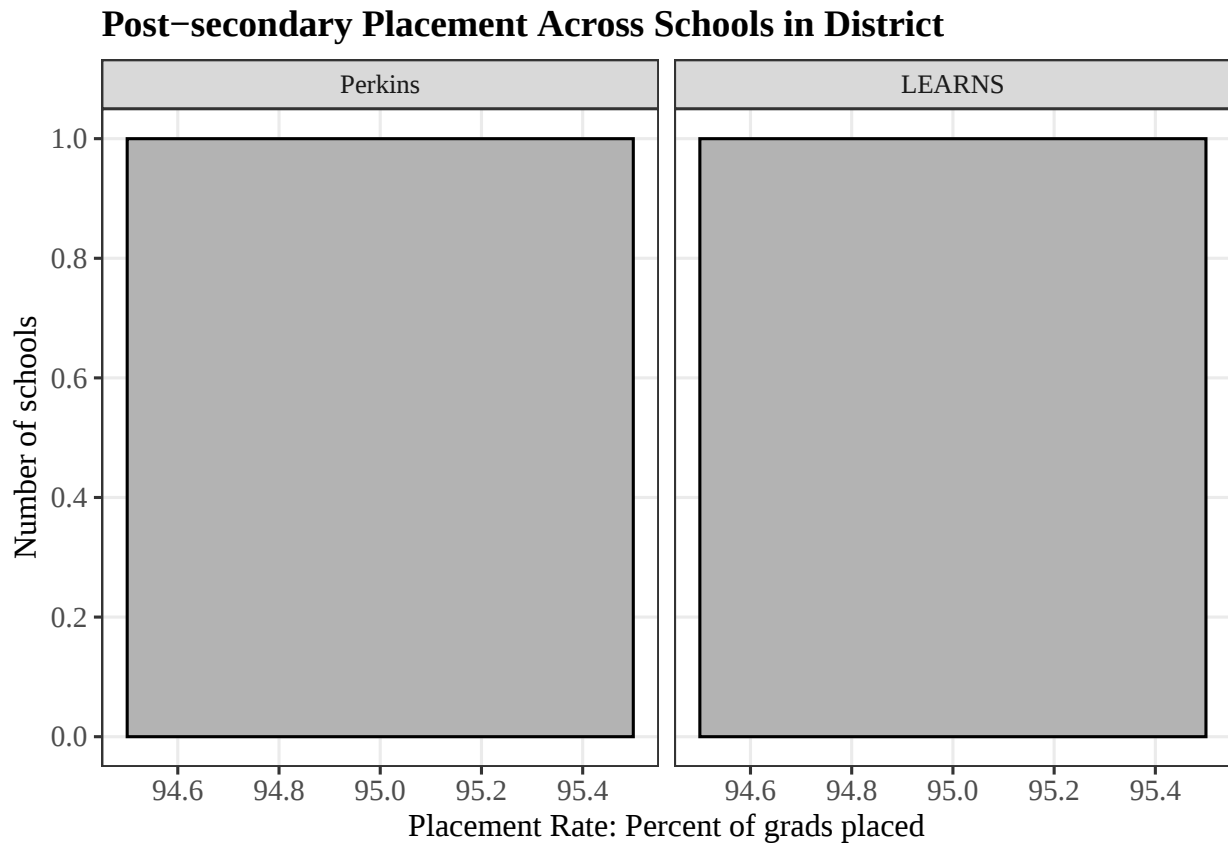
Post-secondary Placement Rate Across Schools (Statewide)



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
CLINTON SCHOOL DISTRICT	74	70	94.6	74	70	94.6



6.2 State-level post-sec placement summary

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

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

\end{center}

6.3 District-level post-sec placement summary

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

Group	Perkins Grads	Perkins Placed	Perkins %	LEARNNS Grads	LEARNNS Placed	LEARNNS %
01 All Students	RV	RV	94.6%	RV	RV	94.6%
Gender						
02 Male	RV	RV	92.7%	RV	RV	92.7%
03 Female	RV	RV	> 95.00%	RV	RV	> 95.00%
Race						
04 Native American	—	—	—	—	—	—
05 Asian	—	—	—	—	—	—
06 African-American	—	—	—	—	—	—
07 Hispanic	—	—	—	—	—	—
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	RV	RV	94.6%	RV	RV	94.6%
10 Two or More	—	—	—	—	—	—
Special Populations						
11 Students with Disabilities	RV	RV	69.2%	RV	RV	69.2%
12 Economically Disadvantaged	RV	RV	94.6%	RV	RV	94.6%
13 Non-traditional	RV	RV	94.5%	RV	RV	94.5%
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	—	—	—	—	—	—
Clusters						
20 All Clusters	RV	RV	> 95.00%	RV	RV	> 95.00%
21 Agriculture, Food, & Natural Resources	RV	RV	> 95.00%	RV	RV	> 95.00%
22 Business Management & Administration	N<10	n<10	N<10	N<10	n<10	N<10
23 Finance	N<10	n<10	N<10	N<10	n<10	N<10
24 Hospitality & Tourism	RV	RV	92.0%	RV	RV	92.0%
25 Marketing	N<10	n<10	N<10	N<10	n<10	N<10
26 Education and Training	N<10	n<10	N<10	N<10	n<10	N<10
27 Human Services	RV	RV	89.7%	RV	RV	89.7%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	N<10	n<10	N<10	N<10	n<10	N<10
30 STEM	N<10	n<10	N<10	N<10	n<10	N<10
31 Arts, A/V, Technology & Communications	—	—	—	—	—	—
32 Government and Public Administration	—	—	—	—	—	—
33 Law, Public Safety, Corrections, & Security	N<10	n<10	N<10	N<10	n<10	N<10
34 Information Technology	N<10	n<10	N<10	N<10	n<10	N<10
35 Manufacturing	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	RV	RV	90.9%	RV	RV	90.9%

6.4 State-level post-sec placement by status

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

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

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

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

6.5 District-level post-sec placement by status

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

Group	Grads	Distinct Concentrators	Completers	Grads Placed
01 All Students	74	19	51	70
Gender				
02 Male	41	11	27	38
03 Female	33	n<10	n<10	32
Race				
04 Native American	0	0	0	0
05 Asian	0	0	0	0
06 African-American	0	0	0	0
07 Hispanic	0	0	0	0
08 Hawaiian/Pacific Islander	0	0	0	0
09 Caucasian	74	19	51	70
10 Two or More	0	0	0	0
Special Populations				
11 Students with Disabilities	13	n<10	n<10	n<10
12 Economically Disadvantaged	74	19	51	70
13 Non-traditional	73	18	51	69
14 Single Parent	0	0	0	0
15 English Learner	0	0	0	0
16 Homeless	N<10	n<10	n<10	n<10
17 Foster Care	0	0	0	0
18 Military Dependent	0	0	0	0
19 Migrant	0	0	0	0
Clusters				
20 All Clusters	136	51	79	130
21 Agriculture, Food, & Natural Resources	34	10	24	34
22 Business Management & Administration	N<10	n<10	n<10	n<10
23 Finance	N<10	n<10	n<10	n<10
24 Hospitality & Tourism	25	n<10	n<10	23
25 Marketing	N<10	n<10	n<10	n<10
26 Education and Training	N<10	n<10	n<10	n<10
27 Human Services	29	n<10	n<10	26
28 Architecture and Construction	0	0	0	0
29 Health Sciences	N<10	n<10	n<10	n<10
30 STEM	N<10	n<10	n<10	n<10
31 Arts, A/V, Technology & Communications	0	0	0	0
32 Government and Public Administration	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	n<10	n<10	n<10
34 Information Technology	N<10	n<10	n<10	n<10
35 Manufacturing	0	0	0	0
36 Transportation, Distribution, & Logistics	11	n<10	n<10	10

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

Group	Grads	Distinct Concentrators	Completers	Grads Placed
01 All Students	74	19	51	70
Gender				
02 Male	41	11	27	38
03 Female	33	n<10	n<10	32
Race				
04 Native American	0	0	0	0
05 Asian	0	0	0	0
06 African-American	0	0	0	0
07 Hispanic	0	0	0	0
08 Hawaiian/Pacific Islander	0	0	0	0
09 Caucasian	74	19	51	70
10 Two or More	0	0	0	0
Special Populations				
11 Students with Disabilities	13	n<10	n<10	n<10
12 Economically Disadvantaged	74	19	51	70
13 Non-traditional	73	18	51	69
14 Single Parent	0	0	0	0
15 English Learner	0	0	0	0
16 Homeless	N<10	n<10	n<10	n<10
17 Foster Care	0	0	0	0
18 Military Dependent	0	0	0	0
19 Migrant	0	0	0	0
Clusters				
20 All Clusters	136	51	79	130
21 Agriculture, Food, & Natural Resources	34	10	24	34
22 Business Management & Administration	N<10	n<10	n<10	n<10
23 Finance	N<10	n<10	n<10	n<10
24 Hospitality & Tourism	25	n<10	n<10	23
25 Marketing	N<10	n<10	n<10	n<10
26 Education and Training	N<10	n<10	n<10	n<10
27 Human Services	29	n<10	n<10	26
28 Architecture and Construction	0	0	0	0
29 Health Sciences	N<10	n<10	n<10	n<10
30 STEM	N<10	n<10	n<10	n<10
31 Arts, A/V, Technology & Communications	0	0	0	0
32 Government and Public Administration	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	n<10	n<10	n<10
34 Information Technology	N<10	n<10	n<10	n<10
35 Manufacturing	0	0	0	0
36 Transportation, Distribution, & Logistics	11	n<10	n<10	10

7 Non-traditional Gender (4S1)

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

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

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

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

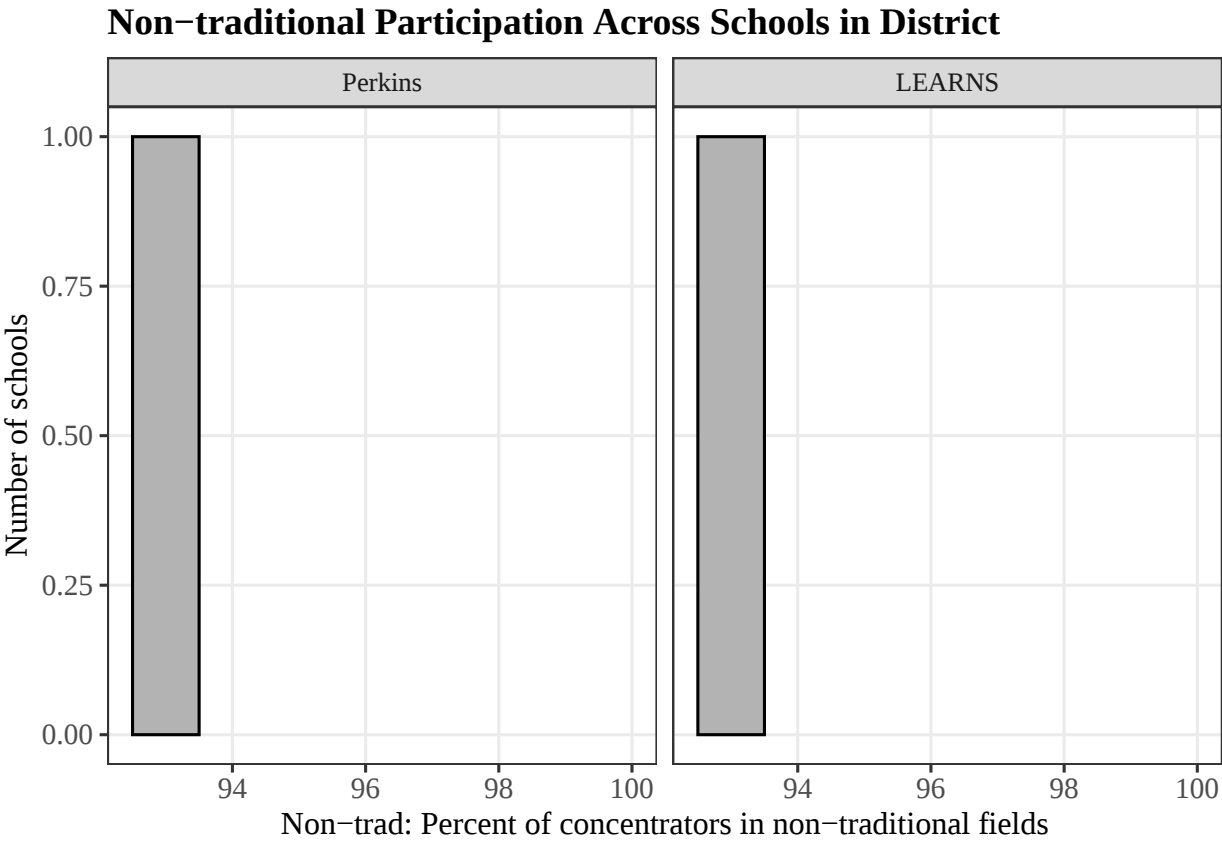
7.1 CAR Summary

Non-traditional Participation Rate Across Schools (Statewide)



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
CLINTON SCHOOL DISTRICT	162	151	93.2	147	136	92.5



7.2 State-level non-trad summary

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

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

7.3 District-level non-trad summary

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

Group	Perkins Total	Perkins Non-trad	Perkins %	LEARNs Total	LEARNs Non-trad	LEARNs %
01 All Students	162	151	93.2%	147	136	92.5%
Gender						
02 Male	RV	RV	> 95.00%	RV	RV	> 95.00%
03 Female	RV	RV	89.2%	74	64	86.5%
Race						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	N<10	n<10	N<10	N<10	n<10	N<10
06 African-American	N<10	n<10	N<10	N<10	n<10	N<10
07 Hispanic	N<10	n<10	N<10	N<10	n<10	N<10
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	RV	RV	94.6%	RV	RV	93.9%
10 Two or More	N<10	n<10	N<10	N<10	n<10	N<10
Special Populations						
11 Students with Disabilities	RV	RV	94.7%	RV	RV	> 95.00%
12 Economically Disadvantaged	162	151	93.2%	147	136	92.5%
13 Non-traditional	162	151	93.2%	147	136	92.5%
14 Single Parent	—	—	—	—	—	—
15 English Learner	N<10	n<10	N<10	N<10	n<10	N<10
16 Homeless	RV	RV	87.0%	RV	RV	94.7%
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	N<10	n<10	N<10	N<10	n<10	N<10
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	565	230	40.7%	472	195	41.3%
21 Agriculture, Food, & Natural Resources	87	76	87.4%	RV	RV	91.6%
22 Business Management & Administration	—	—	—	—	—	—
23 Finance	85	19	22.4%	73	19	26.0%
24 Hospitality & Tourism	65	37	56.9%	54	32	59.3%
25 Marketing	—	—	—	—	—	—
26 Education and Training	75	32	42.7%	RV	RV	11.8%
27 Human Services	55	31	56.4%	52	30	57.7%
28 Architecture and Construction	RV	RV	< 5.00%	N<10	n<10	N<10
29 Health Sciences	RV	RV	26.3%	RV	RV	18.8%
30 STEM	RV	RV	10.0%	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	12.9%	RV	RV	13.8%
35 Manufacturing	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	85	20	23.5%	73	20	27.4%

7.4 State-level non-trad by status

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

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

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

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

7.5 District-level non-trad by status

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

Group	Total	Participants	Distinct Concentrators	Completers	Non-trad
01 All Students	162	180	103	48	151
Gender					
02 Male	79	101	51	26	77
03 Female	83	79	52	22	74
Race					
04 Native American	N<10	n<10	n<10	n<10	n<10
05 Asian	N<10	n<10	n<10	n<10	n<10
06 African-American	N<10	n<10	n<10	n<10	n<10
07 Hispanic	N<10	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0
09 Caucasian	147	165	94	45	139
10 Two or More	N<10	n<10	n<10	n<10	n<10
Special Populations					
11 Students with Disabilities	19	24	n<10	n<10	18
12 Economically Disadvantaged	162	180	103	48	151
13 Non-traditional	162	180	103	48	151
14 Single Parent	0	0	0	0	0
15 English Learner	N<10	n<10	n<10	n<10	n<10
16 Homeless	23	31	n<10	n<10	20
17 Foster Care	0	0	0	0	0
18 Military Dependent	N<10	n<10	n<10	n<10	n<10
19 Migrant	0	n<10	n<10	0	0
Clusters					
20 All Clusters	565	737	167	63	230
21 Agriculture, Food, & Natural Resources	87	71	43	33	76
22 Business Management & Administration	0	0	0	0	0
23 Finance	85	112	19	0	19
24 Hospitality & Tourism	65	88	22	15	37
25 Marketing	0	0	0	0	0
26 Education and Training	75	109	n<10	n<10	32
27 Human Services	55	83	17	14	31
28 Architecture and Construction	14	15	0	0	0
29 Health Sciences	19	15	n<10	0	n<10
30 STEM	10	n<10	n<10	0	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	70	120	n<10	0	n<10
35 Manufacturing	0	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	85	113	20	0	20

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

Group	Total	Participants	Distinct Concentrators	Completers	Non-trad
01 All Students	147	190	88	48	136
Gender					
02 Male	73	105	46	26	72
03 Female	74	85	42	22	64
Race					
04 Native American	N<10	n<10	n<10	n<10	n<10
05 Asian	N<10	n<10	n<10	n<10	n<10
06 African-American	N<10	n<10	n<10	n<10	n<10
07 Hispanic	N<10	n<10	n<10	n<10	n<10
08 Hawaiian/Pacific Islander	0	0	0	0	0
09 Caucasian	132	175	79	45	124
10 Two or More	N<10	n<10	n<10	n<10	n<10
Special Populations					
11 Students with Disabilities	15	26	n<10	n<10	15
12 Economically Disadvantaged	147	190	88	48	136
13 Non-traditional	147	190	88	48	136
14 Single Parent	0	0	0	0	0
15 English Learner	N<10	n<10	n<10	n<10	n<10
16 Homeless	19	31	n<10	n<10	18
17 Foster Care	0	0	0	0	0
18 Military Dependent	N<10	n<10	n<10	n<10	n<10
19 Migrant	0	n<10	n<10	0	0
Clusters					
20 All Clusters	472	701	132	63	195
21 Agriculture, Food, & Natural Resources	83	63	43	33	76
22 Business Management & Administration	0	0	0	0	0
23 Finance	73	111	19	0	19
24 Hospitality & Tourism	54	83	17	15	32
25 Marketing	0	0	0	0	0
26 Education and Training	51	107	n<10	n<10	n<10
27 Human Services	52	83	16	14	30
28 Architecture and Construction	N<10	n<10	n<10	n<10	n<10
29 Health Sciences	16	16	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	65	119	n<10	0	n<10
35 Manufacturing	0	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	73	112	20	0	20

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)

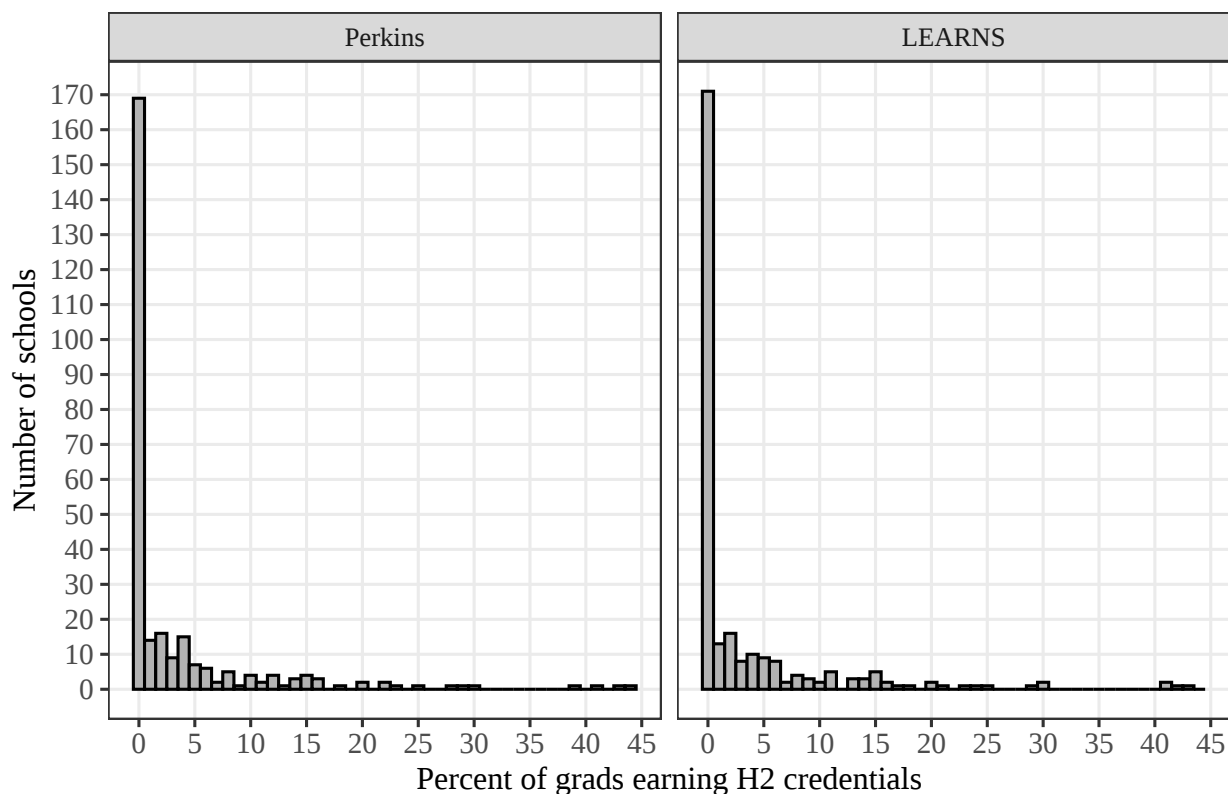
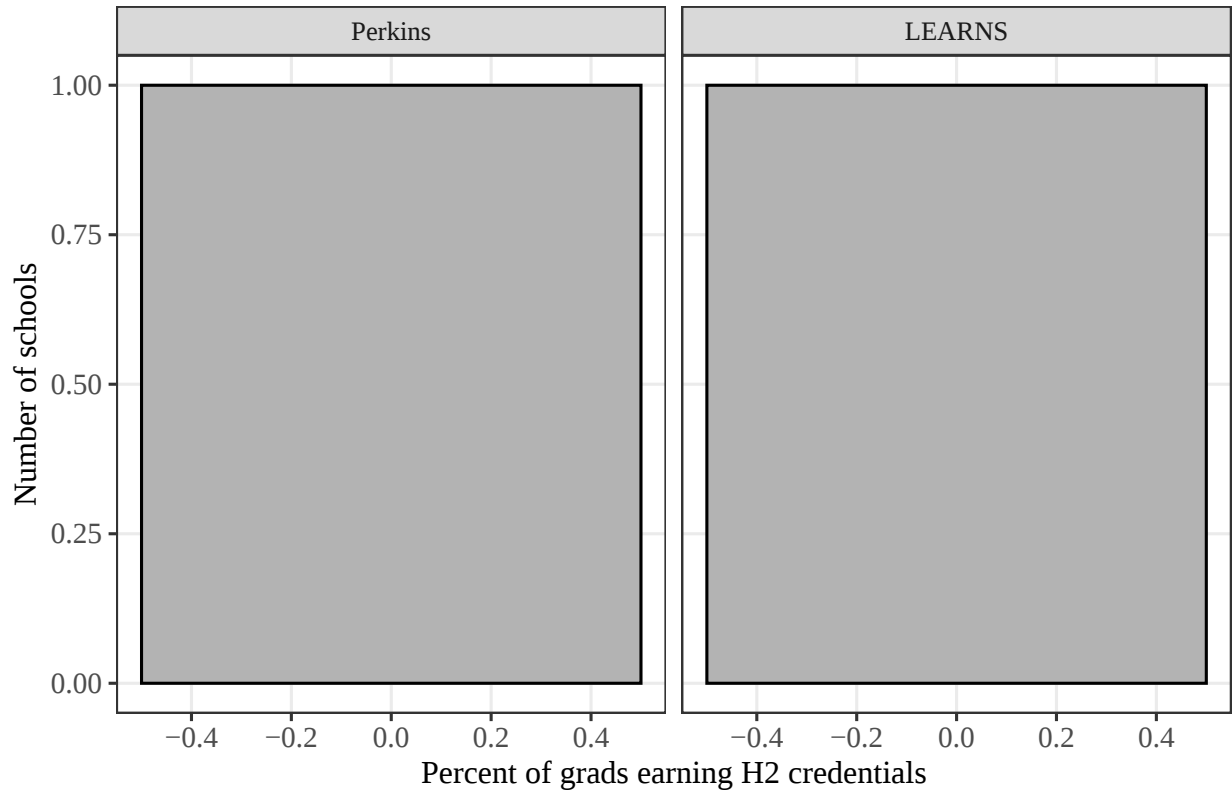


Table 8.1: H2 Credentials Summary: State and District

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
CLINTON SCHOOL DISTRICT	66	0	0	56	0	0

H2 Credentials Across Schools in District



8.2 State-level H2 certifications summary

Table 8.2: State H2 Credentials Summary by Subgroup

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

8.3 District-level H2 certifications summary

Table 8.3: District H2 Credentials Summary by Subgroup

Group	Perkins Grads	Perkins H2 Certs	Perkins %	LEARNs Grads	LEARNs H2 Certs	LEARNs %
01 All Students	RV	RV	< 5.00%	RV	RV	< 5.00%
Gender						
02 Male	RV	RV	< 5.00%	RV	RV	< 5.00%
03 Female	RV	RV	< 5.00%	RV	RV	< 5.00%
Race						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	—	—	—	—	—	—
06 African-American	—	—	—	—	—	—
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
Special Populations						
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	RV	RV	< 5.00%	N<10	n<10	N<10
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	—	—	—	—	—	—
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	RV	RV	< 5.00%	RV	RV	< 5.00%
21 Agriculture, Food, & Natural Resources	RV	RV	< 5.00%	RV	RV	< 5.00%
22 Business Management & Administration	RV	RV	< 5.00%	RV	RV	< 5.00%
23 Finance	N<10	n<10	N<10	N<10	n<10	N<10
24 Hospitality & Tourism	RV	RV	< 5.00%	RV	RV	< 5.00%
25 Marketing	N<10	n<10	N<10	N<10	n<10	N<10
26 Education and Training	RV	RV	< 5.00%	N<10	n<10	N<10
27 Human Services	RV	RV	< 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	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	N<10	n<10	N<10	N<10	n<10	N<10
35 Manufacturing	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	N<10	n<10	N<10	N<10	n<10	N<10

8.4 State-level H2 certifications by status

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

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

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

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

8.5 District-level H2 certifications by status

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

Group	Total Grads	CTE Grads	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	66	66	0	0	0	0
Gender						
02 Male	32	32	0	0	0	0
03 Female	34	34	0	0	0	0
Race						
04 Native American	N<10	N<10	0	0	0	0
05 Asian	0	0	0	0	0	0
06 African-American	0	0	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	63	63	0	0	0	0
10 Two or More	N<10	N<10	0	0	0	0
Special Populations						
11 Students with Disabilities	13	13	0	0	0	0
12 Economically Disadvantaged	66	66	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	13	13	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
Clusters						
20 All Clusters	490	137	0	0	0	0
21 Agriculture, Food, & Natural Resources	31	24	0	0	0	0
22 Business Management & Administration	56	13	0	0	0	0
23 Finance	55	N<10	0	0	0	0
24 Hospitality & Tourism	61	30	0	0	0	0
25 Marketing	55	N<10	0	0	0	0
26 Education and Training	35	23	0	0	0	0
27 Human Services	29	20	0	0	0	0
28 Architecture and Construction	N<10	0	0	0	0	0
29 Health Sciences	23	N<10	0	0	0	0
30 STEM	N<10	N<10	0	0	0	0
31 Arts, A/V, Technology & Communications	25	0	0	0	0	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	0	0	0	0
34 Information Technology	56	N<10	0	0	0	0
35 Manufacturing	0	0	0	0	0	0
36 Transportation, Distribution, & Logistics	55	N<10	0	0	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	66	56	0	0	0	0
Gender						
02 Male	32	28	0	0	0	0
03 Female	34	28	0	0	0	0
Race						
04 Native American	N<10	N<10	0	0	0	0
05 Asian	0	0	0	0	0	0
06 African-American	0	0	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	63	53	0	0	0	0
10 Two or More	N<10	N<10	0	0	0	0
Special Populations						
11 Students with Disabilities	13	10	0	0	0	0
12 Economically Disadvantaged	66	56	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	13	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
Clusters						
20 All Clusters	490	106	0	0	0	0
21 Agriculture, Food, & Natural Resources	31	24	0	0	0	0
22 Business Management & Administration	56	12	0	0	0	0
23 Finance	55	N<10	0	0	0	0
24 Hospitality & Tourism	61	22	0	0	0	0
25 Marketing	55	N<10	0	0	0	0
26 Education and Training	35	N<10	0	0	0	0
27 Human Services	29	19	0	0	0	0
28 Architecture and Construction	N<10	0	0	0	0	0
29 Health Sciences	23	N<10	0	0	0	0
30 STEM	N<10	0	0	0	0	0
31 Arts, A/V, Technology & Communications	25	0	0	0	0	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	0	0	0	0
34 Information Technology	56	N<10	0	0	0	0
35 Manufacturing	0	0	0	0	0	0
36 Transportation, Distribution, & Logistics	55	N<10	0	0	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)

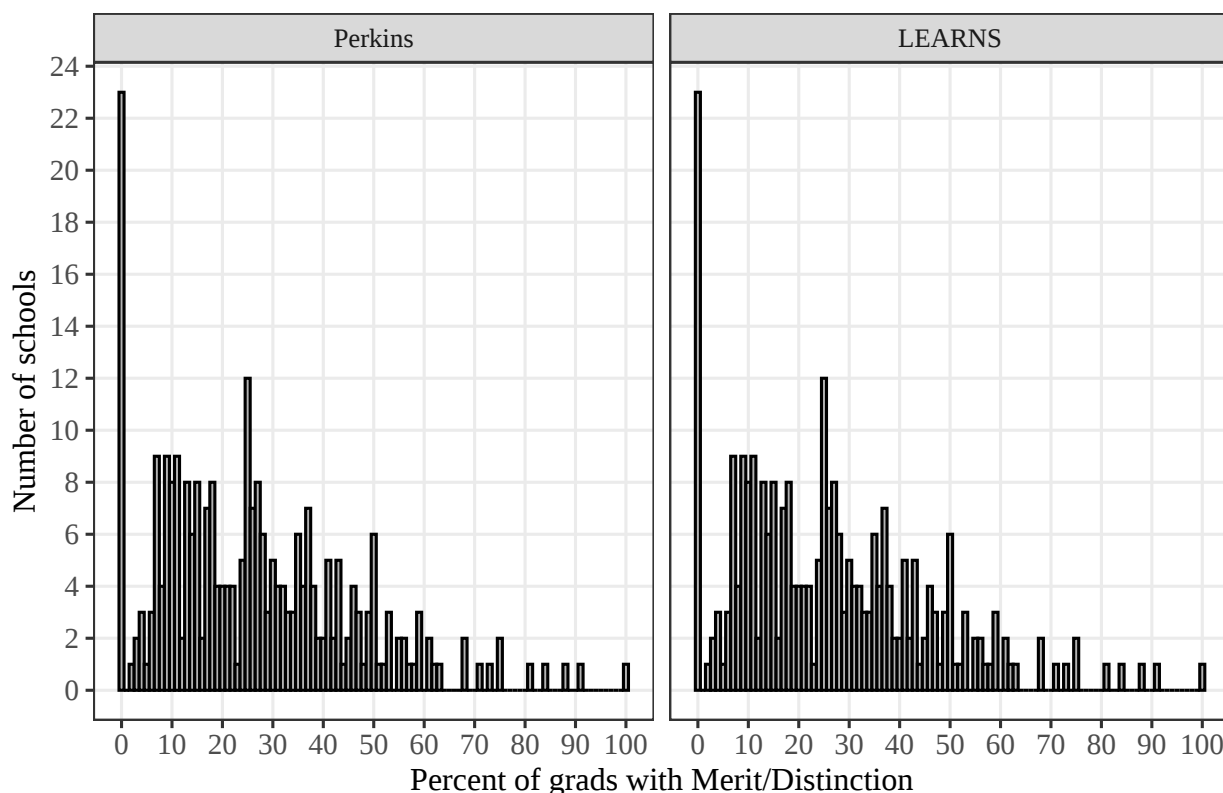
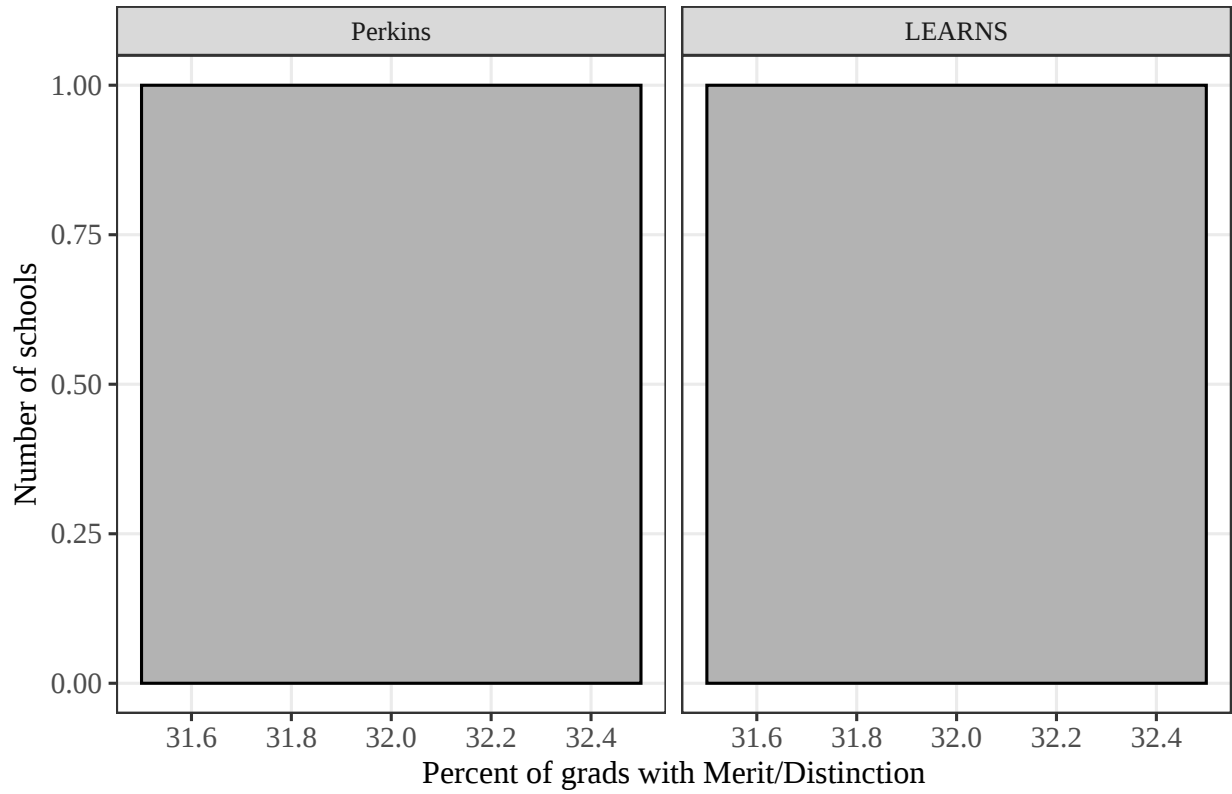


Table 9.1: Merit/Distinction Summary: State and District

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
CLINTON SCHOOL DISTRICT	37	12	32.4	37	12	32.4

Completer Grads with Merit/Distinction Across Schools in District



9.2 State-level merit/distinction summary

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

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

9.3 District-level merit/distinction summary

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

Group	Perkins Grads	Perkins Merit/Dist	Perkins %	LEARNS Grads	LEARNS Merit/Dist	LEARNS %
01 All Students	37	12	32.4%	37	12	32.4%
Gender						
02 Male	RV	RV	20.0%	RV	RV	20.0%
03 Female	RV	RV	40.9%	RV	RV	40.9%
Race						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	—	—	—	—	—	—
06 African-American	—	—	—	—	—	—
07 Hispanic	N<10	n<10	N<10	N<10	n<10	N<10
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	34	12	35.3%	34	12	35.3%
10 Two or More	N<10	n<10	N<10	N<10	n<10	N<10
Special Populations						
11 Students with Disabilities	N<10	n<10	N<10	N<10	n<10	N<10
12 Economically Disadvantaged	37	12	32.4%	37	12	32.4%
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	—	—	—	—	—	—
Clusters						
20 All Clusters	102	17	16.7%	86	17	19.8%
21 Agriculture, Food, & Natural Resources	RV	RV	26.7%	RV	RV	26.7%
22 Business Management & Administration	RV	RV	10.0%	RV	RV	10.0%
23 Finance	N<10	n<10	N<10	N<10	n<10	N<10
24 Hospitality & Tourism	RV	RV	23.8%	RV	RV	26.3%
25 Marketing	N<10	n<10	N<10	N<10	n<10	N<10
26 Education and Training	RV	RV	< 5.00%	N<10	n<10	N<10
27 Human Services	RV	RV	35.3%	RV	RV	35.3%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	N<10	n<10	N<10	N<10	n<10	N<10
30 STEM	—	—	—	—	—	—
31 Arts, A/V, Technology & Communications	—	—	—	—	—	—
32 Government and Public Administration	—	—	—	—	—	—
33 Law, Public Safety, Corrections, & Security	—	—	—	—	—	—
34 Information Technology	—	—	—	—	—	—
35 Manufacturing	—	—	—	—	—	—
36 Transportation, Distribution, & Logistics	N<10	n<10	N<10	N<10	n<10	N<10

9.4 State-level merit/distinction by status

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

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

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

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

9.5 District-level merit/distinction by status

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

Group	Completer Grads	Merit/ Dist
01 All Students	37	12
Gender		
02 Male	15	n<10
03 Female	22	n<10
Race		
04 Native American	N<10	n<10
05 Asian	0	0
06 African-American	0	0
07 Hispanic	N<10	n<10
08 Hawaiian/Pacific Islander	0	0
09 Caucasian	34	12
10 Two or More	N<10	n<10
Special Populations		
11 Students with Disabilities	N<10	n<10
12 Economically Disadvantaged	37	12
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
Clusters		
20 All Clusters	102	17
21 Agriculture, Food, & Natural Resources	15	n<10
22 Business Management & Administration	10	n<10
23 Finance	N<10	n<10
24 Hospitality & Tourism	21	n<10
25 Marketing	N<10	n<10
26 Education and Training	17	0
27 Human Services	17	n<10
28 Architecture and Construction	0	0
29 Health Sciences	N<10	n<10
30 STEM	0	0
31 Arts, A/V, Technology & Communications	0	0
32 Government and Public Administration	0	0
33 Law, Public Safety, Corrections, & Security	0	0
34 Information Technology	0	0
35 Manufacturing	0	0
36 Transportation, Distribution, & Logistics	N<10	n<10

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

Group	Completer Grads	Merit/ Dist
01 All Students	37	12
Gender		
02 Male	15	n<10
03 Female	22	n<10
Race		
04 Native American	N<10	n<10
05 Asian	0	0
06 African-American	0	0
07 Hispanic	N<10	n<10
08 Hawaiian/Pacific Islander	0	0
09 Caucasian	34	12
10 Two or More	N<10	n<10
Special Populations		
11 Students with Disabilities	N<10	n<10
12 Economically Disadvantaged	37	12
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
Clusters		
20 All Clusters	86	17
21 Agriculture, Food, & Natural Resources	15	n<10
22 Business Management & Administration	10	n<10
23 Finance	N<10	n<10
24 Hospitality & Tourism	19	n<10
25 Marketing	N<10	n<10
26 Education and Training	N<10	n<10
27 Human Services	17	n<10
28 Architecture and Construction	0	0
29 Health Sciences	N<10	n<10
30 STEM	0	0
31 Arts, A/V, Technology & Communications	0	0
32 Government and Public Administration	0	0
33 Law, Public Safety, Corrections, & Security	0	0
34 Information Technology	0	0
35 Manufacturing	0	0
36 Transportation, Distribution, & Logistics	N<10	n<10

10 District-level scores (All Students)

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

Indicator	2025 SDPL	Perkins 2025	LEARNs 2025
CLINTON HIGH SCHOOL (7102006)			
1S1 ACGR	82.00	> 95.00% (RV / RV)	> 95.00% (RV / RV)
2S1 ELA	53.75	54.3% (88 / 162)	53.7% (79 / 147)
2S2 Math	11.00	35.8% (58 / 162)	34.7% (51 / 147)
2S3 Sci	—	57.4% (93 / 162)	56.5% (83 / 147)
3S1 Placement	80.00	94.6% (RV / RV)	94.6% (RV / RV)
4S1 Non-trad	39.00	93.2% (151 / 162)	92.5% (136 / 147)
5S1 Certs	5.00	< 5.00% (RV / RV)	< 5.00% (RV / RV)
5S4 Merit/Distinction	5.00	32.4% (12 / 37)	32.4% (12 / 37)

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
	Industrial Equipment Technologies	No	None	2022
	Major Appliance Technology	No	None	2021
	Precision Machining Technology	No	None	2022
	Welding	Yes	M	—
Marketing	Digital Marketing	No	None	—
	Entrepreneurship	No	None	2020
	Marketing	No	None	2020
	Marketing Business Enterprise	No	None	—
	Retail Management	No	None	—
Stem	Automation And Robotics Technology	No	M	—
	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	—