



2025 DCTE Perkins Performance Reports

FARMINGTON SCHOOL DISTRICT
(LEA ID: 7202000)

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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:

Indica- tor	Perkins X	Perkins Y	Perkins Pct.	LEARNS X	LEARNS Y	LEARNS Pct.
ACGR	(Ex- pected)	(Actual)		(Ex- pected)	(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)
FARMINGTON SCHOOL DISTRICT			
1S1 ACGR	82.00	> 95.00% (RV / RV)	> 95.00% (RV / RV)
2S1 ELA	53.75	53.0% (202 / 381)	52.3% (170 / 325)
2S2 Math	11.00	31.2% (119 / 381)	30.2% (98 / 325)
2S3 Sci	41.00	52.5% (200 / 381)	51.1% (166 / 325)
3S1 Placement	80.00	> 95.00% (RV / RV)	> 95.00% (RV / RV)
4S1 Non-trad	39.00	83.9% (307 / 366)	80.1% (246 / 307)
5S1 Certs	5.00	7.2% (12 / 167)	8.1% (11 / 136)
5S4 Merit/Distinction	5.00	25.3% (20 / 79)	25.3% (20 / 79)

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 (7202000)

Group	Total n	Non-CTE n	Part. n	Distinct conc. n	Completer n
01 All Students	1,147	307	458	253	129
Gender					
02 Male	582	163	248	116	55
03 Female	565	144	210	137	74
Race					
04 Native American	14	n<10	n<10	n<10	n<10
05 Asian	N<10	n<10	n<10	n<10	n<10
06 African-American	42	12	20	n<10	n<10
07 Hispanic	124	35	47	25	17
08 Hawaiian/Pacific Islander	N<10	n<10	n<10	n<10	0
09 Caucasian	876	236	347	193	100
10 Two Or More	81	n<10	36	21	n<10
Special Populations					
11 Students With Disabilities	129	35	48	31	15
12 Economically Disadvantaged	422	119	168	89	46
13 Non-Traditional	785	0	419	242	124
14 Single Parent	N<10	n<10	n<10	n<10	0
15 English Learner	42	13	14	n<10	n<10
16 Homeless	21	n<10	10	n<10	n<10
17 Foster Care	0	0	0	0	0
18 Military Dependent	18	n<10	n<10	n<10	n<10
19 Migrant	0	0	0	0	0
Clusters					
20 All Clusters	3,974	0	2,954	678	176
21 Agriculture, Food, & Natural Resources	318	0	171	104	43
22 Business Management & Administration	297	0	221	47	29
23 Finance	269	0	241	22	0
24 Hospitality & Tourism	519	0	419	n<10	n<10
25 Marketing	269	0	192	54	20
26 Education And Training	374	0	277	86	11
27 Human Services	364	0	286	59	19
28 Architecture And Construction	N<10	0	n<10	0	0
29 Health Sciences	256	0	169	61	26
30 Stem	83	0	53	n<10	n<10
31 Arts, A/V, Technology & Communications	373	0	347	n<10	n<10
32 Government And Public Administration	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	n<10	0
34 Information Technology	551	0	363	n<10	n<10
35 Manufacturing	21	0	n<10	15	n<10
36 Transportation, Distribution, & Logistics	270	0	204	n<10	n<10

Table 3.4: District Enrollment - Perkins LEARNS Definitions (7202000)

Group	Total n	Non-CTE n	Part. n	Distinct conc. n	Completer n
01 All Students	1,147	334	488	196	129
Gender					
02 Male	582	175	262	90	55
03 Female	565	159	226	106	74
Race					
04 Native American	14	n<10	n<10	n<10	n<10
05 Asian	N<10	n<10	n<10	n<10	n<10
06 African-American	42	13	19	n<10	n<10
07 Hispanic	124	37	49	21	17
08 Hawaiian/Pacific Islander	N<10	n<10	n<10	n<10	0
09 Caucasian	876	258	373	145	100
10 Two Or More	81	20	39	n<10	n<10
Special Populations					
11 Students With Disabilities	129	39	49	26	15
12 Economically Disadvantaged	422	131	178	67	46
13 Non-Traditional	785	20	455	186	124
14 Single Parent	N<10	n<10	n<10	n<10	0
15 English Learner	42	14	13	n<10	n<10
16 Homeless	21	n<10	10	n<10	n<10
17 Foster Care	0	0	0	0	0
18 Military Dependent	18	n<10	10	n<10	n<10
19 Migrant	0	0	0	0	0
Clusters					
20 All Clusters	3,974	435	2,833	530	176
21 Agriculture, Food, & Natural Resources	318	60	148	67	43
22 Business Management & Administration	297	n<10	217	44	n<10
23 Finance	269	12	237	20	0
24 Hospitality & Tourism	519	n<10	405	86	n<10
25 Marketing	269	n<10	193	51	n<10
26 Education And Training	374	42	277	44	11
27 Human Services	364	30	266	49	19
28 Architecture And Construction	N<10	0	n<10	0	0
29 Health Sciences	256	52	125	53	26
30 Stem	83	n<10	47	18	n<10
31 Arts, A/V, Technology & Communications	373	24	331	n<10	n<10
32 Government And Public Administration	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	n<10	n<10	0	0
34 Information Technology	551	159	364	n<10	n<10
35 Manufacturing	21	0	n<10	0	n<10
36 Transportation, Distribution, & Logistics	270	n<10	200	59	n<10

4 Graduation Rate (1S1)

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

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

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

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

4.1 CAR Summary

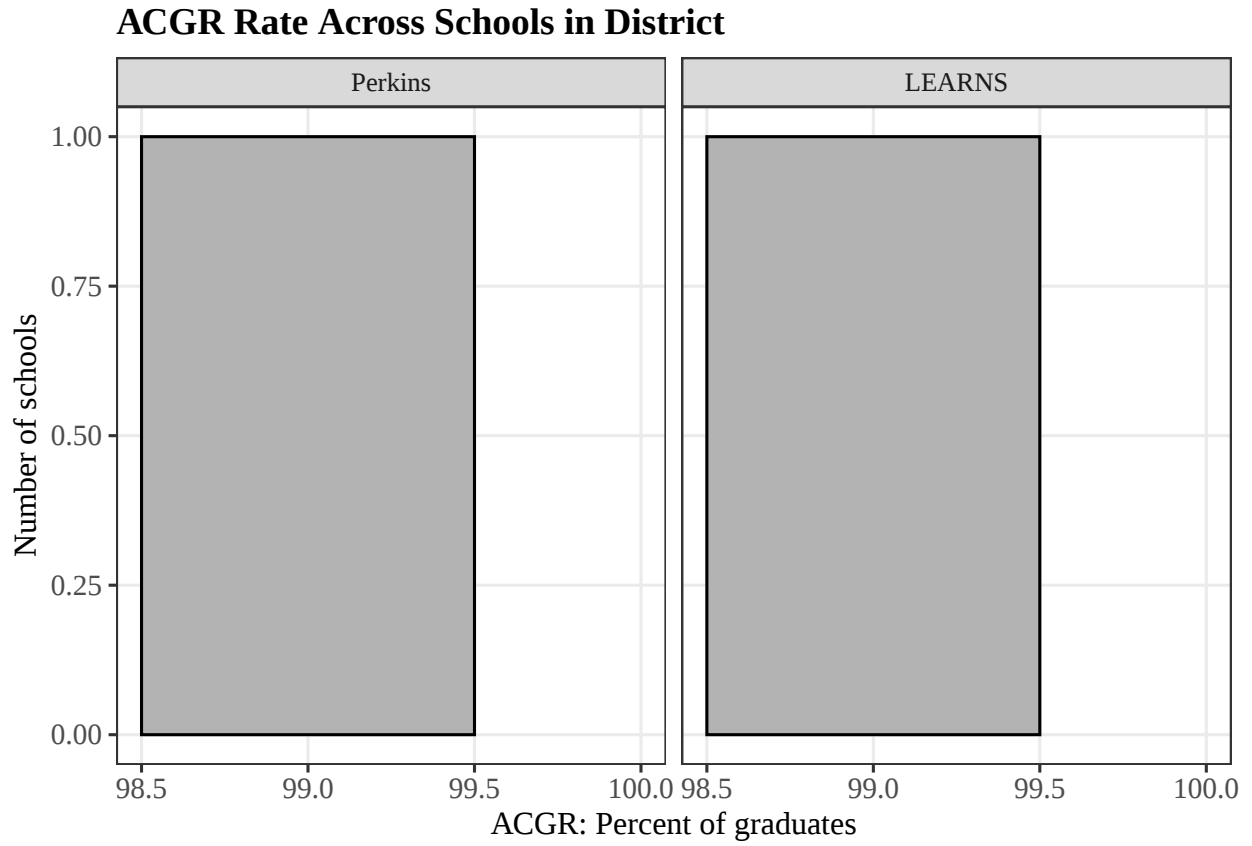
ACGR Rate Across Schools (Statewide)



4 Graduation Rate (1S1)

Table 4.1: ACGR Summary: State and District

LEA	Perkins Expected	Perkins Actual	Perkins %	LEARNs Expected	LEARNs Actual	LEARNs %
Arkansas	24,732	24,347	98.4	22,129	21,763	98.3
FARMINGTON SCHOOL DISTRICT	168	167	99.4	137	136	99.3



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	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	RV	RV	> 95.00%	RV	RV	> 95.00%
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	RV	RV	> 95.00%	RV	RV	> 95.00%
10 Two or More	RV	RV	> 95.00%	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	N<10	n<10	N<10	—	—	—
15 English Learner	N<10	n<10	N<10	N<10	n<10	N<10
16 Homeless	N<10	n<10	N<10	N<10	n<10	N<10
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	N<10	n<10	N<10	N<10	n<10	N<10
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	432	RV	> 97.00%	340	RV	> 95.00%
21 Agriculture, Food, & Natural Resources	RV	RV	> 95.00%	RV	RV	> 95.00%
22 Business Management & Administration	RV	RV	> 95.00%	RV	RV	> 95.00%
23 Finance	RV	RV	> 95.00%	RV	RV	> 95.00%
24 Hospitality & Tourism	RV	RV	> 95.00%	RV	RV	> 95.00%
25 Marketing	RV	RV	> 95.00%	RV	RV	> 95.00%
26 Education and Training	RV	RV	> 95.00%	RV	RV	> 95.00%
27 Human Services	RV	RV	> 95.00%	RV	RV	> 95.00%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	RV	RV	> 95.00%	RV	RV	> 95.00%
30 STEM	RV	RV	> 95.00%	RV	RV	> 95.00%
31 Arts, A/V, Technology & Communications	RV	RV	> 95.00%	RV	RV	> 95.00%
32 Government and Public Administration	—	—	—	—	—	—
33 Law, Public Safety, Corrections, & Security	—	—	—	—	—	—
34 Information Technology	RV	RV	92.3%	RV	RV	90.0%
35 Manufacturing	RV	RV	> 95.00%	N<10	n<10	N<10
36 Transportation, Distribution, & Logistics	RV	RV	> 95.00%	RV	RV	> 95.00%

4.4 State-level grad rate by status

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

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

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	210	168	n<10	n<10	89	78
Gender						
02 Male	102	81	n<10	n<10	42	38
03 Female	108	87	n<10	n<10	47	40
Race						
04 Native American	N<10	N<10	0	0	n<10	n<10
05 Asian	N<10	N<10	0	n<10	n<10	0
06 African-American	N<10	N<10	0	n<10	n<10	n<10
07 Hispanic	25	17	n<10	n<10	n<10	10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	158	129	n<10	n<10	67	61
10 Two or More	14	11	0	n<10	n<10	n<10
Special Populations						
11 Students with Disabilities	28	24	0	n<10	14	n<10
12 Economically Disadvantaged	92	71	n<10	n<10	35	35
13 Non-traditional	190	160	0	31	85	74
14 Single Parent	N<10	N<10	n<10	0	n<10	0
15 English Learner	N<10	N<10	n<10	n<10	n<10	n<10
16 Homeless	N<10	N<10	n<10	n<10	n<10	n<10
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	N<10	N<10	n<10	0	n<10	0
19 Migrant	0	0	0	0	0	0
Clusters						
20 All Clusters	1,100	432	0	594	318	113
21 Agriculture, Food, & Natural Resources	108	69	0	39	42	27
22 Business Management & Administration	90	36	0	54	17	19
23 Finance	76	14	0	58	14	0
24 Hospitality & Tourism	133	51	0	82	n<10	n<10
25 Marketing	80	35	0	42	23	12
26 Education and Training	114	65	0	n<10	56	n<10
27 Human Services	96	40	0	56	25	15
28 Architecture and Construction	N<10	0	n<10	n<10	0	0
29 Health Sciences	75	32	0	43	20	12
30 STEM	32	15	0	17	n<10	n<10
31 Arts, A/V, Technology & Communications	95	19	0	76	n<10	n<10
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	104	13	0	24	n<10	n<10
35 Manufacturing	12	10	0	n<10	n<10	n<10
36 Transportation, Distribution, & Logistics	77	33	0	44	n<10	n<10

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

Group	Total Expected	CTE Expected	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	210	137	21	53	58	78
Gender						
02 Male	102	68	n<10	n<10	29	38
03 Female	108	69	14	25	29	40
Race						
04 Native American	N<10	N<10	0	0	n<10	n<10
05 Asian	N<10	N<10	0	n<10	n<10	0
06 African-American	N<10	N<10	0	n<10	n<10	n<10
07 Hispanic	25	14	n<10	n<10	n<10	10
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	158	103	17	39	41	61
10 Two or More	14	N<10	n<10	n<10	n<10	n<10
Special Populations						
11 Students with Disabilities	28	22	0	n<10	12	n<10
12 Economically Disadvantaged	92	60	n<10	n<10	24	35
13 Non-traditional	190	130	11	50	55	74
14 Single Parent	N<10	0	n<10	n<10	0	0
15 English Learner	N<10	N<10	n<10	n<10	n<10	n<10
16 Homeless	N<10	N<10	n<10	n<10	n<10	n<10
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	N<10	N<10	0	n<10	n<10	0
19 Migrant	0	0	0	0	0	0
Clusters						
20 All Clusters	1,100	340	169	592	226	113
21 Agriculture, Food, & Natural Resources	108	52	11	45	25	27
22 Business Management & Administration	90	34	n<10	54	n<10	19
23 Finance	76	13	n<10	57	n<10	0
24 Hospitality & Tourism	133	46	n<10	79	40	n<10
25 Marketing	80	32	n<10	44	20	n<10
26 Education and Training	114	31	32	51	n<10	n<10
27 Human Services	96	34	11	51	19	15
28 Architecture and Construction	N<10	0	n<10	n<10	0	0
29 Health Sciences	75	28	13	34	16	12
30 STEM	32	11	n<10	17	n<10	n<10
31 Arts, A/V, Technology & Communications	95	14	n<10	77	12	n<10
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	104	10	69	26	n<10	n<10
35 Manufacturing	12	N<10	0	n<10	0	n<10
36 Transportation, Distribution, & Logistics	77	31	n<10	44	28	n<10

5 Academic Performance (2S1 - 2S3)

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

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

Assessments included:

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

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

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

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

5.1 CAR Summary

Academic Proficiency Across Schools (Statewide)

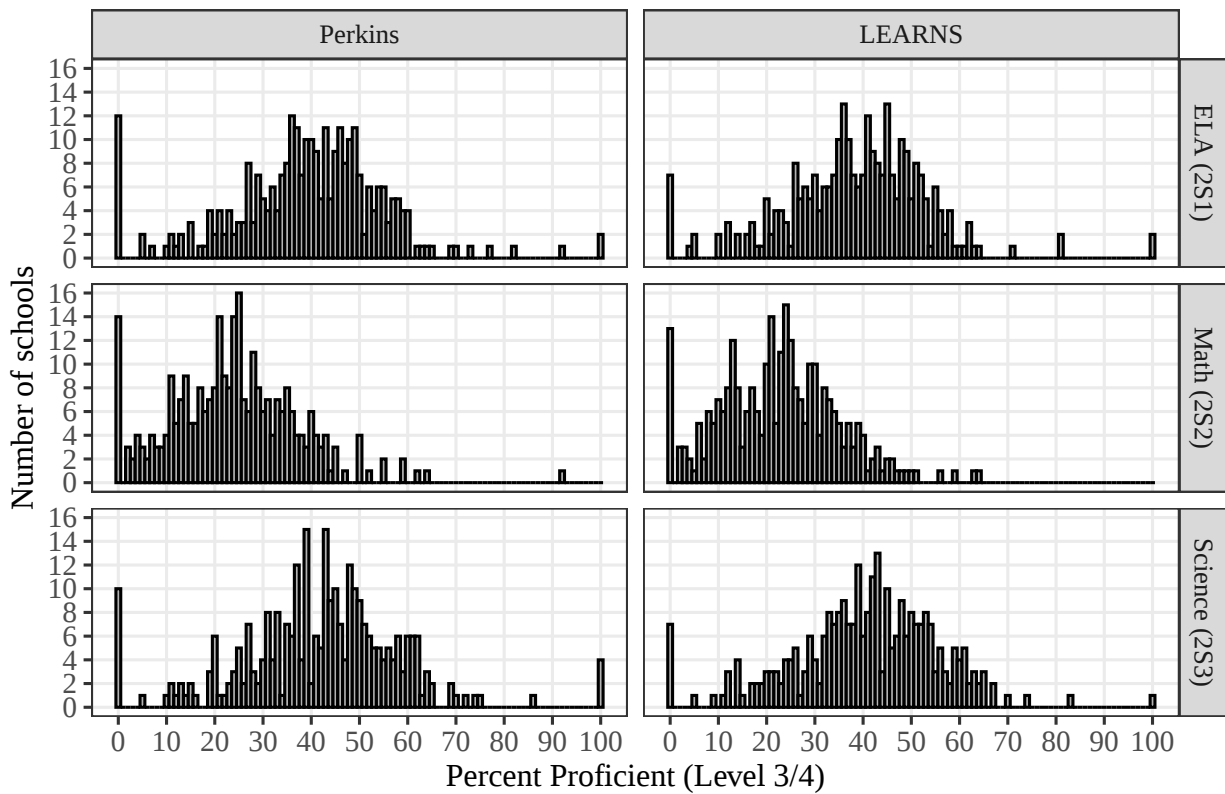


Table 5.1: Academic Proficiency Summary: State and District — ELA (2S1)

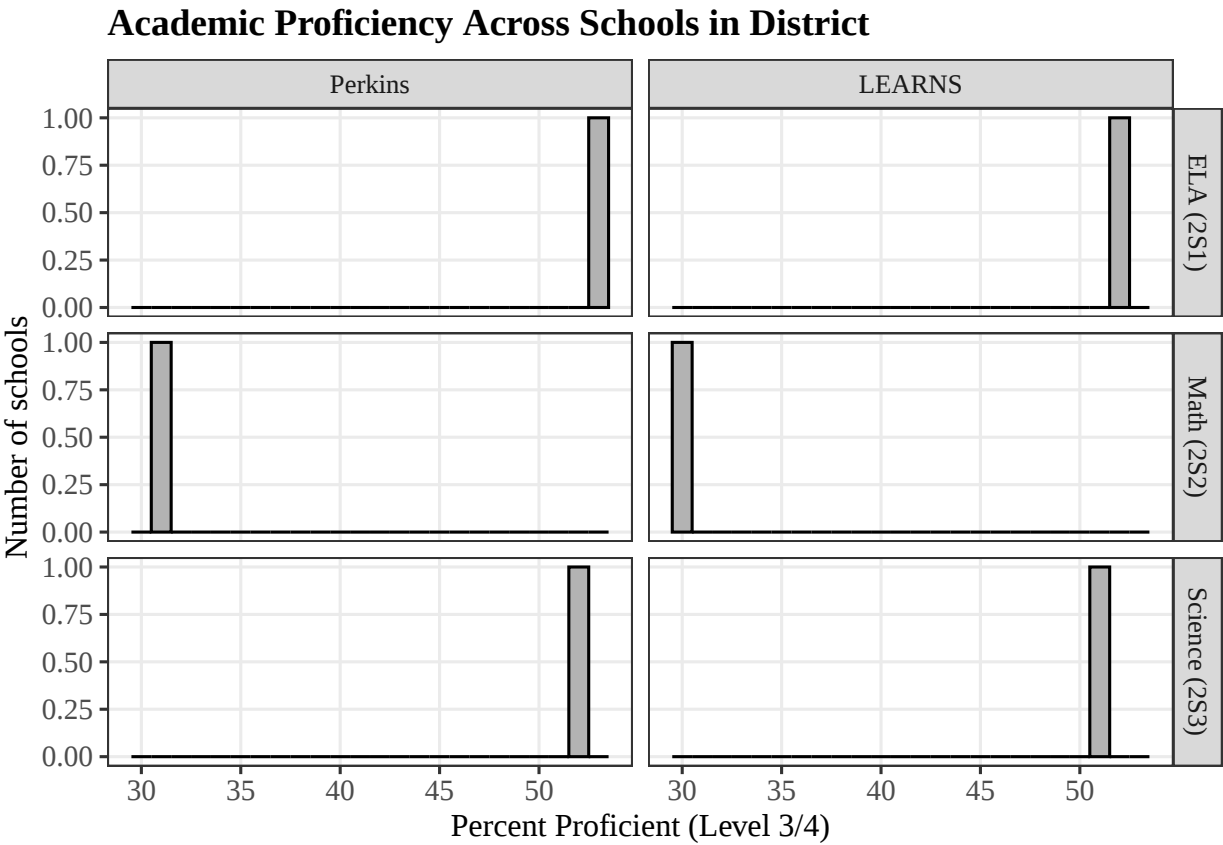
LEA	Perkins Tested	Perkins Proficient	Perkins %	LEARNs Tested	LEARNs Proficient	LEARNs %
Arkansas	57,979	25,565	44.1	49,965	21,358	42.7
FARMINGTON SCHOOL DISTRICT	381	202	53.0	325	170	52.3

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
FARMINGTON SCHOOL DISTRICT	381	119	31.2	325	98	30.2

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
FARMINGTON SCHOOL DISTRICT	381	200	52.5	325	166	51.1



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	381	202	53.0%	325	170	52.3%
Gender						
02 Male	171	77	45.0%	145	66	45.5%
03 Female	210	125	59.5%	180	104	57.8%
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	RV	RV	40.0%	RV	RV	40.0%
07 Hispanic	42	15	35.7%	38	11	28.9%
08 Hawaiian/Pacific Islander	N<10	n<10	N<10	N<10	n<10	N<10
09 Caucasian	292	165	56.5%	245	140	57.1%
10 Two or More	27	11	40.7%	RV	RV	36.4%
Special Populations						
11 Students with Disabilities	RV	RV	10.9%	RV	RV	12.2%
12 Economically Disadvantaged	135	49	36.3%	113	41	36.3%
13 Non-traditional	365	188	51.5%	310	156	50.3%
14 Single Parent	N<10	n<10	N<10	N<10	n<10	N<10
15 English Learner	RV	RV	6.7%	RV	RV	6.7%
16 Homeless	N<10	n<10	N<10	N<10	n<10	N<10
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	N<10	n<10	N<10	N<10	n<10	N<10
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	853	428	50.2%	706	343	48.6%
21 Agriculture, Food, & Natural Resources	147	47	32.0%	110	32	29.1%
22 Business Management & Administration	76	36	47.4%	73	36	49.3%
23 Finance	RV	RV	40.9%	RV	RV	45.0%
24 Hospitality & Tourism	100	46	46.0%	93	42	45.2%
25 Marketing	74	34	45.9%	71	33	46.5%
26 Education and Training	97	60	61.9%	55	23	41.8%
27 Human Services	78	33	42.3%	68	26	38.2%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	87	66	75.9%	79	62	78.5%
30 STEM	RV	RV	76.7%	RV	RV	75.0%
31 Arts, A/V, Technology & Communications	RV	RV	65.4%	RV	RV	61.1%
32 Government and Public Administration	—	—	—	—	—	—
33 Law, Public Safety, Corrections, & Security	—	—	—	—	—	—
34 Information Technology	RV	RV	71.0%	RV	RV	71.4%
35 Manufacturing	RV	RV	15.8%	N<10	n<10	N<10
36 Transportation, Distribution, & Logistics	66	32	48.5%	63	31	49.2%

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

Group	Perkins Tested	Perkins Proficient	Perkins %	LEARNS Tested	LEARNS Proficient	LEARNS %
01 All Students	381	119	31.2%	325	98	30.2%
Gender						
02 Male	171	53	31.0%	145	47	32.4%
03 Female	210	66	31.4%	180	51	28.3%
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	RV	RV	< 5.00%	RV	RV	< 5.00%
07 Hispanic	RV	RV	14.3%	RV	RV	13.2%
08 Hawaiian/Pacific Islander	N<10	n<10	N<10	N<10	n<10	N<10
09 Caucasian	292	102	34.9%	245	84	34.3%
10 Two or More	RV	RV	29.6%	RV	RV	27.3%
Special Populations						
11 Students with Disabilities	RV	RV	< 5.00%	RV	RV	< 5.00%
12 Economically Disadvantaged	135	24	17.8%	113	20	17.7%
13 Non-traditional	365	110	30.1%	310	89	28.7%
14 Single Parent	N<10	n<10	N<10	N<10	n<10	N<10
15 English Learner	RV	RV	< 5.00%	RV	RV	< 5.00%
16 Homeless	N<10	n<10	N<10	N<10	n<10	N<10
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	N<10	n<10	N<10	N<10	n<10	N<10
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	853	235	27.5%	706	184	26.1%
21 Agriculture, Food, & Natural Resources	147	24	16.3%	110	17	15.5%
22 Business Management & Administration	76	19	25.0%	73	19	26.0%
23 Finance	RV	RV	13.6%	RV	RV	15.0%
24 Hospitality & Tourism	100	23	23.0%	93	21	22.6%
25 Marketing	74	19	25.7%	71	19	26.8%
26 Education and Training	97	34	35.1%	RV	RV	9.1%
27 Human Services	RV	RV	11.5%	RV	RV	10.3%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	87	49	56.3%	79	46	58.2%
30 STEM	30	18	60.0%	RV	RV	62.5%
31 Arts, A/V, Technology & Communications	RV	RV	15.4%	RV	RV	5.6%
32 Government and Public Administration	—	—	—	—	—	—
33 Law, Public Safety, Corrections, & Security	—	—	—	—	—	—
34 Information Technology	31	16	51.6%	28	14	50.0%
35 Manufacturing	RV	RV	< 5.00%	N<10	n<10	N<10
36 Transportation, Distribution, & Logistics	66	17	25.8%	63	17	27.0%

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

Group	Perkins Tested	Perkins Proficient	Perkins %	LEARNS Tested	LEARNS Proficient	LEARNS %
01 All Students	381	200	52.5%	325	166	51.1%
Gender						
02 Male	171	79	46.2%	145	68	46.9%
03 Female	210	121	57.6%	180	98	54.4%
Race						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	N<10	n<10	N<10	N<10	n<10	N<10
06 African-American	RV	RV	40.0%	RV	RV	40.0%
07 Hispanic	42	18	42.9%	38	14	36.8%
08 Hawaiian/Pacific Islander	N<10	n<10	N<10	N<10	n<10	N<10
09 Caucasian	292	161	55.1%	245	133	54.3%
10 Two or More	27	11	40.7%	RV	RV	40.9%
Special Populations						
11 Students with Disabilities	RV	RV	6.5%	RV	RV	7.3%
12 Economically Disadvantaged	135	47	34.8%	113	39	34.5%
13 Non-traditional	365	190	52.1%	310	156	50.3%
14 Single Parent	N<10	n<10	N<10	N<10	n<10	N<10
15 English Learner	RV	RV	< 5.00%	RV	RV	< 5.00%
16 Homeless	N<10	n<10	N<10	N<10	n<10	N<10
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	N<10	n<10	N<10	N<10	n<10	N<10
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	853	418	49.0%	706	340	48.2%
21 Agriculture, Food, & Natural Resources	147	48	32.7%	110	35	31.8%
22 Business Management & Administration	76	33	43.4%	73	33	45.2%
23 Finance	RV	RV	40.9%	RV	RV	45.0%
24 Hospitality & Tourism	100	44	44.0%	93	42	45.2%
25 Marketing	74	35	47.3%	71	34	47.9%
26 Education and Training	97	60	61.9%	55	21	38.2%
27 Human Services	78	30	38.5%	68	27	39.7%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	87	68	78.2%	79	63	79.7%
30 STEM	RV	RV	80.0%	RV	RV	79.2%
31 Arts, A/V, Technology & Communications	26	13	50.0%	RV	RV	38.9%
32 Government and Public Administration	—	—	—	—	—	—
33 Law, Public Safety, Corrections, & Security	—	—	—	—	—	—
34 Information Technology	RV	RV	71.0%	RV	RV	71.4%
35 Manufacturing	RV	RV	5.3%	N<10	n<10	N<10
36 Transportation, Distribution, & Logistics	66	31	47.0%	63	30	47.6%

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	1,132	381	116	207	136	66
Gender						
02 Male	573	171	50	100	55	22
03 Female	559	210	66	107	81	44
Race						
04 Native American	14	N<10	0	n<10	n<10	0
05 Asian	N<10	N<10	n<10	0	n<10	n<10
06 African-American	41	10	n<10	n<10	n<10	0
07 Hispanic	122	42	n<10	12	11	n<10
08 Hawaiian/Pacific Islander	N<10	N<10	n<10	n<10	0	0
09 Caucasian	864	292	101	177	109	56
10 Two or More	81	27	n<10	14	n<10	n<10
Special Populations						
11 Students with Disabilities	128	46	n<10	n<10	n<10	n<10
12 Economically Disadvantaged	413	135	35	48	34	15
13 Non-traditional	783	365	0	177	127	61
14 Single Parent	N<10	N<10	0	0	0	0
15 English Learner	39	15	0	n<10	0	n<10
16 Homeless	20	N<10	n<10	n<10	n<10	0
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	18	N<10	n<10	n<10	n<10	0
19 Migrant	0	0	0	0	0	0
Clusters						
20 All Clusters	3,971	853	0	1,378	341	87
21 Agriculture, Food, & Natural Resources	318	147	0	75	37	10
22 Business Management & Administration	297	76	0	112	22	14
23 Finance	269	22	0	n<10	n<10	0
24 Hospitality & Tourism	519	100	0	198	n<10	n<10
25 Marketing	269	74	0	102	n<10	n<10
26 Education and Training	373	97	0	114	n<10	n<10
27 Human Services	364	78	0	120	23	10
28 Architecture and Construction	N<10	0	n<10	n<10	0	0
29 Health Sciences	256	87	0	94	44	22
30 STEM	83	30	0	24	n<10	n<10
31 Arts, A/V, Technology & Communications	373	26	0	145	n<10	n<10
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	550	31	0	153	n<10	n<10
35 Manufacturing	21	19	0	n<10	n<10	0
36 Transportation, Distribution, & Logistics	270	66	0	106	n<10	n<10

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

Group	Total Tested	CTE Tested	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	1,126	381	97	158	86	33
Gender						
02 Male	570	171	53	95	39	14
03 Female	556	210	44	63	47	19
Race						
04 Native American	14	N<10	0	n<10	n<10	0
05 Asian	N<10	N<10	n<10	n<10	0	0
06 African-American	40	10	n<10	n<10	0	0
07 Hispanic	122	42	n<10	n<10	n<10	0
08 Hawaiian/Pacific Islander	N<10	N<10	n<10	n<10	0	0
09 Caucasian	860	292	84	136	71	31
10 Two or More	80	27	n<10	n<10	n<10	n<10
Special Populations						
11 Students with Disabilities	128	46	n<10	n<10	0	0
12 Economically Disadvantaged	413	135	23	41	n<10	n<10
13 Non-traditional	780	365	0	137	80	30
14 Single Parent	N<10	N<10	0	0	0	0
15 English Learner	39	15	0	0	0	0
16 Homeless	20	N<10	n<10	n<10	0	0
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	17	N<10	n<10	n<10	n<10	0
19 Migrant	0	0	0	0	0	0
Clusters						
20 All Clusters	3,957	853	0	874	188	47
21 Agriculture, Food, & Natural Resources	317	147	0	54	n<10	n<10
22 Business Management & Administration	295	76	0	69	n<10	n<10
23 Finance	267	22	0	n<10	n<10	0
24 Hospitality & Tourism	517	100	0	123	n<10	n<10
25 Marketing	267	74	0	65	n<10	n<10
26 Education and Training	373	97	0	65	n<10	n<10
27 Human Services	364	78	0	71	n<10	n<10
28 Architecture and Construction	N<10	0	n<10	n<10	0	0
29 Health Sciences	255	87	0	59	33	16
30 STEM	83	30	0	21	n<10	n<10
31 Arts, A/V, Technology & Communications	373	26	0	n<10	n<10	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	n<10	0	0
34 Information Technology	548	31	0	107	n<10	n<10
35 Manufacturing	21	19	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	268	66	0	68	n<10	n<10

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

Group	Total Tested	CTE Tested	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	1,111	381	126	209	135	65
Gender						
02 Male	565	171	62	119	53	26
03 Female	546	210	64	90	82	39
Race						
04 Native American	14	N<10	n<10	n<10	n<10	0
05 Asian	N<10	N<10	n<10	n<10	0	n<10
06 African-American	39	10	n<10	n<10	n<10	0
07 Hispanic	122	42	n<10	n<10	13	n<10
08 Hawaiian/Pacific Islander	N<10	N<10	n<10	n<10	0	0
09 Caucasian	845	292	107	179	107	54
10 Two or More	81	27	n<10	15	n<10	n<10
Special Populations						
11 Students with Disabilities	127	46	n<10	n<10	n<10	0
12 Economically Disadvantaged	406	135	35	58	32	15
13 Non-traditional	774	365	0	179	128	62
14 Single Parent	N<10	N<10	0	0	0	0
15 English Learner	37	15	0	0	0	0
16 Homeless	20	N<10	n<10	n<10	n<10	0
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	17	N<10	n<10	n<10	n<10	0
19 Migrant	0	0	0	0	0	0
Clusters						
20 All Clusters	3,943	853	0	1,352	326	92
21 Agriculture, Food, & Natural Resources	317	147	0	76	36	12
22 Business Management & Administration	294	76	0	110	18	15
23 Finance	266	22	0	n<10	n<10	0
24 Hospitality & Tourism	515	100	0	188	n<10	n<10
25 Marketing	266	74	0	98	24	11
26 Education and Training	372	97	0	112	n<10	n<10
27 Human Services	363	78	0	115	n<10	n<10
28 Architecture and Construction	N<10	0	n<10	n<10	0	0
29 Health Sciences	256	87	0	83	48	20
30 STEM	83	30	0	27	n<10	n<10
31 Arts, A/V, Technology & Communications	372	26	0	146	13	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	542	31	0	163	n<10	n<10
35 Manufacturing	21	19	0	n<10	n<10	0
36 Transportation, Distribution, & Logistics	267	66	0	104	n<10	n<10

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

Group	Total Tested	CTE Tested	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	1,132	325	133	222	104	66
Gender						
02 Male	573	145	56	105	44	22
03 Female	559	180	77	117	60	44
Race						
04 Native American	14	N<10	0	n<10	n<10	0
05 Asian	N<10	N<10	n<10	0	n<10	n<10
06 African-American	41	10	n<10	n<10	n<10	0
07 Hispanic	122	38	n<10	15	n<10	n<10
08 Hawaiian/Pacific Islander	N<10	N<10	n<10	n<10	0	0
09 Caucasian	864	245	116	187	84	56
10 Two or More	81	22	n<10	16	n<10	n<10
Special Populations						
11 Students with Disabilities	128	41	n<10	n<10	n<10	n<10
12 Economically Disadvantaged	413	113	40	51	26	15
13 Non-traditional	783	310	12	197	95	61
14 Single Parent	N<10	N<10	0	0	0	0
15 English Learner	39	15	0	n<10	0	n<10
16 Homeless	20	N<10	n<10	n<10	n<10	0
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	18	N<10	n<10	n<10	n<10	0
19 Migrant	0	0	0	0	0	0
Clusters						
20 All Clusters	3,971	706	204	1,339	256	87
21 Agriculture, Food, & Natural Resources	318	110	22	68	22	10
22 Business Management & Administration	297	73	n<10	109	22	n<10
23 Finance	269	20	n<10	124	n<10	0
24 Hospitality & Tourism	519	93	n<10	196	39	n<10
25 Marketing	269	71	n<10	103	24	n<10
26 Education and Training	373	55	31	120	n<10	n<10
27 Human Services	364	68	12	115	16	10
28 Architecture and Construction	N<10	0	n<10	n<10	0	0
29 Health Sciences	256	79	23	75	40	22
30 STEM	83	24	n<10	20	13	n<10
31 Arts, A/V, Technology & Communications	373	18	n<10	143	10	n<10
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	550	28	80	153	n<10	n<10
35 Manufacturing	21	N<10	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	270	63	n<10	105	29	n<10

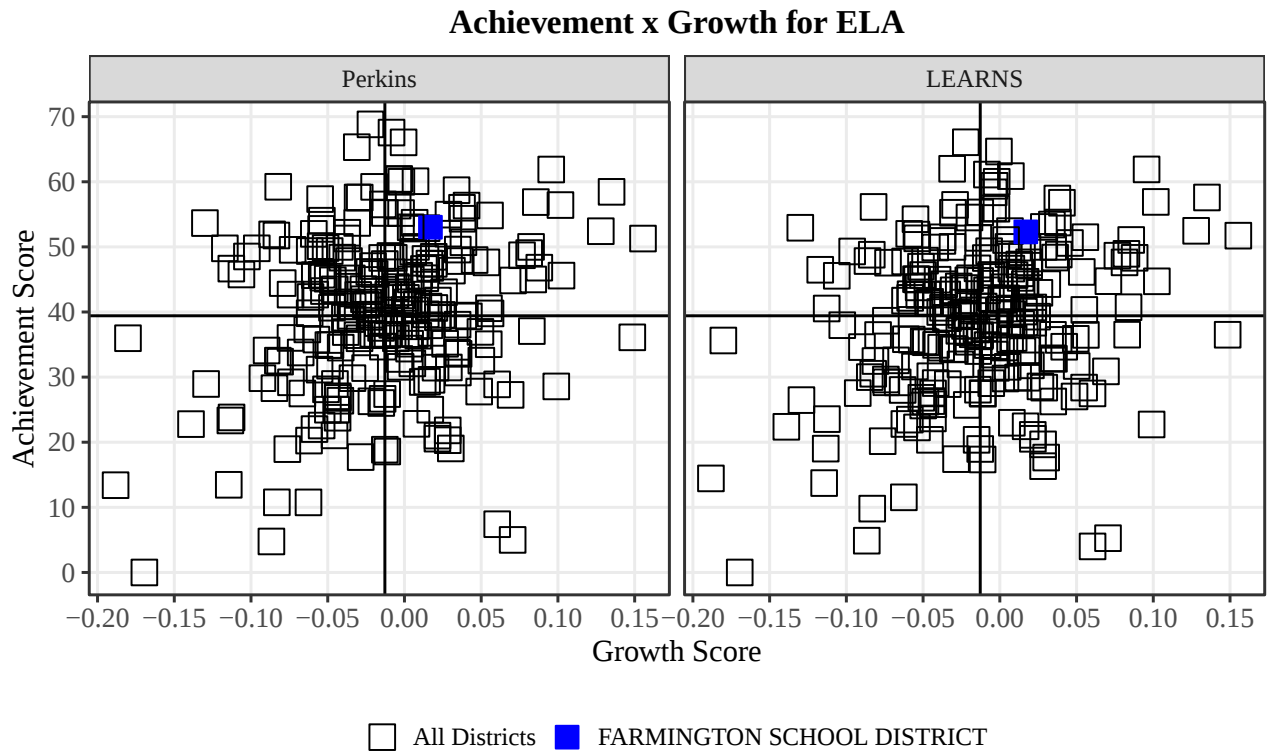
Table 5.20: Status-level District Academic Counts (2S2) — Math — LEARNs Definitions

Group	Total Tested	CTE Tested	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	1,126	325	109	167	65	33
Gender						
02 Male	570	145	57	97	33	14
03 Female	556	180	52	70	32	19
Race						
04 Native American	14	N<10	0	n<10	n<10	0
05 Asian	N<10	N<10	n<10	n<10	0	0
06 African-American	40	10	n<10	n<10	0	0
07 Hispanic	122	38	n<10	n<10	n<10	0
08 Hawaiian/Pacific Islander	N<10	N<10	n<10	n<10	0	0
09 Caucasian	860	245	95	143	53	31
10 Two or More	80	22	n<10	10	n<10	n<10
Special Populations						
11 Students with Disabilities	128	41	n<10	n<10	0	0
12 Economically Disadvantaged	413	113	28	40	n<10	n<10
13 Non-traditional	780	310	n<10	149	59	n<10
14 Single Parent	N<10	N<10	0	0	0	0
15 English Learner	39	15	0	0	0	0
16 Homeless	20	N<10	n<10	n<10	0	0
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	17	N<10	n<10	n<10	n<10	0
19 Migrant	0	0	0	0	0	0
Clusters						
20 All Clusters	3,957	706	123	851	137	47
21 Agriculture, Food, & Natural Resources	317	110	n<10	51	13	n<10
22 Business Management & Administration	295	73	n<10	68	11	n<10
23 Finance	267	20	n<10	80	n<10	0
24 Hospitality & Tourism	517	93	n<10	122	20	n<10
25 Marketing	267	71	0	65	n<10	n<10
26 Education and Training	373	55	25	69	n<10	n<10
27 Human Services	364	68	n<10	67	n<10	n<10
28 Architecture and Construction	N<10	0	n<10	n<10	0	0
29 Health Sciences	255	79	10	52	30	16
30 STEM	83	24	n<10	17	10	n<10
31 Arts, A/V, Technology & Communications	373	18	n<10	82	n<10	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	548	28	50	107	n<10	n<10
35 Manufacturing	21	N<10	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	268	63	n<10	67	16	n<10

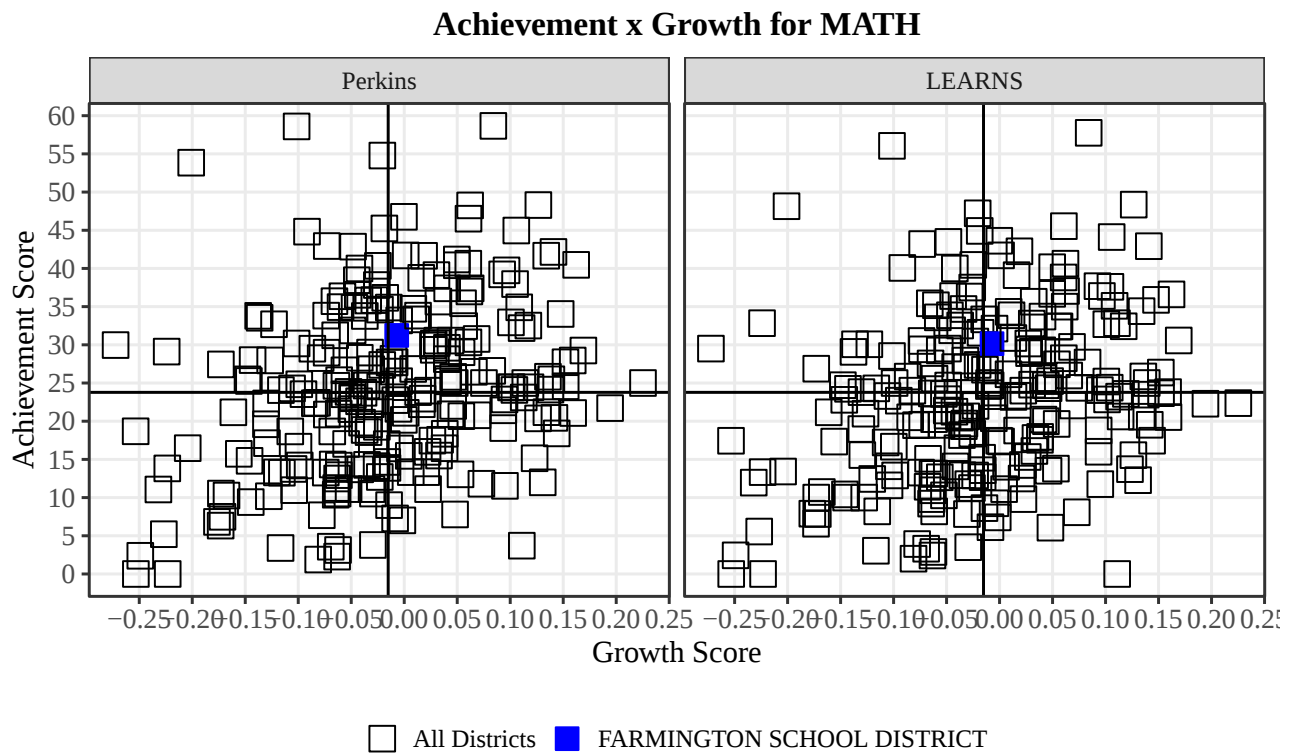
Table 5.21: Status-level District Academic Counts (2S3) — Science — LEARNS Definitions

Group	Total Tested	CTE Tested	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	1,111	325	143	226	101	65
Gender						
02 Male	565	145	69	123	42	26
03 Female	546	180	74	103	59	39
Race						
04 Native American	14	N<10	n<10	n<10	n<10	0
05 Asian	N<10	N<10	n<10	n<10	0	n<10
06 African-American	39	10	n<10	n<10	n<10	0
07 Hispanic	122	38	10	12	n<10	n<10
08 Hawaiian/Pacific Islander	N<10	N<10	n<10	n<10	0	0
09 Caucasian	845	245	121	193	79	54
10 Two or More	81	22	n<10	16	n<10	n<10
Special Populations						
11 Students with Disabilities	127	41	n<10	n<10	n<10	0
12 Economically Disadvantaged	406	113	41	60	24	15
13 Non-traditional	774	310	11	202	94	62
14 Single Parent	N<10	N<10	0	0	0	0
15 English Learner	37	15	0	0	0	0
16 Homeless	20	N<10	n<10	n<10	n<10	0
17 Foster Care	0	0	0	0	0	0
18 Military Dependent	17	N<10	n<10	n<10	n<10	0
19 Migrant	0	0	0	0	0	0
Clusters						
20 All Clusters	3,943	706	199	1,311	248	92
21 Agriculture, Food, & Natural Resources	317	110	22	67	23	12
22 Business Management & Administration	294	73	n<10	107	18	n<10
23 Finance	266	20	n<10	120	n<10	0
24 Hospitality & Tourism	515	93	n<10	186	38	n<10
25 Marketing	266	71	0	99	23	11
26 Education and Training	372	55	34	117	n<10	n<10
27 Human Services	363	68	n<10	109	18	n<10
28 Architecture and Construction	N<10	0	n<10	n<10	0	0
29 Health Sciences	256	79	19	69	43	20
30 STEM	83	24	n<10	23	13	n<10
31 Arts, A/V, Technology & Communications	372	18	n<10	144	n<10	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	542	28	80	163	n<10	n<10
35 Manufacturing	21	N<10	n<10	n<10	0	0
36 Transportation, Distribution, & Logistics	267	63	n<10	103	27	n<10

5.6 Achievement x Growth (All Students)

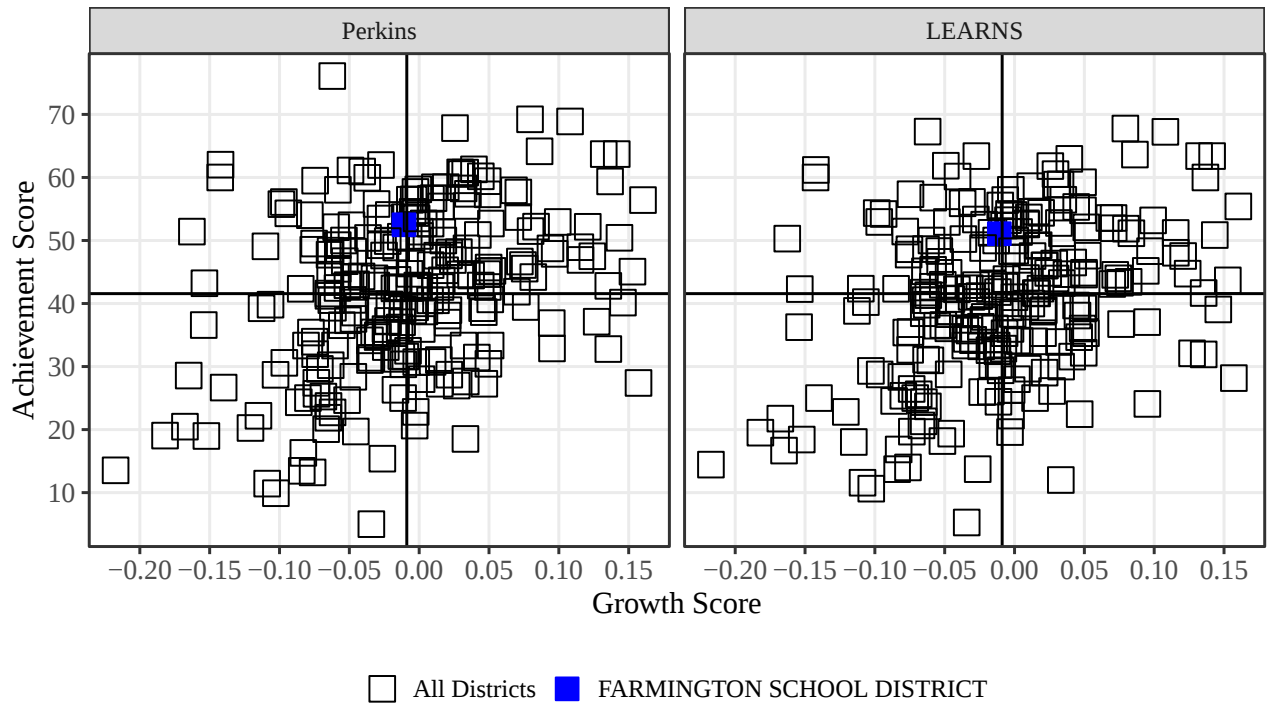


The black lines represent the mean of all data displayed.
Any groups with a denominator < 10 are not displayed in the graph.



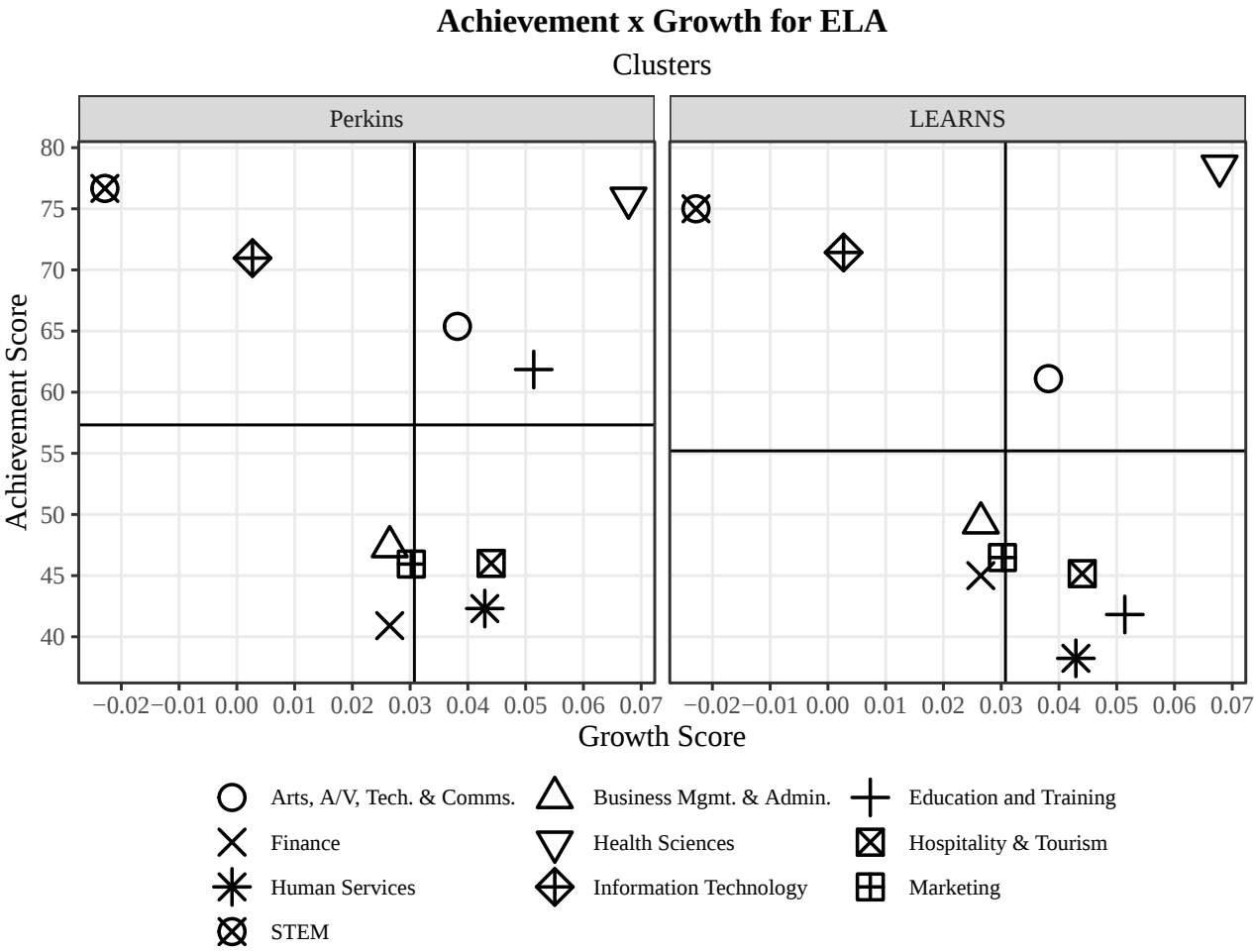
The black lines represent the mean of all data displayed.
Any groups with a denominator < 10 are not displayed in the graph.

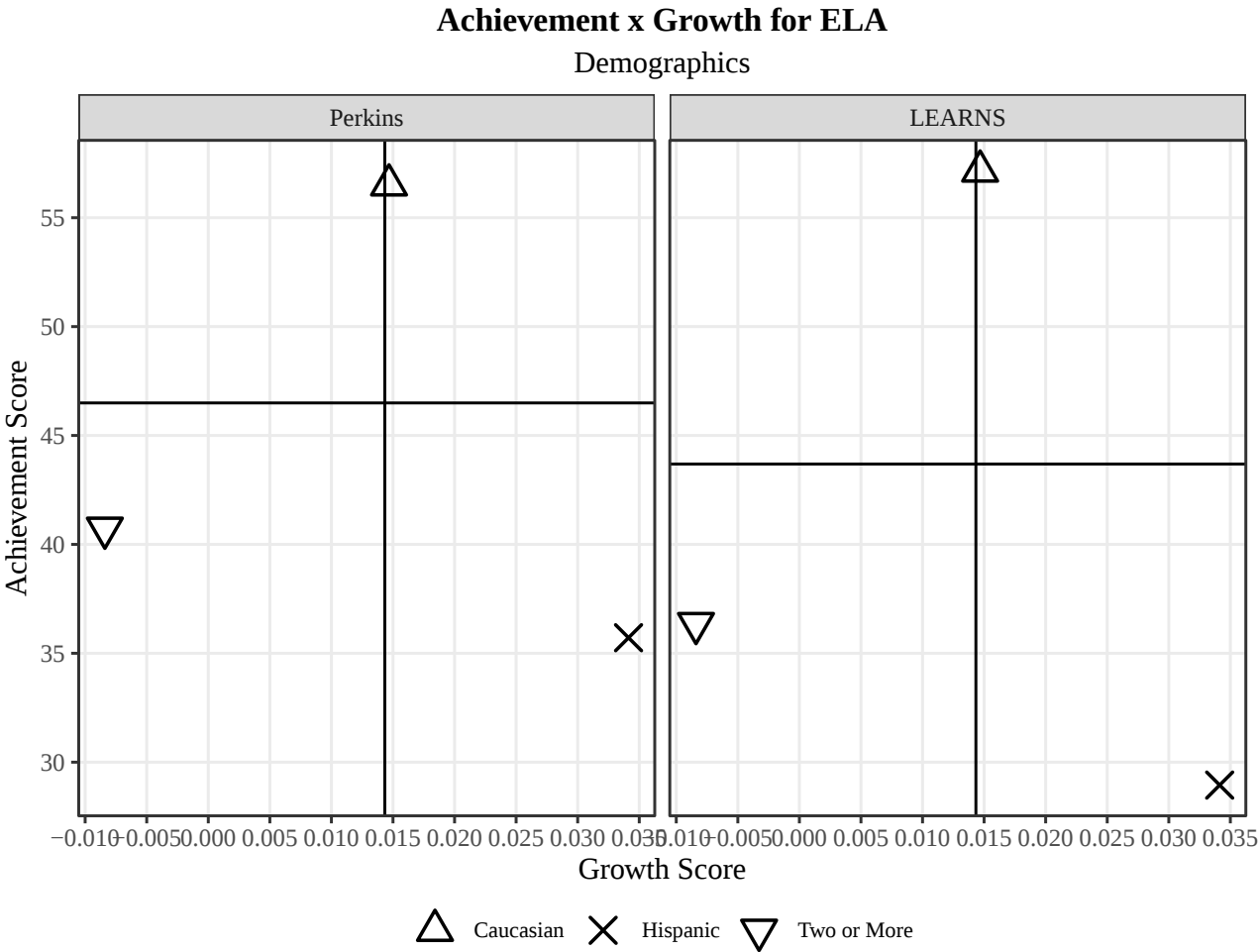
Achievement x Growth for SCI



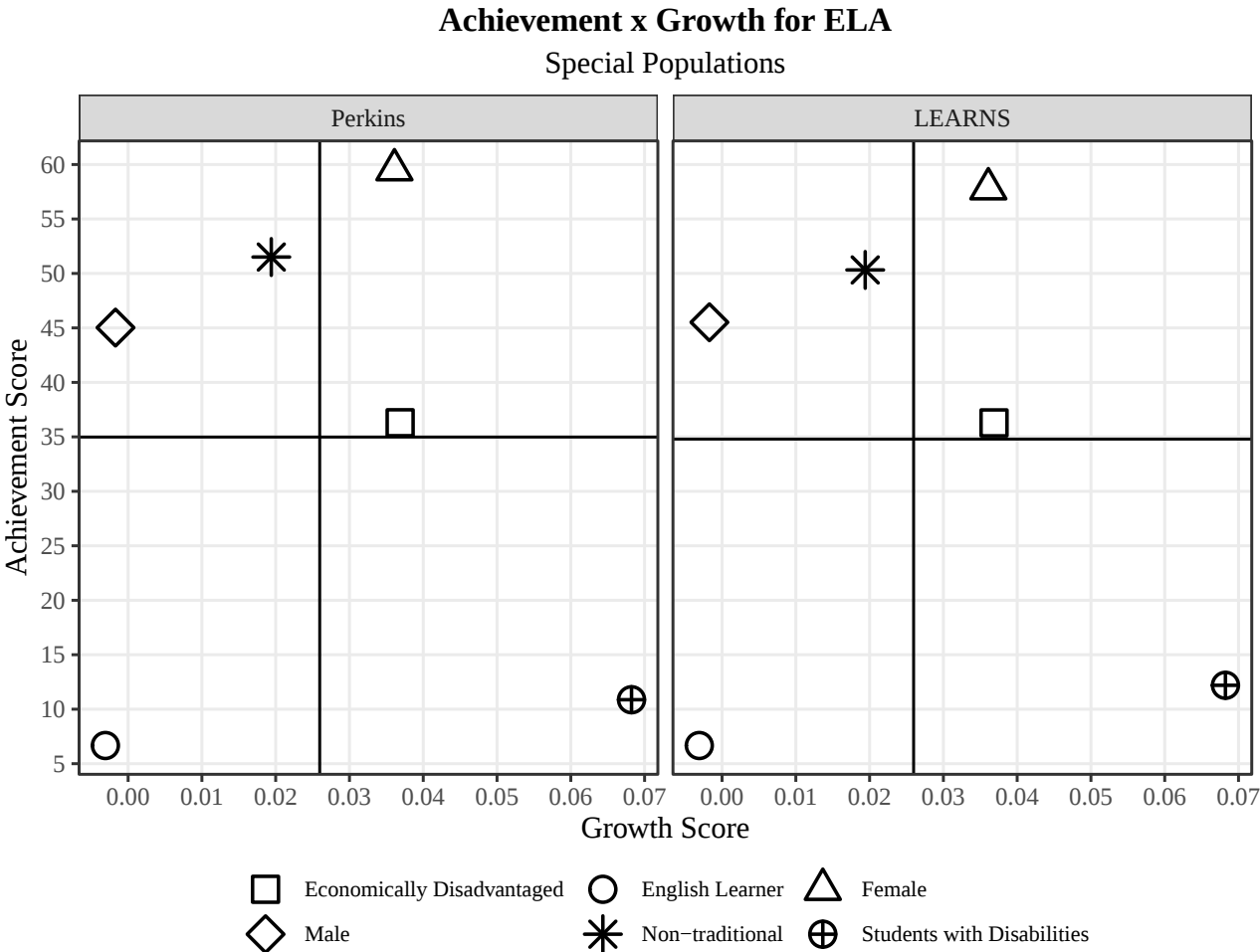
The black lines represent the mean of all data displayed.
Any groups with a denominator < 10 are not displayed in the graph.

5.7 Achievement x Growth (By Groups)

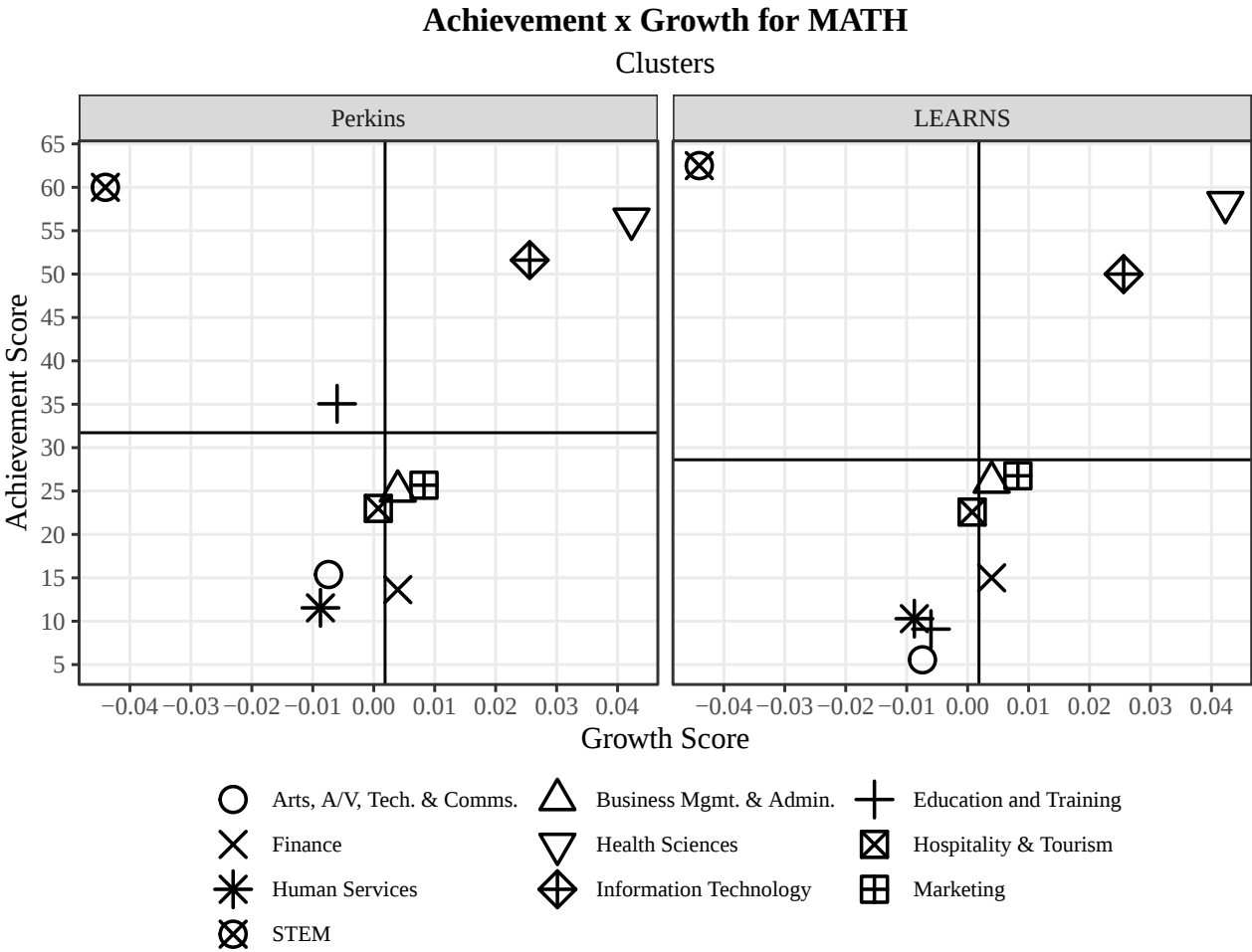




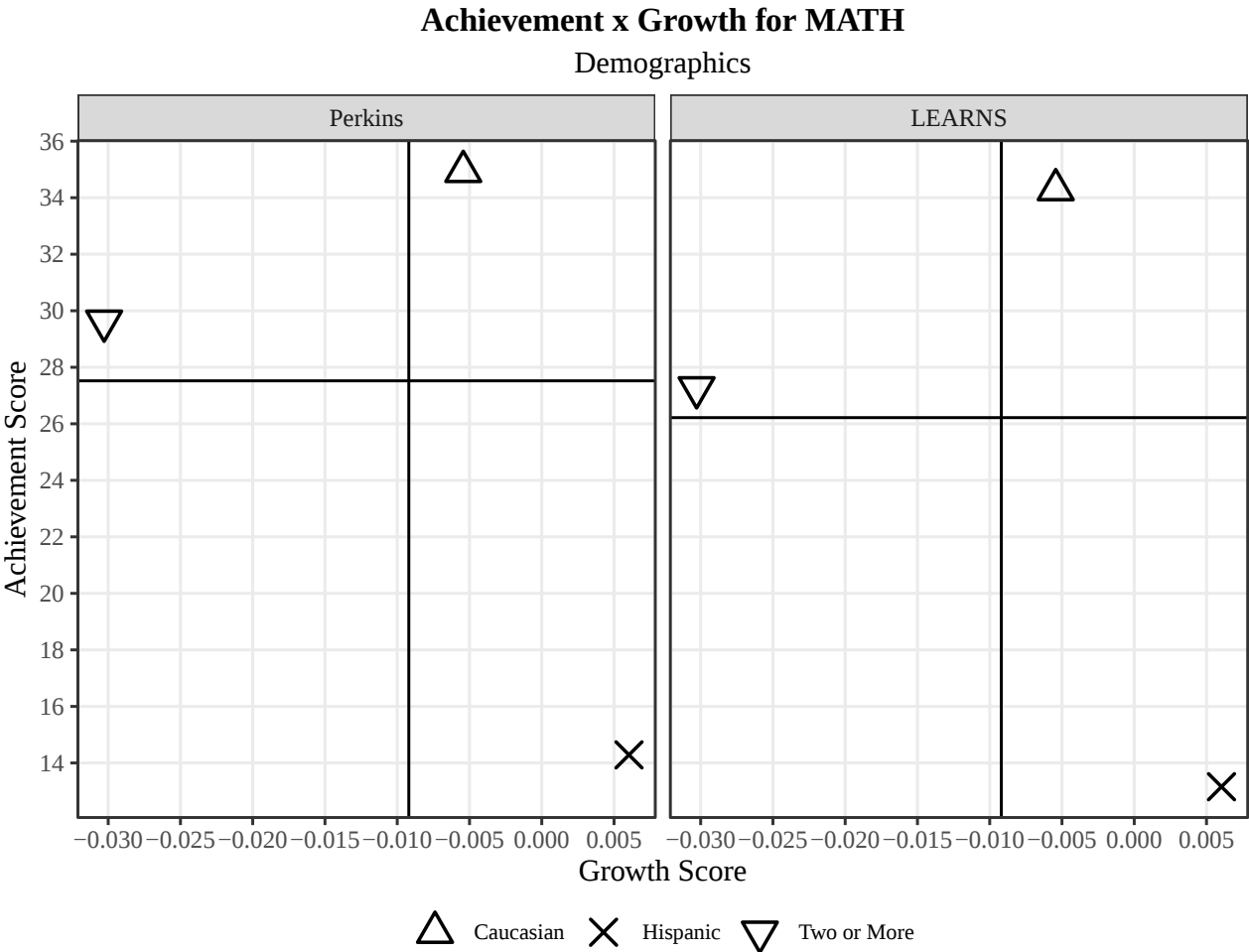
The black lines represent the mean within each model.
Any group with a denominator < 10 is not shown in these plots.



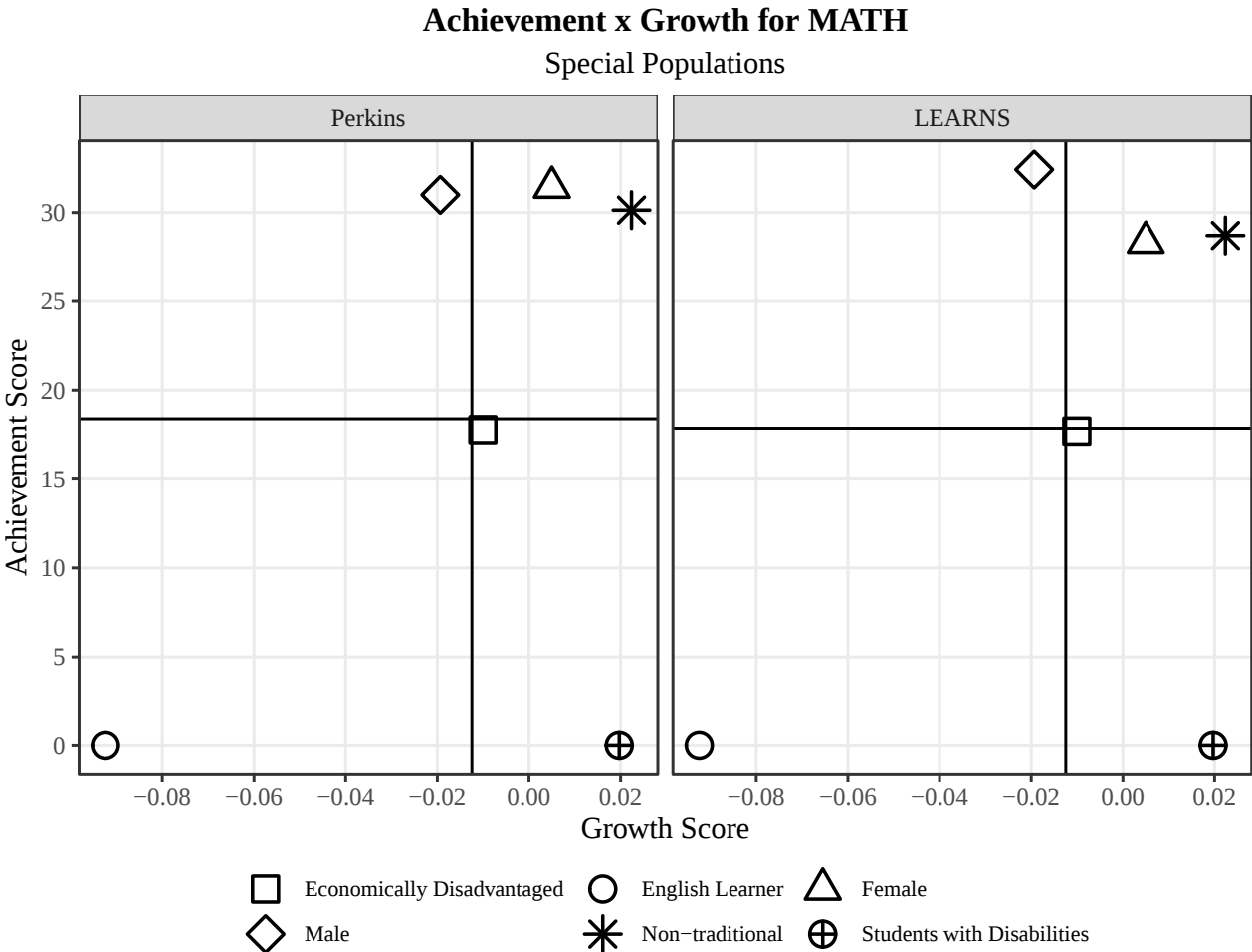
The black lines represent the mean within each model.
Any group with a denominator < 10 is not shown in these plots.



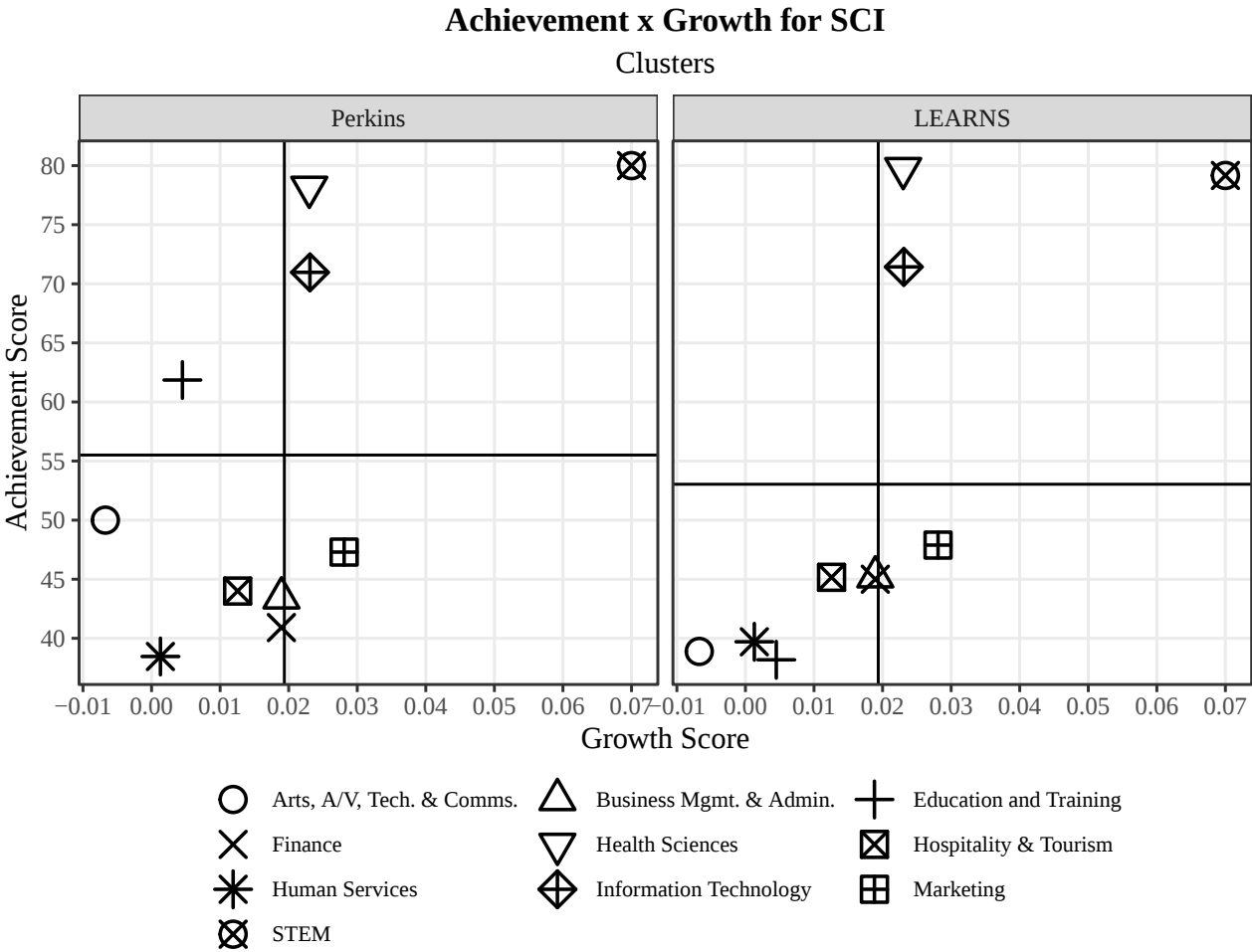
The black lines represent the mean within each model.
Any group with a denominator < 10 is not shown in these plots.



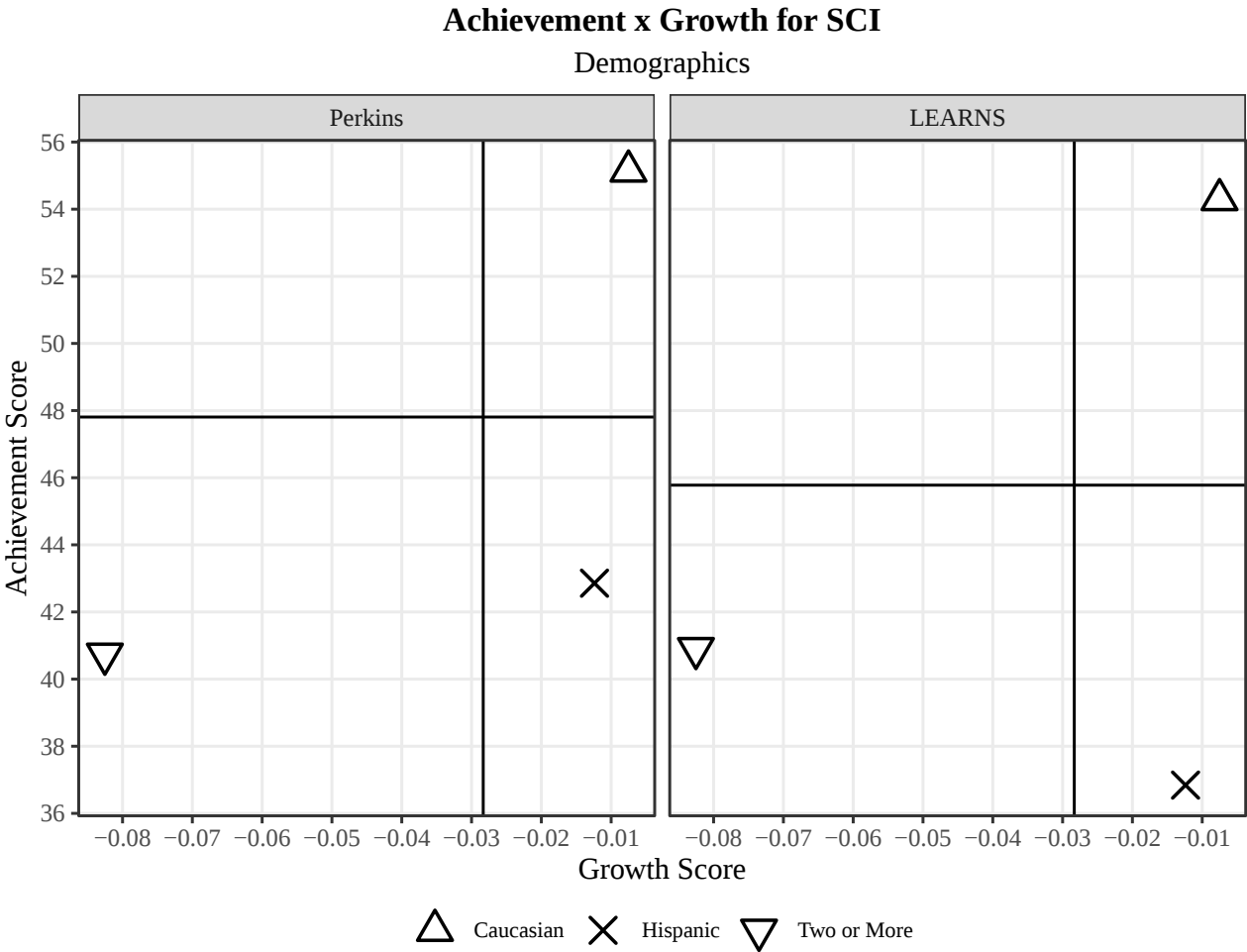
The black lines represent the mean within each model.
Any group with a denominator < 10 is not shown in these plots.



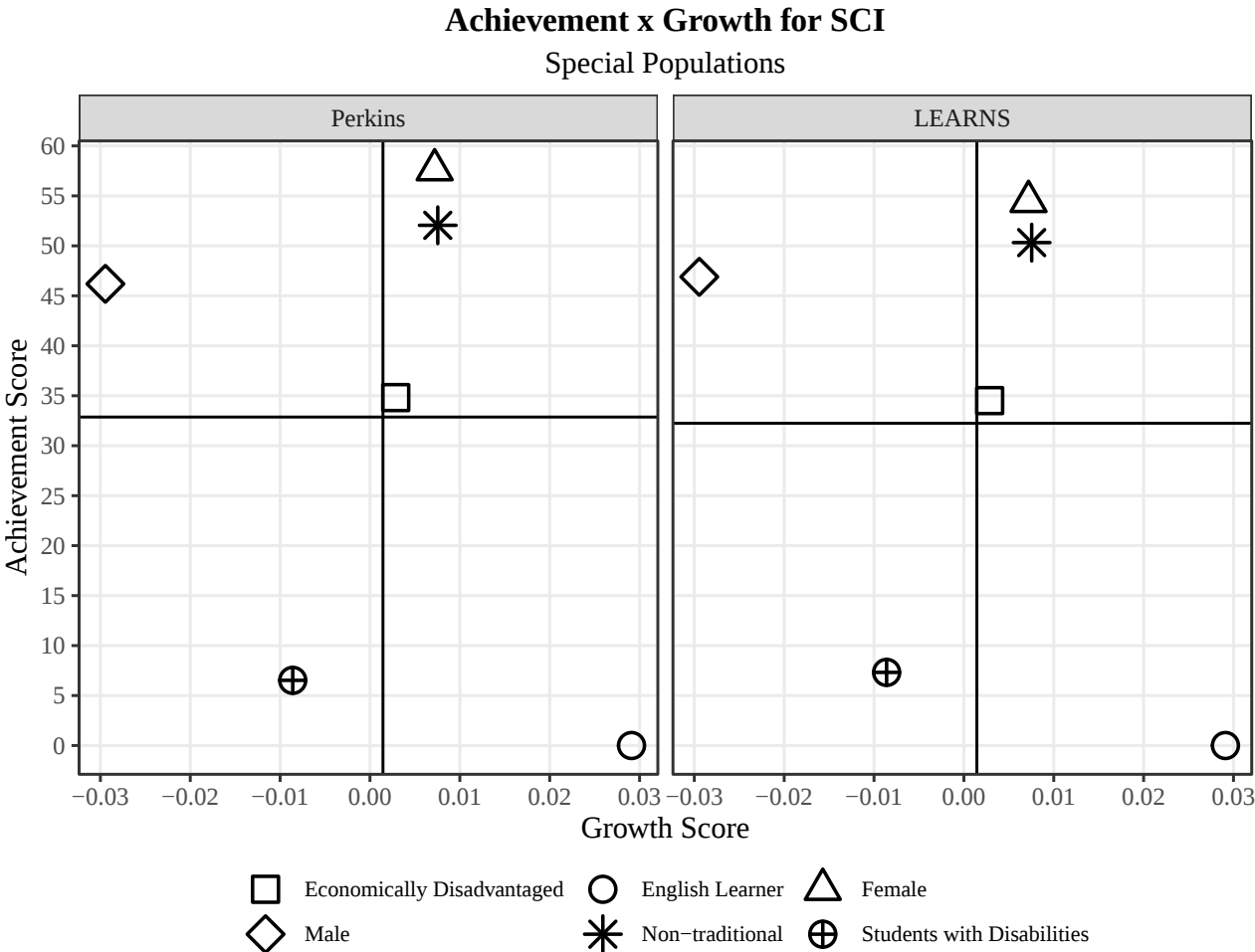
The black lines represent the mean within each model.
Any group with a denominator < 10 is not shown in these plots.



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



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Any group with a denominator < 10 is not shown in these plots.



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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)

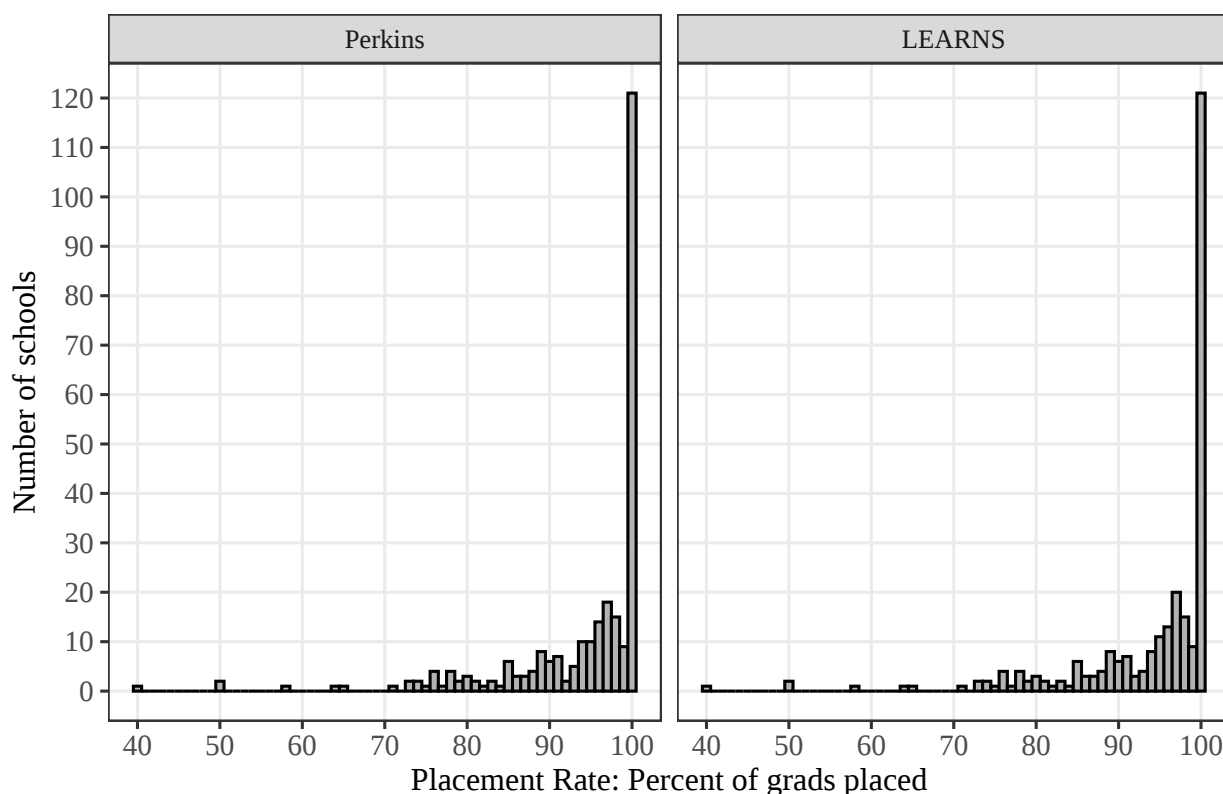
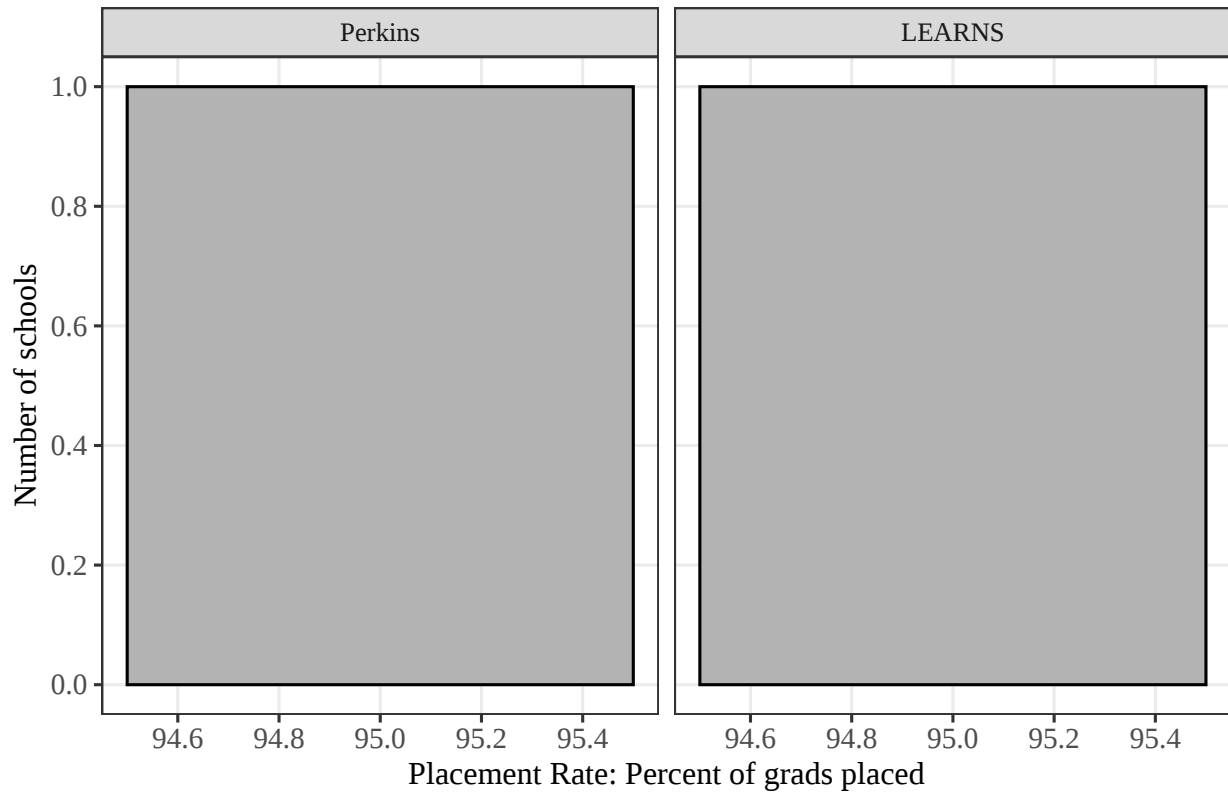


Table 6.1: Post-secondary Placement (3S1) Summary: State and District

LEA	Perkins Grads	Perkins Placed	Perkins %	LEARNs Grads	LEARNs Placed	LEARNs %
Arkansas	21,475	19,979	93.0	21,456	19,966	93.1
FARMINGTON SCHOOL DISTRICT	132	126	95.5	132	126	95.5

Post-secondary Placement Across Schools in District



6.2 State-level post-sec placement summary

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

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

\end{center}

6.3 District-level post-sec placement summary

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

Group	Perkins Grads	Perkins Placed	Perkins %	LEARNNS Grads	LEARNNS Placed	LEARNNS %
01 All Students	RV	RV	> 95.00%	RV	RV	> 95.00%
Gender						
02 Male	RV	RV	> 95.00%	RV	RV	> 95.00%
03 Female	RV	RV	93.8%	RV	RV	93.8%
Race						
04 Native American	—	—	—	—	—	—
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	RV	RV	94.4%	RV	RV	94.4%
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	70.0%	RV	RV	70.0%
12 Economically Disadvantaged	RV	RV	90.0%	RV	RV	90.0%
13 Non-traditional	RV	RV	> 95.00%	RV	RV	> 95.00%
14 Single Parent	—	—	—	—	—	—
15 English Learner	N<10	n<10	N<10	N<10	n<10	N<10
16 Homeless	N<10	n<10	N<10	N<10	n<10	N<10
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	N<10	n<10	N<10	N<10	n<10	N<10
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	339	321	94.7%	339	321	94.7%
21 Agriculture, Food, & Natural Resources	RV	RV	91.8%	RV	RV	91.8%
22 Business Management & Administration	RV	RV	> 95.00%	RV	RV	> 95.00%
23 Finance	RV	RV	91.7%	RV	RV	91.7%
24 Hospitality & Tourism	RV	RV	> 95.00%	RV	RV	> 95.00%
25 Marketing	RV	RV	> 95.00%	RV	RV	> 95.00%
26 Education and Training	RV	RV	88.9%	RV	RV	88.9%
27 Human Services	RV	RV	93.1%	RV	RV	93.1%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	RV	RV	> 95.00%	RV	RV	> 95.00%
30 STEM	RV	RV	94.4%	RV	RV	94.4%
31 Arts, A/V, Technology & Communications	RV	RV	> 95.00%	RV	RV	> 95.00%
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	RV	RV	90.0%	RV	RV	90.0%
35 Manufacturing	N<10	n<10	N<10	N<10	n<10	N<10
36 Transportation, Distribution, & Logistics	RV	RV	> 95.00%	RV	RV	> 95.00%

6.4 State-level post-sec placement by status

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

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

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

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

6.5 District-level post-sec placement by status

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

Group	Grads	Distinct Concentrators	Completers	Grads Placed
01 All Students	132	51	75	126
Gender				
02 Male	68	18	48	66
03 Female	64	33	27	60
Race				
04 Native American	0	0	0	0
05 Asian	N<10	n<10	n<10	n<10
06 African-American	N<10	n<10	n<10	n<10
07 Hispanic	18	n<10	n<10	17
08 Hawaiian/Pacific Islander	0	0	0	0
09 Caucasian	108	41	62	103
10 Two or More	N<10	n<10	n<10	n<10
Special Populations				
11 Students with Disabilities	10	n<10	n<10	n<10
12 Economically Disadvantaged	40	13	23	36
13 Non-traditional	130	50	74	124
14 Single Parent	0	0	0	0
15 English Learner	N<10	n<10	n<10	n<10
16 Homeless	N<10	n<10	n<10	n<10
17 Foster Care	0	0	0	0
18 Military Dependent	N<10	n<10	n<10	n<10
19 Migrant	0	0	0	0
Clusters				
20 All Clusters	339	197	124	321
21 Agriculture, Food, & Natural Resources	61	28	28	56
22 Business Management & Administration	33	19	13	32
23 Finance	12	n<10	n<10	11
24 Hospitality & Tourism	44	30	12	42
25 Marketing	26	13	12	25
26 Education and Training	18	n<10	n<10	16
27 Human Services	29	n<10	n<10	27
28 Architecture and Construction	0	0	0	0
29 Health Sciences	26	11	15	26
30 STEM	18	n<10	n<10	17
31 Arts, A/V, Technology & Communications	13	n<10	n<10	13
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	20	n<10	n<10	18
35 Manufacturing	N<10	n<10	n<10	n<10
36 Transportation, Distribution, & Logistics	27	n<10	n<10	26

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

Group	Grads	Distinct Concentrators	Completers	Grads Placed
01 All Students	132	51	75	126
Gender				
02 Male	68	18	48	66
03 Female	64	33	27	60
Race				
04 Native American	0	0	0	0
05 Asian	N<10	n<10	n<10	n<10
06 African-American	N<10	n<10	n<10	n<10
07 Hispanic	18	n<10	n<10	17
08 Hawaiian/Pacific Islander	0	0	0	0
09 Caucasian	108	41	62	103
10 Two or More	N<10	n<10	n<10	n<10
Special Populations				
11 Students with Disabilities	10	n<10	n<10	n<10
12 Economically Disadvantaged	40	13	23	36
13 Non-traditional	130	50	74	124
14 Single Parent	0	0	0	0
15 English Learner	N<10	n<10	n<10	n<10
16 Homeless	N<10	n<10	n<10	n<10
17 Foster Care	0	0	0	0
18 Military Dependent	N<10	n<10	n<10	n<10
19 Migrant	0	0	0	0
Clusters				
20 All Clusters	339	197	124	321
21 Agriculture, Food, & Natural Resources	61	28	28	56
22 Business Management & Administration	33	19	13	32
23 Finance	12	n<10	n<10	11
24 Hospitality & Tourism	44	30	12	42
25 Marketing	26	13	12	25
26 Education and Training	18	n<10	n<10	16
27 Human Services	29	n<10	n<10	27
28 Architecture and Construction	0	0	0	0
29 Health Sciences	26	11	15	26
30 STEM	18	n<10	n<10	17
31 Arts, A/V, Technology & Communications	13	n<10	n<10	13
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	20	n<10	n<10	18
35 Manufacturing	N<10	n<10	n<10	n<10
36 Transportation, Distribution, & Logistics	27	n<10	n<10	26

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.

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

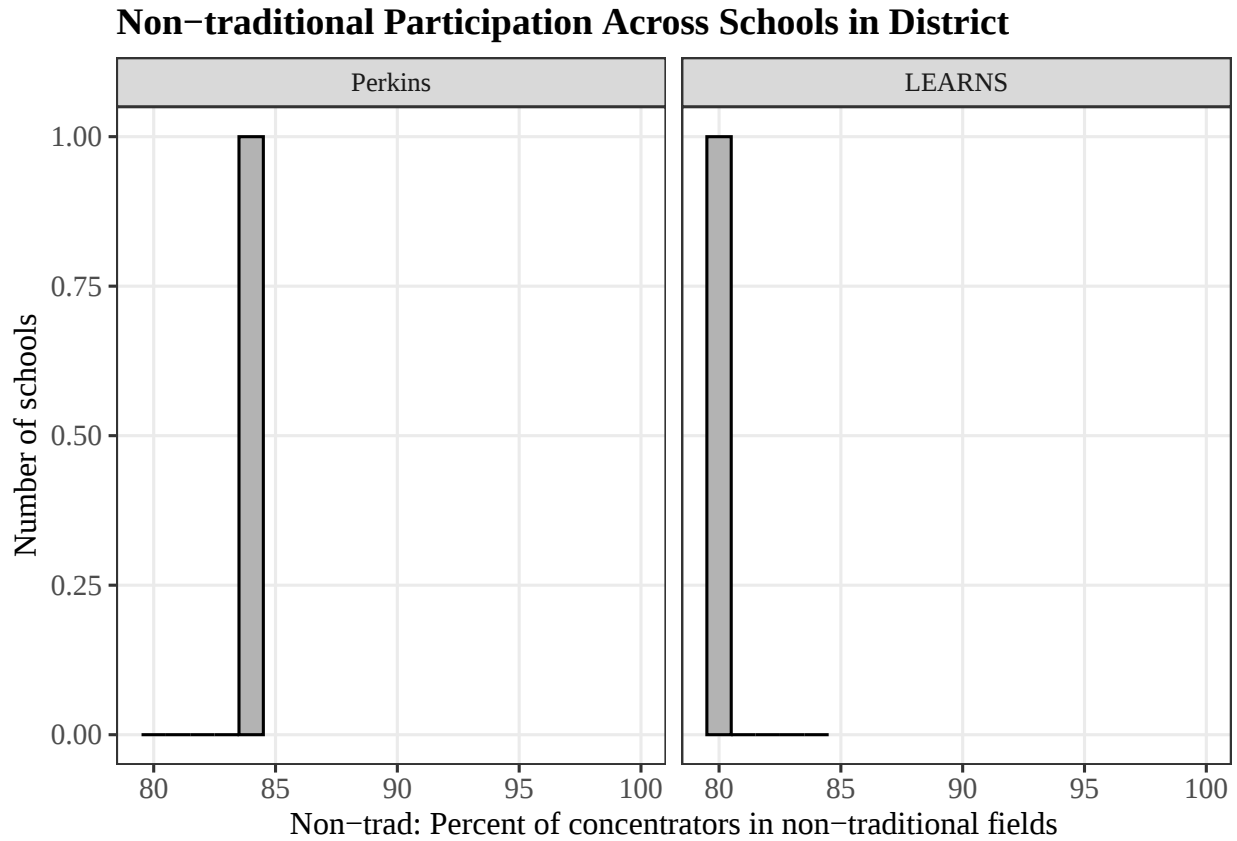
7.1 CAR Summary

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
FARMINGTON SCHOOL DISTRICT	366	307	83.9	307	246	80.1



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	366	307	83.9%	307	246	80.1%
Gender						
02 Male	167	152	91.0%	141	126	89.4%
03 Female	199	155	77.9%	166	120	72.3%
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	RV	RV	> 95.00%	RV	RV	> 95.00%
07 Hispanic	41	30	73.2%	37	27	73.0%
08 Hawaiian/Pacific Islander	N<10	n<10	N<10	N<10	n<10	N<10
09 Caucasian	279	238	85.3%	229	185	80.8%
10 Two or More	RV	RV	77.8%	RV	RV	77.3%
Special Populations						
11 Students with Disabilities	RV	RV	> 95.00%	RV	RV	> 95.00%
12 Economically Disadvantaged	130	119	91.5%	109	99	90.8%
13 Non-traditional	366	307	83.9%	307	246	80.1%
14 Single Parent	N<10	n<10	N<10	N<10	n<10	N<10
15 English Learner	RV	RV	86.7%	RV	RV	86.7%
16 Homeless	N<10	n<10	N<10	N<10	n<10	N<10
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	N<10	n<10	N<10	N<10	n<10	N<10
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	1,412	507	35.9%	1,152	385	33.4%
21 Agriculture, Food, & Natural Resources	219	147	67.1%	167	110	65.9%
22 Business Management & Administration	—	—	—	—	—	—
23 Finance	144	22	15.3%	126	20	15.9%
24 Hospitality & Tourism	181	41	22.7%	152	36	23.7%
25 Marketing	—	—	—	—	—	—
26 Education and Training	207	97	46.9%	158	55	34.8%
27 Human Services	181	41	22.7%	152	36	23.7%
28 Architecture and Construction	N<10	n<10	N<10	N<10	n<10	N<10
29 Health Sciences	N<10	n<10	N<10	N<10	n<10	N<10
30 STEM	64	30	46.9%	49	24	49.0%
31 Arts, A/V, Technology & Communications	47	12	25.5%	RV	RV	25.7%
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	186	31	16.7%	163	28	17.2%
35 Manufacturing	RV	RV	90.5%	RV	RV	26.7%
36 Transportation, Distribution, & Logistics	149	66	44.3%	130	63	48.5%

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	366	478	235	72	307
Gender					
02 Male	167	242	107	45	152
03 Female	199	236	128	27	155
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	10	18	n<10	n<10	10
07 Hispanic	41	54	n<10	n<10	30
08 Hawaiian/Pacific Islander	N<10	n<10	n<10	n<10	n<10
09 Caucasian	279	361	179	59	238
10 Two or More	27	37	n<10	n<10	21
Special Populations					
11 Students with Disabilities	46	49	34	11	45
12 Economically Disadvantaged	130	171	93	26	119
13 Non-traditional	366	478	235	72	307
14 Single Parent	N<10	n<10	n<10	n<10	n<10
15 English Learner	15	15	n<10	n<10	13
16 Homeless	N<10	n<10	n<10	n<10	n<10
17 Foster Care	0	0	0	0	0
18 Military Dependent	N<10	n<10	n<10	n<10	n<10
19 Migrant	0	0	0	0	0
Clusters					
20 All Clusters	1,412	2,002	426	81	507
21 Agriculture, Food, & Natural Resources	219	171	104	43	147
22 Business Management & Administration	0	0	0	0	0
23 Finance	144	241	22	0	22
24 Hospitality & Tourism	181	309	n<10	n<10	41
25 Marketing	0	0	0	0	0
26 Education and Training	207	277	86	11	97
27 Human Services	181	309	n<10	n<10	41
28 Architecture and Construction	N<10	n<10	n<10	n<10	n<10
29 Health Sciences	N<10	n<10	n<10	n<10	n<10
30 STEM	64	53	n<10	n<10	30
31 Arts, A/V, Technology & Communications	47	59	12	0	12
32 Government and Public Administration	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	n<10	n<10	n<10	n<10
34 Information Technology	186	363	n<10	n<10	31
35 Manufacturing	21	n<10	15	n<10	19
36 Transportation, Distribution, & Logistics	149	204	n<10	n<10	66

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

Group	Total	Participants	Distinct Concentrators	Completers	Non-trad
01 All Students	307	510	174	72	246
Gender					
02 Male	141	259	81	45	126
03 Female	166	251	93	27	120
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	10	17	n<10	n<10	10
07 Hispanic	37	57	n<10	n<10	27
08 Hawaiian/Pacific Islander	N<10	n<10	n<10	n<10	n<10
09 Caucasian	229	388	126	59	185
10 Two or More	22	39	n<10	n<10	17
Special Populations					
11 Students with Disabilities	41	51	28	11	39
12 Economically Disadvantaged	109	178	73	26	99
13 Non-traditional	307	510	174	72	246
14 Single Parent	N<10	n<10	n<10	n<10	n<10
15 English Learner	15	15	n<10	n<10	13
16 Homeless	N<10	n<10	n<10	n<10	n<10
17 Foster Care	0	0	0	0	0
18 Military Dependent	N<10	n<10	n<10	n<10	n<10
19 Migrant	0	0	0	0	0
Clusters					
20 All Clusters	1,152	1,921	304	81	385
21 Agriculture, Food, & Natural Resources	167	148	67	43	110
22 Business Management & Administration	0	0	0	0	0
23 Finance	126	237	20	0	20
24 Hospitality & Tourism	152	288	n<10	n<10	36
25 Marketing	0	0	0	0	0
26 Education and Training	158	277	44	11	55
27 Human Services	152	288	n<10	n<10	36
28 Architecture and Construction	N<10	n<10	n<10	n<10	n<10
29 Health Sciences	N<10	n<10	n<10	n<10	n<10
30 STEM	49	47	n<10	n<10	24
31 Arts, A/V, Technology & Communications	35	45	n<10	0	n<10
32 Government and Public Administration	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	n<10	n<10	n<10	n<10
34 Information Technology	163	364	n<10	n<10	28
35 Manufacturing	15	17	0	n<10	n<10
36 Transportation, Distribution, & Logistics	130	200	n<10	n<10	63

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)

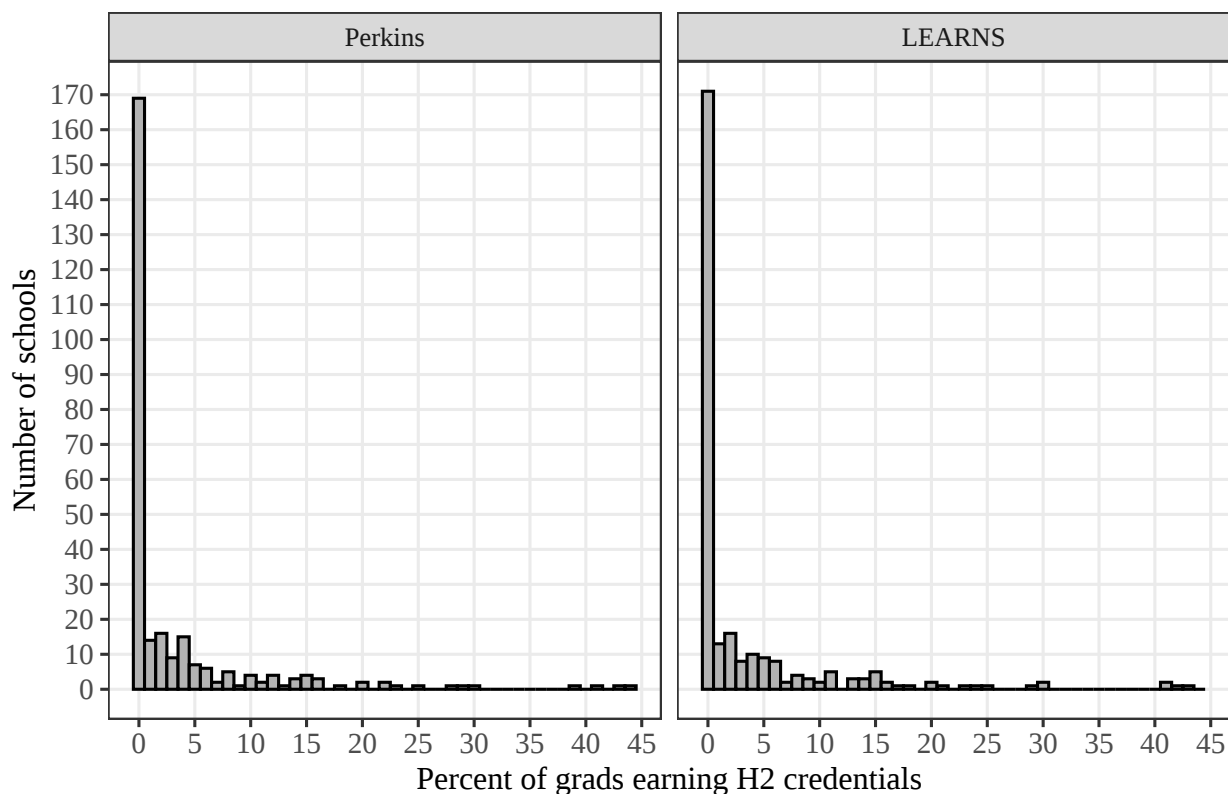
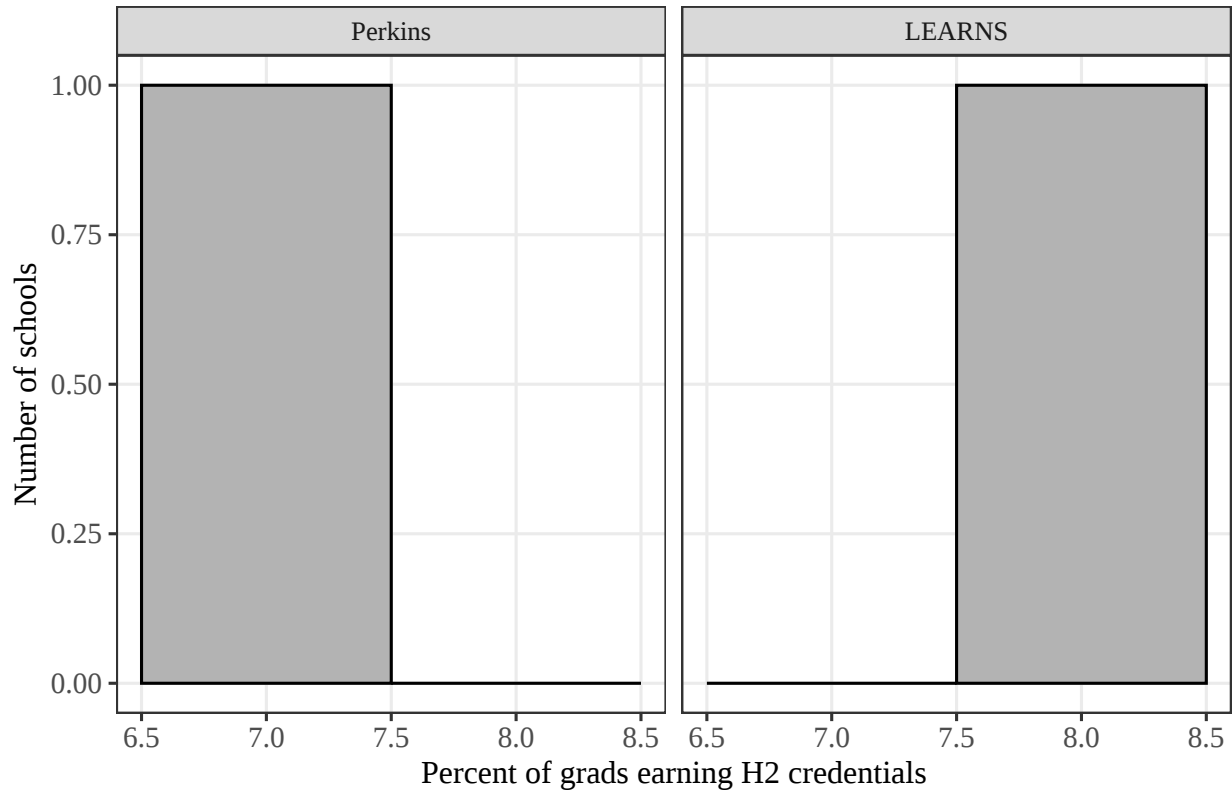


Table 8.1: H2 Credentials Summary: State and District

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
FARMINGTON SCHOOL DISTRICT	167	12	7.2	136	11	8.1

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	167	12	7.2%	136	11	8.1%
Gender						
02 Male	RV	RV	8.8%	RV	RV	10.4%
03 Female	RV	RV	5.7%	RV	RV	5.8%
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	RV	RV	11.8%	RV	RV	14.3%
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	128	10	7.8%	RV	RV	8.8%
10 Two or More	RV	RV	< 5.00%	N<10	n<10	N<10
Special Populations						
11 Students with Disabilities	RV	RV	8.3%	RV	RV	9.1%
12 Economically Disadvantaged	RV	RV	11.4%	RV	RV	13.6%
13 Non-traditional	—	—	—	—	—	—
14 Single Parent	N<10	n<10	N<10	—	—	—
15 English Learner	N<10	n<10	N<10	N<10	n<10	N<10
16 Homeless	N<10	n<10	N<10	N<10	n<10	N<10
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	N<10	n<10	N<10	N<10	n<10	N<10
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	431	26	6.0%	339	22	6.5%
21 Agriculture, Food, & Natural Resources	RV	RV	11.6%	RV	RV	15.4%
22 Business Management & Administration	RV	RV	< 5.00%	RV	RV	< 5.00%
23 Finance	RV	RV	< 5.00%	RV	RV	< 5.00%
24 Hospitality & Tourism	RV	RV	< 5.00%	RV	RV	< 5.00%
25 Marketing	RV	RV	< 5.00%	RV	RV	< 5.00%
26 Education and Training	RV	RV	< 5.00%	RV	RV	< 5.00%
27 Human Services	RV	RV	5.0%	RV	RV	5.9%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	RV	RV	6.2%	RV	RV	< 5.00%
30 STEM	RV	RV	< 5.00%	RV	RV	< 5.00%
31 Arts, A/V, Technology & Communications	RV	RV	5.3%	RV	RV	7.1%
32 Government and Public Administration	—	—	—	—	—	—
33 Law, Public Safety, Corrections, & Security	—	—	—	—	—	—
34 Information Technology	RV	RV	< 5.00%	N<10	n<10	N<10
35 Manufacturing	RV	RV	60.0%	N<10	n<10	N<10
36 Transportation, Distribution, & Logistics	RV	RV	< 5.00%	RV	RV	< 5.00%

8.4 State-level H2 certifications by status

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

Group	Total Grads	CTE Grads	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	24,347	24,347	0	0	465	816
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	167	167	0	0	n<10	n<10
Gender						
02 Male	80	80	0	0	n<10	n<10
03 Female	87	87	0	0	n<10	n<10
Race						
04 Native American	N<10	N<10	0	0	0	0
05 Asian	N<10	N<10	0	0	0	0
06 African-American	N<10	N<10	0	0	0	0
07 Hispanic	17	17	n<10	0	n<10	0
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	128	128	0	0	n<10	n<10
10 Two or More	11	11	0	0	0	0
Special Populations						
11 Students with Disabilities	24	24	0	0	n<10	n<10
12 Economically Disadvantaged	70	70	0	0	n<10	n<10
13 Non-traditional	0	0	0	0	0	0
14 Single Parent	N<10	N<10	0	0	0	0
15 English Learner	N<10	N<10	n<10	0	n<10	0
16 Homeless	N<10	N<10	n<10	0	0	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	0	0	0	0	0	0
Clusters						
20 All Clusters	955	431	0	39	15	11
21 Agriculture, Food, & Natural Resources	97	69	0	n<10	n<10	n<10
22 Business Management & Administration	79	36	0	n<10	n<10	0
23 Finance	66	14	n<10	n<10	0	0
24 Hospitality & Tourism	114	51	0	n<10	n<10	0
25 Marketing	70	35	0	n<10	n<10	0
26 Education and Training	102	65	0	n<10	n<10	n<10
27 Human Services	81	40	0	n<10	n<10	n<10
28 Architecture and Construction	N<10	0	n<10	n<10	0	0
29 Health Sciences	63	32	0	n<10	n<10	n<10
30 STEM	28	15	n<10	n<10	0	0
31 Arts, A/V, Technology & Communications	81	19	0	n<10	n<10	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	n<10	0	0
34 Information Technology	88	12	n<10	n<10	0	0
35 Manufacturing	12	10	0	0	n<10	n<10
36 Transportation, Distribution, & Logistics	67	33	0	n<10	n<10	0

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

Group	Total Grads	CTE Grads	Non-CTE	Participants	Distinct Concentrators	Completers
01 All Students	167	136	0	n<10	n<10	n<10
Gender						
02 Male	80	67	0	0	n<10	n<10
03 Female	87	69	0	n<10	n<10	n<10
Race						
04 Native American	N<10	N<10	0	0	0	0
05 Asian	N<10	N<10	0	0	0	0
06 African-American	N<10	N<10	0	0	0	0
07 Hispanic	17	14	n<10	0	n<10	0
08 Hawaiian/Pacific Islander	0	0	0	0	0	0
09 Caucasian	128	102	0	n<10	0	n<10
10 Two or More	11	N<10	0	0	0	0
Special Populations						
11 Students with Disabilities	24	22	0	0	n<10	n<10
12 Economically Disadvantaged	70	59	0	0	n<10	n<10
13 Non-traditional	0	0	0	0	0	0
14 Single Parent	N<10	0	0	0	0	0
15 English Learner	N<10	N<10	n<10	0	n<10	0
16 Homeless	N<10	N<10	n<10	0	0	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	0	0	0	0	0	0
Clusters						
20 All Clusters	955	339	n<10	41	n<10	11
21 Agriculture, Food, & Natural Resources	97	52	0	n<10	n<10	n<10
22 Business Management & Administration	79	34	0	n<10	n<10	0
23 Finance	66	13	n<10	n<10	0	0
24 Hospitality & Tourism	114	46	0	n<10	n<10	0
25 Marketing	70	32	0	n<10	n<10	0
26 Education and Training	102	31	n<10	n<10	0	n<10
27 Human Services	81	34	0	n<10	n<10	n<10
28 Architecture and Construction	N<10	0	n<10	n<10	0	0
29 Health Sciences	63	28	0	n<10	0	n<10
30 STEM	28	11	n<10	n<10	0	0
31 Arts, A/V, Technology & Communications	81	14	0	n<10	n<10	0
32 Government and Public Administration	0	0	0	0	0	0
33 Law, Public Safety, Corrections, & Security	N<10	0	n<10	n<10	0	0
34 Information Technology	88	N<10	n<10	n<10	0	0
35 Manufacturing	12	N<10	0	n<10	0	n<10
36 Transportation, Distribution, & Logistics	67	31	0	n<10	n<10	0

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

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

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

9.1 CAR Summary

Completer Grads with Merit/Distinction Across Schools (Statewide)

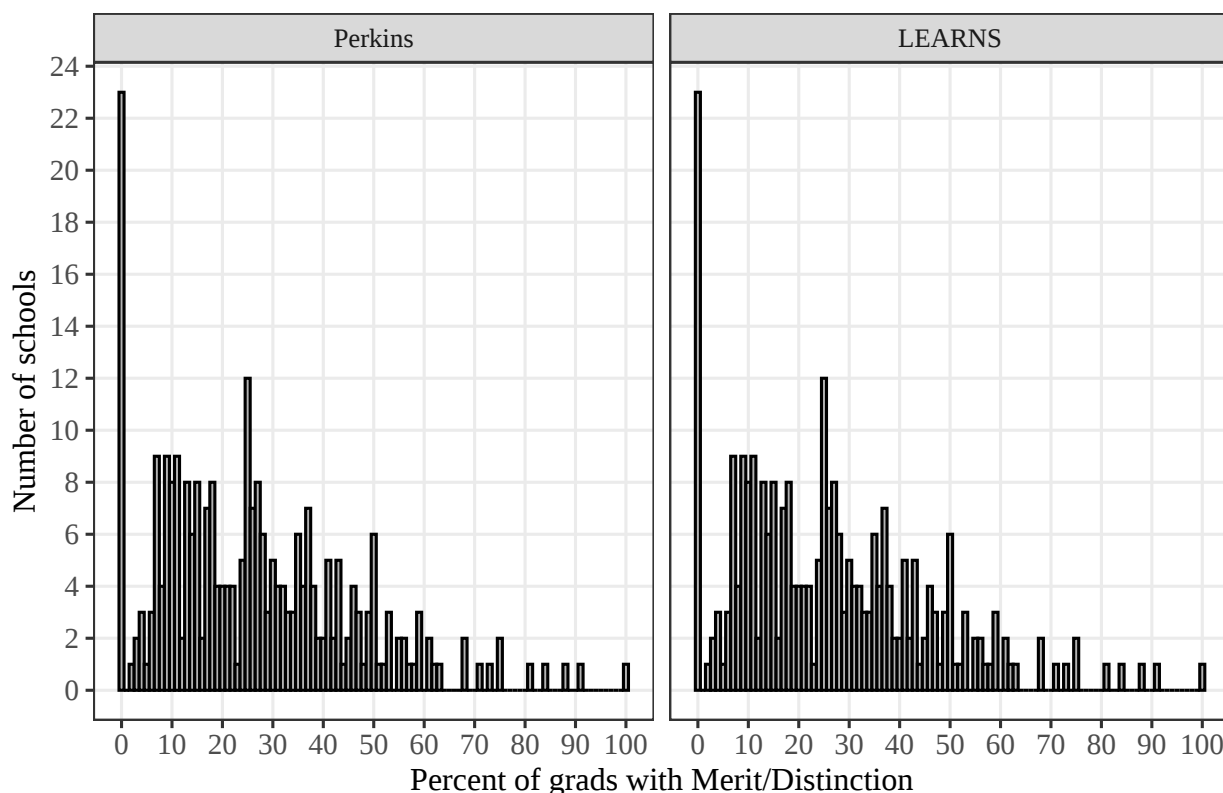
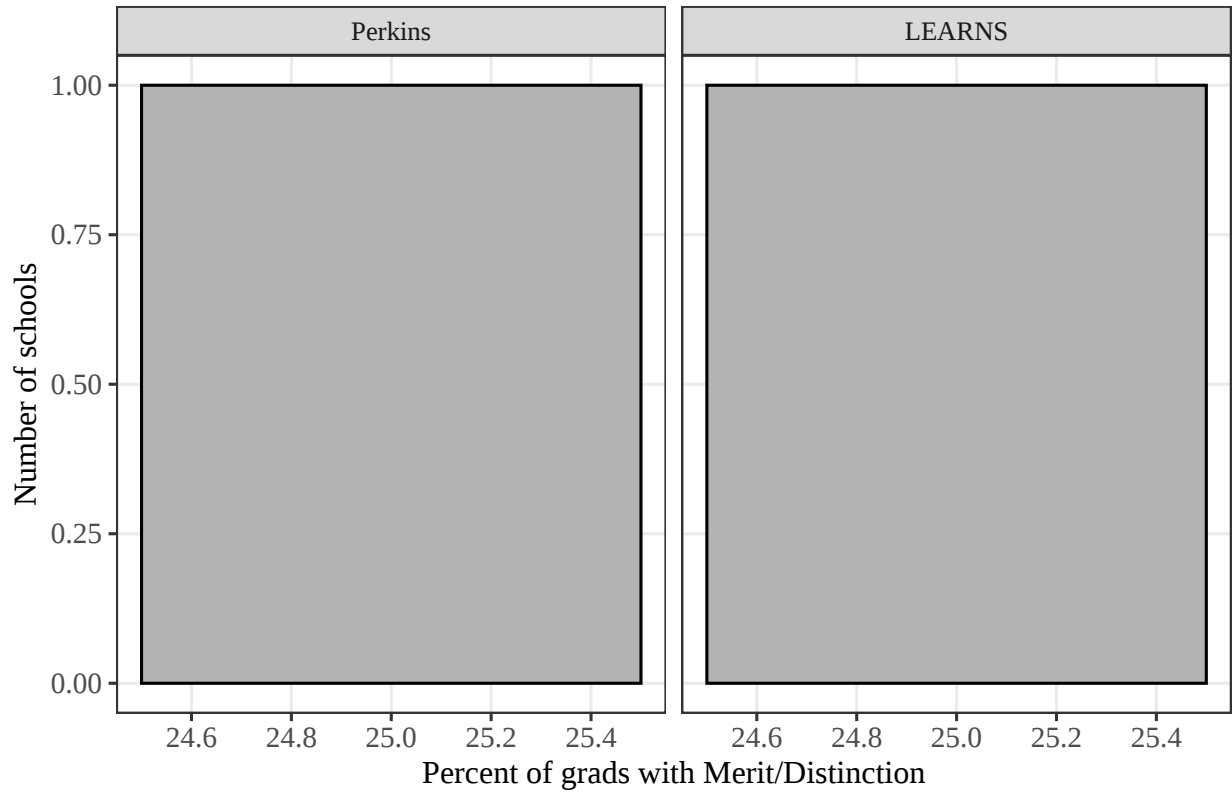


Table 9.1: Merit/Distinction Summary: State and District

LEA	Perkins Grads	Perkins Merit/Dist	Perkins %	LEARNs Grads	LEARNs Merit/Dist	LEARNs %
Arkansas	12,669	3,776	29.8	12,669	3,776	29.8
FARMINGTON SCHOOL DISTRICT	79	20	25.3	79	20	25.3

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	79	20	25.3%	79	20	25.3%
Gender						
02 Male	39	10	25.6%	39	10	25.6%
03 Female	40	10	25.0%	40	10	25.0%
Race						
04 Native American	N<10	n<10	N<10	N<10	n<10	N<10
05 Asian	—	—	—	—	—	—
06 African-American	N<10	n<10	N<10	N<10	n<10	N<10
07 Hispanic	RV	RV	10.0%	RV	RV	10.0%
08 Hawaiian/Pacific Islander	—	—	—	—	—	—
09 Caucasian	62	19	30.6%	62	19	30.6%
10 Two or More	N<10	n<10	N<10	N<10	n<10	N<10
Special Populations						
11 Students with Disabilities	RV	RV	20.0%	RV	RV	20.0%
12 Economically Disadvantaged	RV	RV	19.4%	RV	RV	19.4%
13 Non-traditional	—	—	—	—	—	—
14 Single Parent	—	—	—	—	—	—
15 English Learner	N<10	n<10	N<10	N<10	n<10	N<10
16 Homeless	N<10	n<10	N<10	N<10	n<10	N<10
17 Foster Care	—	—	—	—	—	—
18 Military Dependent	—	—	—	—	—	—
19 Migrant	—	—	—	—	—	—
Clusters						
20 All Clusters	269	24	8.9%	239	24	10.0%
21 Agriculture, Food, & Natural Resources	RV	RV	9.8%	RV	RV	11.9%
22 Business Management & Administration	RV	RV	< 5.00%	RV	RV	< 5.00%
23 Finance	RV	RV	< 5.00%	RV	RV	< 5.00%
24 Hospitality & Tourism	RV	RV	< 5.00%	RV	RV	< 5.00%
25 Marketing	RV	RV	< 5.00%	RV	RV	< 5.00%
26 Education and Training	RV	RV	13.3%	RV	RV	18.2%
27 Human Services	RV	RV	< 5.00%	RV	RV	< 5.00%
28 Architecture and Construction	—	—	—	—	—	—
29 Health Sciences	RV	RV	33.3%	RV	RV	35.3%
30 STEM	N<10	n<10	N<10	N<10	n<10	N<10
31 Arts, A/V, Technology & Communications	N<10	n<10	N<10	N<10	n<10	N<10
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	N<10	n<10	N<10	N<10	n<10	N<10
36 Transportation, Distribution, & Logistics	RV	RV	< 5.00%	RV	RV	< 5.00%

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	79	20
Gender		
02 Male	39	10
03 Female	40	10
Race		
04 Native American	N<10	n<10
05 Asian	0	0
06 African-American	N<10	n<10
07 Hispanic	10	n<10
08 Hawaiian/Pacific Islander	0	0
09 Caucasian	62	19
10 Two or More	N<10	n<10
Special Populations		
11 Students with Disabilities	10	n<10
12 Economically Disadvantaged	36	n<10
13 Non-traditional	0	0
14 Single Parent	0	0
15 English Learner	N<10	n<10
16 Homeless	N<10	n<10
17 Foster Care	0	0
18 Military Dependent	0	0
19 Migrant	0	0
Clusters		
20 All Clusters	269	24
21 Agriculture, Food, & Natural Resources	51	n<10
22 Business Management & Administration	27	n<10
23 Finance	13	0
24 Hospitality & Tourism	33	0
25 Marketing	24	0
26 Education and Training	30	n<10
27 Human Services	26	n<10
28 Architecture and Construction	0	0
29 Health Sciences	18	n<10
30 STEM	N<10	n<10
31 Arts, A/V, Technology & Communications	N<10	n<10
32 Government and Public Administration	0	0
33 Law, Public Safety, Corrections, & Security	0	0
34 Information Technology	N<10	n<10
35 Manufacturing	N<10	n<10
36 Transportation, Distribution, & Logistics	26	n<10

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

Group	Completer Grads	Merit/ Dist
01 All Students	79	20
Gender		
02 Male	39	10
03 Female	40	10
Race		
04 Native American	N<10	n<10
05 Asian	0	0
06 African-American	N<10	n<10
07 Hispanic	10	n<10
08 Hawaiian/Pacific Islander	0	0
09 Caucasian	62	19
10 Two or More	N<10	n<10
Special Populations		
11 Students with Disabilities	10	n<10
12 Economically Disadvantaged	36	n<10
13 Non-traditional	0	0
14 Single Parent	0	0
15 English Learner	N<10	n<10
16 Homeless	N<10	n<10
17 Foster Care	0	0
18 Military Dependent	0	0
19 Migrant	0	0
Clusters		
20 All Clusters	239	24
21 Agriculture, Food, & Natural Resources	42	n<10
22 Business Management & Administration	26	n<10
23 Finance	13	0
24 Hospitality & Tourism	31	0
25 Marketing	23	0
26 Education and Training	22	n<10
27 Human Services	24	n<10
28 Architecture and Construction	0	0
29 Health Sciences	17	n<10
30 STEM	N<10	n<10
31 Arts, A/V, Technology & Communications	N<10	n<10
32 Government and Public Administration	0	0
33 Law, Public Safety, Corrections, & Security	0	0
34 Information Technology	N<10	n<10
35 Manufacturing	N<10	n<10
36 Transportation, Distribution, & Logistics	25	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
FARMINGTON HIGH SCHOOL (7202012)			
1S1 ACGR	82.00	> 95.00% (RV / RV)	> 95.00% (RV / RV)
2S1 ELA	53.75	53.0% (202 / 381)	52.3% (170 / 325)
2S2 Math	11.00	31.2% (119 / 381)	30.2% (98 / 325)
2S3 Sci	—	52.5% (200 / 381)	51.1% (166 / 325)
3S1 Placement	80.00	> 95.00% (RV / RV)	> 95.00% (RV / RV)
4S1 Non-trad	39.00	83.9% (307 / 366)	80.1% (246 / 307)
5S1 Certs	5.00	7.2% (12 / 167)	8.1% (11 / 136)
5S4 Merit/Distinction	5.00	25.3% (20 / 79)	25.3% (20 / 79)

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	—